

# **School of Public Affairs and Administration (SPAA)**

## **Diversity Plan**

Prepared by the Masters of Public Administration (MPA) Committee

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## Introduction

Diversity is one of the School of Public Affairs and Administration's (SPAA) core values, and we explicitly include support for diversity as part of our mission statement. Diversity among our students, staff, faculty, alumni, and in our curricula makes us stronger and better able to prepare the next generation of leaders in the public and nonprofit sectors. Our support for diversity is especially critical in an increasingly connected and open world where people and ideas are becoming more mobile.

SPAA's definition of "diversity" includes common dimensions such as race, ethnicity, gender, age, and religion. We also, however, apply a more expansive definition, addressing such dimensions as socioeconomic status, gender identity and sexual preference, cultural heritage, and professional and international status. As a public institution of higher education located in an urban setting, we especially value educational and intellectual diversity among our students, staff, faculty, and in our curriculum. In this Plan, we:

- Describe existing dimensions of diversity in the school;
- Identify areas where SPAA needs to improve its diversity;
- Identify specific actions we need to take to improve recruiting and retention of diverse populations of students, faculty, and staff in order to maintain and further diversity; and,
- Identify specific actions we can take to create a welcoming and supportive environment for all students, faculty, staff, and alumni.

SPAA created its Diversity Plan with extensive participation of faculty, staff, students, and alumni in order to identify: what we mean by diversity, areas where diversity may need improvement; and specific strategies for achieving change. The Plan includes concrete objectives, detailed strategies, and performance indicators. It is also intended to be a living document, reviewed every five years, or more frequently as required.

## **A Baseline Assessment of Diversity in SPAA**

This section provides background for SPAA's Diversity Plan. In it, we examine ethnicity, gender, age, international status, and other common indicators for our students. We look at these same indicators for our faculty and staff. We also consider the academic background of faculty and staff. SPAA tracks all of these data at least annually, and many every semester, so that we can develop a comprehensive understanding as to what we are doing well with regard to maintaining and achieving our Plan and to underscore areas of improvement.

### **Diversity Among Our Students**

#### **Race & Ethnicity:**

SPAA strives to ensure the success of its students as they transition from graduate school into the profession or continue their career. In a 2015 survey of SPAA alumni, 72% of respondents were working either in nonprofit organizations or for government. Among alumni working in government, 87% worked at the state or local level. Accordingly, it is important that our students, faculty, and staff are representative of the greater Newark area and New Jersey more broadly. Table 1 shows race and ethnicity data for Newark and New Jersey, along with similar data for SPAA MPA students in the spring of 2016. MPA data are broken down by mode of delivery. We have included data for our EMPA program as well, although SPAA suspended admissions to the program in 2016 while we prepare to transition to our newer GeoMPA model of executive education in 2017. Consistent with federal definitions, race and ethnicity are only identified for domestic, matriculating students.

**Table 1**  
**Race and Ethnicity of Newark, New Jersey, and SPAA Programs**  
**Spring 2016**

	Newark	New Jersey	Regular MPA	On-Line MPA (Pearson)	Executive MPA
Asian	2%	9%	6%	6%	1%
Black or African American	51%	14%	47%	30%	50%
White	25%	69%	24%	40%	28%
Native American or Alaska Native	1%	0%	0%	0%	0%
Native Hawaiian or South Pacific Islander	0%	0%	0%	0%	0%
Some Other Race	18%	6%	NA	NA	NA
Two or More Races	5%	2%	2%	3%	4%
Hispanic	35%	19%	20% <sup>a</sup>	18% <sup>a</sup>	15% <sup>a</sup>

<sup>a</sup> Includes Hispanic, Non-Puerto Rican, and Puerto Rican.

Unfortunately, the Census and federal educational statistics treat ethnicity in different ways. In federal educational statistics, they treat ethnicity and race as a single concept. For instance, an individual who is white and of Hispanic heritage can identify themselves as either being Hispanic or white, but not both. In the Census statistics, the government would identify that same person as white, and it would track her Hispanic heritage separately. Demographers generally agree that most people identifying in the Census as “some other race” use the category as a proxy for Hispanic status.<sup>1</sup>

Even with these definitional differences, the ethnic and racial makeup of both Newark and SPAA’s MPA programs are strikingly similar and highly diverse. No single ethnic or racial group makes up more than half of the population in any one of SPAA’s masters programs or modes of curriculum delivery. In each community, students self-identifying as African American make up the largest group, with those identifying as white ranked second. There is also strong Hispanic

<sup>1</sup> In fact, the Census Bureau has been considering a variety of changes to reduce the number of responses in the some other race category. See: Krogstad, J. M., and Cohn, D’Vera. March 24, 2014. “U.S. Census looking at big changes in how it asks about race and ethnicity.” *FactTank*. Pew Research Center. <http://www.pewresearch.org/fact-tank/2014/03/14/u-s-census-looking-at-big-changes-in-how-it-asks-about-race-and-ethnicity/>

representation. There are far smaller numbers of people identifying themselves as Asian or multiracial. Native American populations are nearly absent.

#### Gender:

In spring 2016, females accounted for 61% of all MPA students. This share has been very stable over time—between 59% and 62% since at least 2010. The share of female students did not vary significantly by on-line/on-campus status, or for the EMPA program. In AY 2015-2016, women made up 69% of applicants and 65% of admitted MPA students. In other words, we see some attrition of females during the application process.

#### Age:

The median age of regular MPA students in spring 2016 was 28 years old. The youngest student was 22 years old, and the oldest was 63. We had 14 MPA students (3%) age 50 or older in 2016. For the EMPA program, admission is contingent on work experience. As a result, the median age of EMPA students (37 years) is significantly higher than for other programs. On-line students also tend to be slightly older, with a median age of 31 years.

#### International Status and Residency:

An important part of SPAA's diversity is attributable to the strong representation of international students in the program. As shown in Figure 1, more than one-third of SPAA's regular on-campus MPA students are from other countries. This excludes the Executive MPA program, which currently includes only domestic students. Domestic, out-of-state students make up just 4% of on-campus students. However, as shown in Figure 2, out-of-state students make up nearly half of on-line students. Conversely, international students, are entirely absent from the on-line population. In other words, all of our international students are on campus, and the bulk of our out-of-state students are on-line. The on-line program has clearly helped SPAA to reach a new population of students.

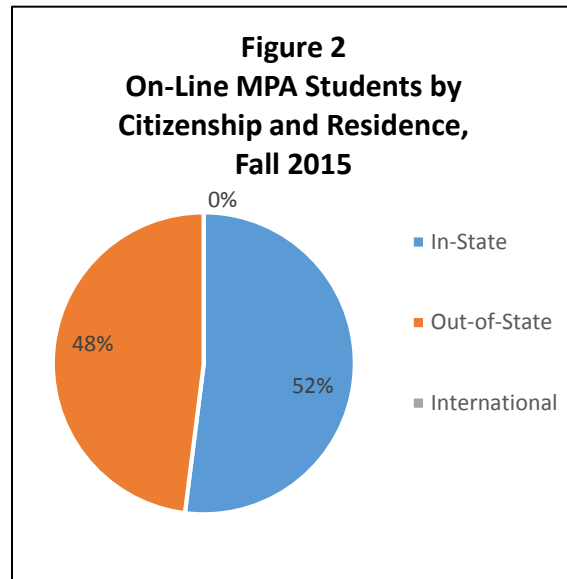
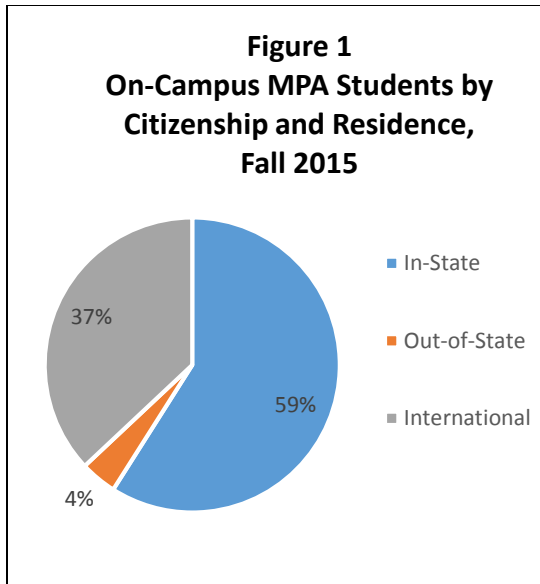
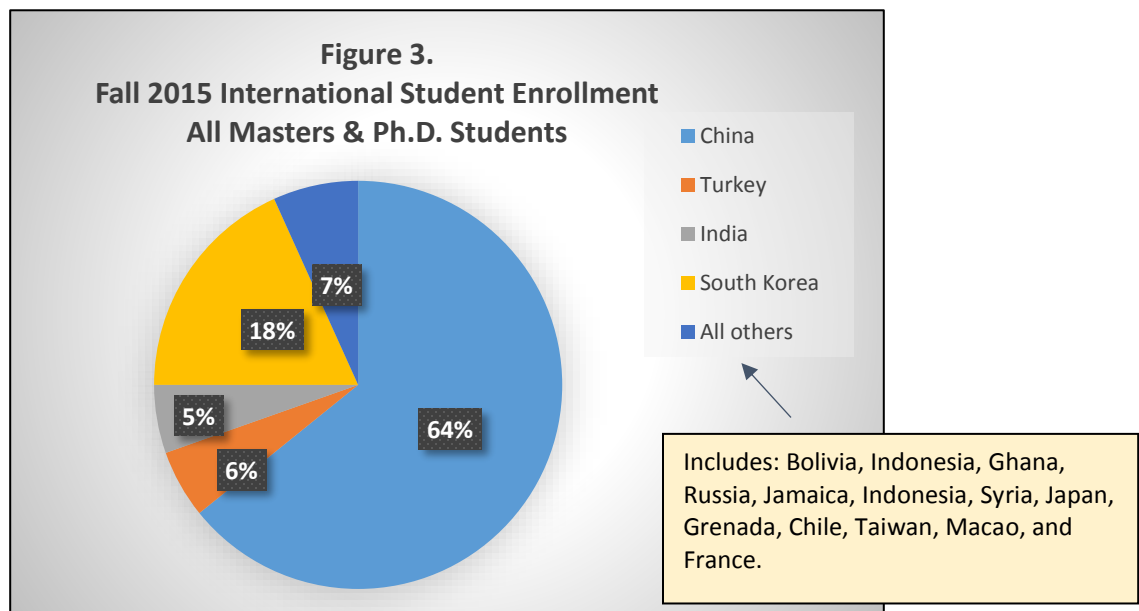


Figure 3 shows our international students in fall 2015, by country of origin. Students from China make up nearly two-thirds of all international students. In 2015, SPAA had students from 17 different countries.



Other Dimensions of Diversity:

- In 2016, twenty-three (5%) of regular MPA students were veterans. It is harder to know how many of our students are active duty, because they often withdraw from the program while they are on duty, then reapply when they return home.
- In Fall 2016, 52% of incoming students completing an orientation survey self-identified as being the first generation in their immediate family to attend post-graduate education.
- In that same survey, 13% of respondents self-identified as being immigrants.
- And, 74% of those incoming students identified themselves as working (57% of whom were in state or local government).

### **Diversity of Faculty**

SPAA currently has 25 nucleus faculty. These include tenured and tenure-track faculty as well as full-time teaching (non-tenure-track) faculty and other research or practitioner faculty who are fully engaged in the governance of the program. We have strong minority and female representation in the faculty. As a matter of policy, we only use self-reported data. The University's Human Resources Department supplied the self-reported data used here in summary form (Table 2). They severely undercount total faculty, especially for non-nucleus faculty. A large percentage of individuals also withheld their race and/or ethnicity. Representation of females is also overstated in the data due to nonresponse bias (males in the survey responded at lower rates than females).



**Table 2**  
**Self-Reported Race and Ethnicity of Faculty,**  
**By Gender and Type of Faculty**

	Nucleus Faculty			Non-Nucleus Faculty		
	Male	Female	Total	Male	Female	Total
Undisclosed	3	2	5 (25%)	12	5	17 (59%)
White	3	4	7 (35%)	6	1	7 (24%)
Black/African American	1	3	4 (20%)	3	1	4 (14%)
Asian	2	2	4 (20%)	0	0	0 (0%)
Hispanic	0	0	0 (0%)	1	0	1 (3%)
Total	9	11	20	22	7	29

With the caveats above in mind, it nonetheless appears there is substantial representation of different racial groups in SPAA faculty. One notable gap is the absence of any Hispanic faculty.

Based on their publicly-available curriculum vitae (CVs), about two-thirds of the nucleus faculty have their doctoral degree in public affairs or public administration. The next most represented field is political science. Other fields include: sociology; anthropology; and nonprofit management. All but two of the core faculty earned their doctorate in the United States.

**Diversity of Staff**

There are 17 core staff for whom we have self-reported data from the University. This excludes student workers (Table 3).

**Table 3**  
**Self-Reported Race and Ethnicity of Staff,**  
**By Gender**

	Male	Female	Total
Undisclosed	4	2	6 (35%)
White	2	4	6 (35%)
Black/African American	0	3	3 (18%)
Asian	0	0	0 (0%)
Hispanic	0	2	2 (12%)
Total	6	11	17

Three of these staff have doctoral degrees (in the fields of education, urban planning, and global affairs, respectively).

### **Involving Our Constituents in SPAA’s Diversity Plan**

In order to ensure that this Diversity Plan represents the experience and aspirations of all members of the SPAA community, we conducted a series of surveys between late March and early May 2016. We distributed separate surveys to students, faculty, staff, and alumni. Among alumni, we only included former students who graduated within the past three years. This was done to ensure that alumni responses reflected recent rather than historical SPAA experiences. In each instrument, there were core questions asked of all respondents that sought to identify dimensions of diversity participants determine are important but insufficiently addressed by SPAA. We also asked respondents to assess how well SPAA is currently creating a climate of inclusiveness for students, staff, and faculty of all backgrounds. In addition to these core questions, there were also questions tailored specifically to each group to assess how well SPAA is recruiting and retaining diverse faculty, students, and staff. Additional tailored questions asked respondents to assess the inclusion of diversity in the curriculum, the existing state of diversity at SPAA, and the importance of diversity to individuals

in their professional life. Both the core and tailored assessment questions measured respondent perceptions using a 7 point Likert response format, with a neutral center surrounded by symmetric responses of “somewhat agree/disagree,” “agree/disagree,” and “strongly agree/disagree” options. We also provided respondents an option of choosing not to answer each question. Finally, we gave participants opportunities to provide open-ended comments. Table 4 shows the number of surveys sent out and completed by group. We provide detailed description and statistical analyses of these surveys in Appendix 1, and copies of each instrument in Appendix 2.

**Table 4**  
**Diversity Surveys**  
**Distributed and Completed**

<b>Survey Population</b>	<b>Surveys Distributed</b>	<b>Surveys Completed</b>	<b>Response Rate</b>
Students	475	84	18%
Staff	13	7	54%
Faculty	95	45	47%
Alumni	533	84	16%
Total	1,116	220	20%

### **Defining Diversity**

Self-reported administrative data such as race, ethnicity, gender, age, and military service are valuable for tracking the nature of our community. There are, however, other dimensions of diversity where such self-reported data are not available. In our surveys, we asked our community if there are other areas we should be especially concerned about. To summarize these responses:

- By far, the area where the largest number of our community believes additional inclusion is needed is gender orientation and sexual identity. This concern is across-the-board for staff, faculty, students, and alumni;

- There is concern (especially among alumni) that we should address religious diversity;
- Especially among faculty, there was concern that we do more to address the needs of disabled individuals;
- Other areas that drew multiple comments were: regional diversity (at both the local and national scale); socioeconomic diversity; diversity of marital status; political inclusiveness; support for first generation college attendees; cultural and ethnic identity, and diversity in international status (which we already track for students);
- There were also multiple comments that SPAA should concern itself with diversity in professional status (work titles, people already in the field vs. those new to the field, etc.) and work status (meaning people working full time vs. part-time, concern for working parents, etc.);
- Approximately one-third of comments received indicated that SPAA did not need to address additional dimensions of diversity; and,
- There were two comments to the extent that we either need greater concern for white males, or that SPAA spends too much time worrying about diversity.

### **Perceptions of Diversity Among SPAA's Students, Faculty, and Staff**

Several of the questions in the survey asked respondents to assess the current state of student faculty, staff, and other diversity. Here are the key findings:

- Nearly 80% of respondents either agreed or strongly agreed that SPAA has a diverse student population. This was the most affirmative response of any question in the survey. Six percent disagreed with the statement at some level (somewhat disagree, disagree, or strongly disagree).
  - In the open-ended comments, several people noted that, among international students, diversity is less pronounced due to the dominance of students from China.
- 75% of respondents agree or strongly agree that SPAA's faculty reflect the diversity of the communities they serve. Sixteen percent (16%) disagreed with the statement to

some degree. These results do not vary significantly among students, staff, faculty, and alumni.

- Despite this, there were multiple comments received that SPAA needs to hire additional minority faculty.
- Multiple respondents noted that the full-time faculty appeared less diverse than the part-time faculty, although this is not strongly supported by the earlier administrative evidence.
- Overall, 75% of respondents agreed or strongly agreed that SPAA's staff reflect the diversity of the community it serves. Only 15% disagreed to any degree.
- 71% of respondents either agreed or strongly agreed that SPAA does a good job of recruiting and retaining a diverse student population (two different questions). The differences between faculty and student responses were not significant.
- Two-thirds of faculty responding agree or agree strongly that SPAA does a good job of recruiting diverse faculty. Twenty-two percent of faculty respondents disagreed with the statement.
- Fewer (58%) faculty agree that SPAA is doing a good job of retaining diverse faculty. More than a quarter of faculty disagree with the statement
  - Several faculty made specific comments that more needs to be done to mentor and retain minority faculty.
- Approximately 85% of staff surveyed agreed or strongly agreed that SPAA does a good job of recruiting and retaining diverse staff.

### **Perceptions of Diversity in SPAA's Curriculum**

- 70% of respondents agreed to some degree that the range of SPAA courses supports diversity. Support for the statement was strong among both students and faculty.
- There were several comments suggesting that SPAA should incorporate additional coursework to strengthen its teaching of diversity. Specific areas noted included:
  - Cultural awareness;
  - International differences in public administration;

- How policy relates to issues of diversity; and,
- Issues related to disabilities.
- 59% of SPAA alumni responding agreed or strongly agreed that SPAA’s curriculum is appropriate for teaching public servants to work in diverse communities. 15% of alumni disagreed with the statement to any degree.
  - In the comment section, respondents identified that the cohort model used in the EMPA program served as an effective way for people to form friendships with their fellow students.
- In several different questions, a large majority of alumni and students identified experiential learning opportunities (capstone, internships, etc.) as valuable ways of exposing students to diversity issues and generally supporting diversity. Several respondents said that SPAA needed to expand these opportunities.
- One part-time lecturer (PTL) commented that SPAA should provide additional training on how to teach diversity issues.

### **Perceptions Regarding SPAA’s Climate of Inclusiveness**

- Two-thirds of all respondents agreed or strongly agreed that SPAA does a good job at creating a climate of inclusiveness that is welcoming for students, staff, and faculty of all types, backgrounds, and interests. However,
  - One student stated that the on-line students tend to be left out of campus seminars, speaker events, etc., and that SPAA should make these activities available electronically.
  - Two PTLs commented that they tend to be left out of SPAA activities and lacked connections to the School.
- More than 60% of students agreed or strongly agreed that their SPAA education helped them to understand and appreciate people and perspectives different from their own.
- A similar number of students agreed or strongly agreed that their time at SPAA helped them to value and work with people of all types, backgrounds, and interests.

## **Responding to Our Community: Goals, Objectives, and Strategies to Strengthen Diversity**

Based on our own knowledge of the program and the input from our constituents just described, the faculty of SPAA recognizes that—while we have a richly diverse School—more can and must be done to recruit, retain, and create a welcoming environment for individuals of all backgrounds. In the section that follows, we describe:

- A series of broad goals;
- Quantifiable and time-bound objectives;
- Specific strategies for meeting those objectives; and,
- Performance indicators for tracking the implementation of those strategies.

Some of the strategies suggested are generic (meaning that they are not dependent on the specific SPAA context), while others are designed to build upon the existing strengths and aspirations of the School.

### **Recruiting for Diversity**

Goal #1: SPAA needs to diversify its international student body. In Fall 2015, Chinese students accounted for 65% of all international MPA applicants and 63% of all international students admitted. While we warmly welcome Chinese students, we also recognize that SPAA would benefit from additional student representation from other countries.

*Objective 1a: By Fall of 2018, no single nation should provide more than 50% of international applicants and admitted students. This should decrease to 40% by 2019.*

#### Generic Strategies:

- a. SPAA shall hire an international student recruiter to increase the School's visibility and appeal in regions where it has not traditionally drawn large numbers of students.
  - Performance indicator: Hiring letter.
- b. The School will increase advertising and other recruitment efforts in regions where it has not traditionally drawn large numbers of students.
  - Performance indicators: Copies of ads; Number of applicants, by country, collected by the RU-N Registrar.

#### Strategies Tailored to the Program:

- c. SPAA shall establish a new international executive MPA program (GeoMPA) to operate in multiple regions of the world. GeoMPA shall build upon the School's existing on-line capabilities and deliver its well-established curriculum to a larger international audience of executive leaders in the public service. The program shall use a cohort model, with a 2-year completion time. SPAA will base the program administratively in multiple overseas countries serving different regions of the world.
  - Performance indicator: Numbers of GeoMPA students enrolled in fall semester, annually, by area.

#### **Retention of Diverse Faculty**

Goal #2: SPAA needs to be more effective at retaining faculty from traditionally underrepresented communities. In recent years, we have hired several minority faculty who have been unsuccessful at obtaining tenure. While faculty are ultimately responsible for their scholarship, the School needs to provide stronger support/mentoring for junior faculty from all backgrounds. The report interprets underrepresented communities broadly to include dimensions beyond simply race, ethnicity, and gender.



*Objective 2a: Starting in 2017, the rate at which SPAA junior faculty achieve tenure should be statistically unrelated to the race, ethnicity, gender, or other demographic and social characteristics of the candidate.*

Generic Strategies:

- a. SPAA will assign a faculty mentor with of rank of Associate Professor or higher to all incoming junior faculty. The role of the mentor shall be to support and advise junior faculty, to meet with them on a regular basis, to provide feedback on their work, and to guide them through the tenure and promotion process.
  - Performance indicator: List of mentors for all incoming junior faculty.

### **Creating a Climate of Inclusiveness for All Individuals**

Goal #3: SPAA shall be more inclusive of the students, faculty, and alumni who are not on-campus full-time and often have different experiences.

*Objective 3a: By spring semester 2018, at least 30% of part-time faculty, on-line students, and EMPA/GeoMPA students responding to surveys shall indicate that they have participated in a SPAA-sponsored lecture, conference, or other activity in the previous year.*

Generic Strategies:

- a. SPAA shall stream or post all extracurricular lectures, talks, and conferences on-line.
  - Performance indicator: List of activities made available.
- b. SPAA shall host a social gathering at the beginning of each semester for all SPAA community.
  - Performance indicator: Flyer from the event.

- c. SPAA shall create an on-line forum where all members of our community can contribute and discuss key issues of importance to the School.
  - Performance indicators: Link to the forum; memo detailing the activity in the forum.

Strategies Tailored to the School:

- d. SPAA shall establish a video archive on Blackboard containing extracurricular lectures, talks, and conferences that are available to all members of the SPAA community.
  - Performance indicator: Link to the video archive.
  - Number of times the video is viewed.
- e. SPAA shall establish a discussion series that encourages part-time lecturers to introduce themselves and their work to others.
  - Performance indicator: Schedule of lectures/seminars for 2017.
- f. SPAA shall highlight the work of several EMPA/GeoMPA students each semester in the SPAA Newsletter.
  - Performance indicator: Copies of Newsletters.

Goal #4: SPAA needs to create mechanisms to stimulate ongoing and respectful discussion of topics and issues related to diversity. It is especially important to provide anonymity for sensitive topics where it would violate the privacy of individuals to ask them to provide their opinions openly.

*Objective 4a: SPAA will establish an on-line program that allows members of our community to discuss critical issues and trends in diversity—with an anonymous option if they choose.*

*Objective 4b: SPAA shall track participation in the program, with the objectives of:*

- 10 posts per week.

- Posts by 5 or more different people per week.

#### Generic Strategies:

- a. SPAA shall create an on-line discussion forum relating to topics of diversity in public and nonprofit administration. This forum shall be open to all members of the SPAA community. Each week, SPAA will introduce a new topic (thread), possibly based on current events, in order to promote lively discussion and keep topics focused on events relevant to public administration.
  - Performance indicator: List of forum threads, by week, with number of posts.

#### Strategies Tailored to the School

- b. The on-line forum described above shall, on a regular basis, include topics focused on diversity as it applies to public and nonprofit administration in the New York/New Jersey region.
  - Performance indicator: List of NJ/NY topics.

### **Building Diversity into the Curriculum**

Goal #5: SPAA shall seek to understand how faculty are incorporating diversity issues into the curriculum more effectively. While we believe that SPAA faculty are including diversity issues into the curriculum, it is difficult to know how they are doing so.

*Objective 4a: For every class offered by SPAA, there shall be concrete and documented examples provided for how diversity is included in the curriculum.*

#### Generic Strategies

- a. SPAA shall survey faculty to learn more about how they are incorporating diversity into their courses.

- Performance indicator: Memo documenting results of the survey, with instrument attached.

#### Strategies Tailored to the School

- b. Based on the surveys above, SPAA shall build a searchable library/database of abstracts that describe in-class resources, discussions, and or exercises designed to teach diversity issues. These shall be included in the SPAA/ASPA PA Gateway.
  - Performance indicator: Index of abstracts.

## **Appendix I**

### **Statistical Analysis of Diversity Surveys**

In this Appendix, we present detailed results of the diversity surveys completed by SPAA stakeholders. These results were a primary source of information used in preparing the 2016 Diversity Plan.

#### **1. Defining Diversity**

The first task for the surveys was to provide guidance from our community regarding how well we currently define diversity. The table below summarizes the responses received. We did not count null responses, so the row for “no we’re good” refers to people who specifically said no change was needed. The key findings are:

- By far, the greatest area for additional inclusion is in the area of gender orientation and sexual identity. This concern is across-the-board.
- There is significant concern (especially among alumni) that we should address religious diversity.
- Especially among faculty, there was concern over addressing the needs of disabled individuals.
- Other areas that drew multiple comments were: regional diversity (at both the local and national scale); socioeconomic diversity; diversity of marital status; political inclusiveness; support for first generation college attendees; cultural and ethnic identity, and diversity in international status (which we already track).
- There were also multiple comments that we should be concerned with diversity in professional status (meaning work titles, people already in the field vs. those new to the field, etc.) and work status (meaning people working full time vs. part-time, concern for working parents, etc.)
- Approximately one-third of comments received indicated that SPAA did not need to address any additional dimensions of diversity.
- There were two comments to the extent that we either need greater concern for white males, or that SPAA spends too much time worrying about diversity.

The full results are shown in Table A1 below.

**Table A1: Rutgers University-Newark routinely assesses diversity of its students, faculty and programs using self-reported data about race and ethnicity, gender, citizenship, military service, age, and New Jersey residency. Are there other types of diversity that SPAA should be concerned about?**

	Student	Alumni	Faculty	Staff	Total
Sexual Preference/ Gender Identity	6	6	7	1	20
Religion	2	5	2		9
Disability Status	1	2	4		7
Regional Diversity	1		3		4
Socioeconomic Inclusiveness		2	1	1	4
Professional Status (Title, etc.)	1	2	1		4
Marital Status	2	1			3
International Diversity	1	1	1		3
Political Inclusiveness			2		2
Work Status (FT/PT, etc.)	1	1			2
1 <sup>st</sup> Generation College/Grad School			1	1	2
More detailed ethnicity/cultural heritage		1	1		2
No, we're good.	15	11	7		33
Need more White males	1				1
Too much emphasis on diversity			1		1

## 2. Assessing the Current State of Diversity in SPAA

Several of the survey questions addressed the existing status of diversity within SPAA. Specifically, SPAA asked respondents to assess whether we have a diverse student body, faculty, and staff. The survey instructed them to apply their own definition of diversity. Each question employed a 7-point Likert response format. Tables A2-A4 underscore the results. Null responses are not shown, but in no case constituted more than 3% of total responses. Among alumni surveyed, only graduates within the past two years were asked to address this question. Totals may not add to 100% due to rounding.

Each section includes comments from the surveys relevant to that section. For each comment, we indicate whether a student, alumnus, faculty member, or staff member made the comment. In general, we avoid selective reporting of comments. That is, all comments are reported and are assigned to specific areas of the survey based on their content. There are several caveats to this:

- There were several comments unrelated to any the survey topics. These have been omitted.
- There are also several questions that are more general in nature. These have been assigned to a separate section.
- There are a few comments that relate to more than one area. These comments are repeated wherever they are relevant.

To make the reading of comments less distracting, typographic errors have been corrected. Grammatical or other errors are left intact to preserve authenticity. We remind readers that due to the nature of the survey, comments are likely to be asymmetric, in that they are generally suggestions for how diversity might be increased. For each of the questions below, fewer than 3% of respondents chose to make specific comments.

Table A2 shows results for student diversity. Of the total responses received, nearly 80% either agreed or strongly agreed that SPAA has a diverse student population. Six percent disagreed with the statement at some level. This was the most affirmative response of any question in the survey.

**Table A2: SPAA has a diverse student population:**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Neither Agree Nor Disagree</b>	<b>Somewhat Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Students N=100	1%	0%	7%	2%	14%	37%	39%
Alumni N=66	0%	5%	2%	5%	18%	39%	34%
Faculty N=41	0%	0%	0%	3%	10%	33%	55%
Staff N=7	0%	0%	0%	0%	0%	0%	100%
<b>TOTAL N=224</b>	<b>0%</b>	<b>1%</b>	<b>4%</b>	<b>2%</b>	<b>14%</b>	<b>36%</b>	<b>42%</b>

Outlined below are more detailed comments about student diversity. Several comments noted that students from China dominate our international student population.

- There were very few men in the program however the group with which I matriculated was diverse culturally. The group also had a wide age range. Diversification was not discussed in detail in class therefore I cannot comment at length. (Alumnus)
- The majority of international students are Chinese. There are some others from different countries, however, the number is still very limited. (Student)
- I don't think SPAA has a diverse student population. Recruiting too much Chinese and Korean student, despite their inadequate English and scores does not mean diversity. (Student)
- International students are the vast majority of my classes. They are predominantly Chinese, but also South Korean, with individuals from other countries. This represents a deep well to draw on in class, but it's not easy because these students can be reluctant to speak in discussion. My classes have been 60-75% international from these countries. Of the American students, they are diverse within the traditional meaning. (Faculty).

Table A3 shows results for the assessment of faculty diversity. Overall, 75% of respondents agree that SPAA's faculty reflect the diversity of the communities they serve. Sixteen percent (16%) disagreed with the statement to some degree. There was considerable agreement across respondent categories, and the difference between categories was not significant at  $P = .05$ .

**Table A3: SPAA's faculty reflects the diversity of the community it serves:**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Neither Agree Nor Disagree</b>	<b>Somewhat Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Students N=98	2%	8%	6%	8%	20%	46%	20%
Alumni N= 66	5%	6%	8%	15%	15%	30%	20%
Faculty N=38	3%	5%	8%	0%	29%	29%	26%
Staff N=7	0%	0%	14%	0%	14%	43%	14%
<b>Total N=209</b>	<b>3%</b>	<b>6%</b>	<b>7%</b>	<b>8%</b>	<b>19%</b>	<b>36%</b>	<b>20%</b>

Several comments noted a lack of diversity among faculty, especially full-time faculty.

- May just have been the professors I got, but in 2 year only had 1 African American male, and 1 Asian male, and 1 woman as professors the rest were white males. So if diversity in faculty exists I just didn't see it. (Alumnus)
- More diversity in the faculty and administration would improve your value. (Alumnus)



- SPAA has a decent number of diverse part-time faculty but I don't know about the full-time tenured faculty. The questions should have separated full-time and Part-time faculty. (Faculty)
- As an Adjunct, I am not on campus often or a part of the campus community enough to have a reliable sense of the faculty. (Faculty)
- From the pictures of full time faculty on the website, there appears to be very few full time minority faculty. (Faculty)
- I think the courses promotes diversity and the pool of part-time lecturers reflect a diverse community.

**Table A4: SPAA’s staff reflects the diversity of the community it serves:**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Neither Agree Nor Disagree</b>	<b>Somewhat Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Students N=96	4%	4%	7%	11%	24%	38%	18%
Alumni N= 66	3%	2%	11%	12%	18%	32%	20%
Staff N=7	0%	0%	0%	0%	14%	57%	29%
<b>Total N=169</b>	<b>4%</b>	<b>3%</b>	<b>8%</b>	<b>11%</b>	<b>22%</b>	<b>35%</b>	<b>18%</b>

### **3. Recruiting & Retention of Diverse Students, Faculty, and Staff**

We asked respondents how they thought SPAA is doing at recruiting for diversity. Distribution of these questions was selective. We tried to avoid overburdening survey respondents by only having them answer questions most relevant to their job and well-being. As a result, the faculty recruiting question only went to faculty, and the staff recruiting question only went to staff. The student recruiting question went to both students and faculty, since the latter determine recruiting policy for students.

Table A5 illustrates the responses regarding the diversity of students recruited. Given the strong and pervasive view that SPAA has a diverse student population, it is unsurprising to find that 71% of respondents either agreed or strongly agreed that SPAA does a good job of recruiting a diverse student population. The differences between faculty and student responses were not significant. Only 10% of respondents disagreed with the statement to any degree. There were no comments received regarding student recruiting.

**Table A5: SPAA does a good job of recruiting a diverse student population:**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Neither Agree Nor Disagree</b>	<b>Somewhat Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Students N=88	1%	3%	6%	9%	16%	39%	26%
Faculty N=38	3%	0%	5%	0%	8%	39%	45%
<b>Total N=126</b>	<b>2%</b>	<b>2%</b>	<b>6%</b>	<b>6%</b>	<b>13%</b>	<b>39%</b>	<b>32%</b>

Table A6 shows survey results for the retention of diverse students. The results indicate that 70% of all respondents agree or agree strongly that SPAA does a good job of retaining a diverse student population. This is nearly identical to the assessment of recruiting. Only 9% of respondents disagreed with the statement about retention to any extent. There was one comment stating that SPAA needs to strengthen student retention, but it was vague and did not focus on diversity in any way.

**Table A6: SPAA does a good job at retaining a diverse student population:**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Neither Agree Nor Disagree</b>	<b>Somewhat Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Students N=91	0%	4%	7%	15%	9%	36%	29%
Faculty N=35	0%	0%	3%	3%	11%	50%	33%
<b>Total N=127</b>	<b>0%</b>	<b>3%</b>	<b>6%</b>	<b>12%</b>	<b>9%</b>	<b>40%</b>	<b>30%</b>

- I believe that SPAA does not do enough to retain their students. (Student)

Table A7 highlights faculty perspectives about SPAA's success at recruiting diverse faculty. The results indicate that two-thirds of faculty responding agree or agree strongly that SPAA does a good job of recruiting diverse faculty. Twenty-two percent of faculty respondents disagreed with the statement. This is higher than for previous answers in the survey.

**Table A7: SPAA does a good job at recruiting diverse faculty:**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Neither Agree Nor Disagree</b>	<b>Somewhat Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Faculty N=37	3%	3%	16%	0%	14%	43%	24%

Table A8 shows that far fewer (58% of) faculty agree that SPAA is doing a good job of retaining diverse faculty. There is also a large contingent of faculty who did not express an opinion. More than a quarter of faculty disagreed with the statement. The open-ended comments support this view. One student comment emphasized how turnover can affect students. One faculty member points to the need for greater mentoring of faculty of color. Another faculty member speaks to the need to have more active retention policies.

**Table A8: SPAA does a good job at retaining diverse faculty:**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Neither Agree Nor Disagree</b>	<b>Somewhat Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Faculty N=36	6%	6%	14%	17%	22%	14%	22%

- The Staff at SPAA is made up of prominently adjuncts and as a grad student it makes it difficult to make connections with teachers and then have them be gone the next semester. This is extremely aggravating when working on your capstone.
- We have denied tenure to two faculty of color in the last two years. Although neither deserved tenure we could have done a better job mentoring them. (Faculty)
- As a diverse adjunct, I don't feel that SPAA does anything to retain me, fully integrate me, use me in diverse student or faculty recruitment or truly leverage my expertise, connections and passion for teaching in the MPA program or CPM program. Routinely I am the only faculty member of color at CPM graduations and I have not been given the opportunity to teach in CPM in over a year and a half. I'm aware of at least one other faculty member of color who has had a similar experience. Since SPAA has a contract with the state of NJ to administer this program and teaches undergrads, grads and doctoral students I'm shocked that the commitment to diversity is not reflected in faculty and retaining diverse faculty. (Faculty)

Tables A9 and A10 address recruiting and retention of staff. Current staff give SPAA high marks for its recruiting of diverse staff. The assessment of retention is nearly as high.

**Table A9: SPAA does a good job at recruiting diverse staff:**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Neither Agree Nor Disagree</b>	<b>Somewhat Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Staff N=6	0%	0%	0%	0%	17%	67%	17%

**Table A10: SPAA does a good job at retaining diverse staff:**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Neither Agree Nor Disagree</b>	<b>Somewhat Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Staff N=6	0%	0%	14%	0%	14%	50%	14%

#### **4. Diversity in SPAA's Curriculum**

In the survey, we asked several different questions about the curriculum that included:

- If the courses included in the curriculum supported diversity;
- If the content in courses supported diversity;
- If the curriculum supports work in diverse communities (asked of alumni); and,
- The degree to which SPAA's experiential learning and public service opportunities support diversity.

Again, SPAA did not ask all questions to all groups.

Table A11 addresses the range of courses included in the curriculum. Overall, 70% of respondents agreed to some degree that the range of SPAA courses support diversity. That is five times as many as those who disagree with the statement. Twenty percent of students had no strong opinion, but more than three times as many students agreed as disagreed with the statement. Faculty were more supportive, with 60% of faculty agreeing or strongly agreeing with the statement.

There were several comments suggesting that additional coursework could be included to strengthen SPAA's teaching of diversity.

**Table A11: The range of courses in SPAA’s curriculum helps to promote diversity and serve a diverse public:**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Neither Agree Nor Disagree</b>	<b>Somewhat Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Students N=97	2%	7%	9%	20%	13%	33%	17%
Faculty N=40	3%	3%	5%	8%	23%	39%	21%
<b>Total N=137</b>	<b>2%</b>	<b>5%</b>	<b>7%</b>	<b>16%</b>	<b>18%</b>	<b>34%</b>	<b>18%</b>

- While I believe diversity in an academic program and professional environment is important, it's not the ONLY thing that's important. Course content and its relation to the working world is most important. While we may find ourselves working in a diverse community, we just as well may not. It's important to be able to learn how to be successful in a diverse environment but it's not the most important factor and shouldn't overshadow the core competencies we need. (Student)
- I think there could be another course about cultural competencies or some course that focuses on diversity and inclusion that would be helpful. (Alumnus)
- Perhaps SPAA can add a course that studies the various interpretations of public administration in countries abroad. For example, studying Asian, European, and Latin American models of the profession. (Student)
- There are not enough courses that focus on social and public policy and how they relate to issues of diversity. (Faculty)
- The curriculum needs to include courses on serving identified community needs, especially language needs and needs of the disabled community. (Faculty)

Table A12 provides results from our alumni regarding how well SPAA’s curriculum prepares students for working in diverse communities. Again, the responses generally provided a favorable assessment, but there were about 15% of respondents who disagreed to some extent.

**Table A12: SPAA’s curriculum is appropriate for teaching public servants to work in diverse communities:**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Neither Agree Nor Disagree</b>	<b>Somewhat Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Alumni N=57	4%	4%	7%	7%	19%	33%	26%

- Students must seek out inclusive opportunities, they are not objectively built into the Master's program. (Alumnus)
- The cohort model of learning was invaluable and has created lasting friendships. (Alumnus)

Tables A13 and A14 address the content (and indirectly, teaching style) of courses in the curriculum.

**Table A13: The content of SPAA courses promotes better understanding of what is required to serve in diverse communities.**

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Agree	Strongly Agree
Students N=94	2%	7%	7%	14%	23%	31%	15%
Faculty N=37	3%	0%	5%	0%	22%	49%	22%

**Table A14: My SPAA classes provide opportunities to see how policy and administrative choices can have very different impacts in different cultures and for different people within a community:**

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Agree	Strongly Agree
Students N=96	2%	8%	9%	13%	16%	28%	24%

- I think the student interaction helped the most when it comes to diversity. Everyone sharing different ideas and perspective helps to broaden everyone's horizons. (Alumnus)
- The curriculum and courses are US centric which is important, but taking case studies from different countries or looking at the impact of policies on different ethnic races or citizenship can provide more inclusive curriculum culture. (Student)
- The classes don't really cover what diversity is they talk about it and make notice about it, however a full class is not dedicated on the true definition of diversity and the work that we should be looking at. (Student)
- As an African American, PTL from the city of Newark, I was able to bring in African American men of the community that could speak to certain topics covered in the course. I was extremely happy to be able to provide a platform for these African

American men that are doing great things in the community contrary to usual public discourse surrounding AA men. (Faculty)

Tables A15 and A16 speak to the value of experiential learning for the teaching of diversity in the curriculum.

**Table A15: SPAA offers a variety of public service opportunities in the form of internships, capstones, etc. that expose students to diverse populations.**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Neither Agree Nor Disagree</b>	<b>Somewhat Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Alumni N=66	6	8	6	17	21	27	14

- I wasn't aware of SPAA experiential learning opportunities other than the required Capstone we had to work on with another student. We came from different areas. My partner couldn't keep up with the work. She had a mental breakdown in front of professor. He didn't say anything. I did most of the work and took a B+ for it. What a waste of a semester. It did not support diversity unless diversity is doing someone else's work and your own. (Alumnus)
- SPAA have to offer graduate assistant/ teaching assistant ship in MPA program to International Students. Offer more internships in Healthcare field. (Student)

**Table A16: SPAA's experiential learning opportunities (internships, capstone projects, study abroad, etc.) are important for supporting diversity.**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Neither Agree Nor Disagree</b>	<b>Somewhat Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Students N=94	2%	7%	7%	14%	23%	31%	15%
Alumni N=57	4%	2%	2%	11%	18%	33%	32%

- More travel abroad opportunities! (Student)

## 5. Promoting a Climate of Inclusiveness

Table A17 presents results for a “climate of inclusiveness” question asked of all respondents. The results were mixed, with comments from both on-line students and adjunct faculty indicating room for improvement.

**Table A17: SPAA does a good job at creating a climate of inclusiveness that is welcoming for students, staff, and faculty of all types, backgrounds, and interests:**

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Agree	Strongly Agree
Students N=94	0%	4%	6%	7%	12%	41%	29%
Alumni N= 55	4%	0%	5%	12%	16%	30%	33%
Staff N=7	0%	0%	14%	0%	0%	43%	43%
Faculty N=37	3%	0%	5%	14%	19%	38%	22%

- The online students are left out. We pay extra for online courses, yet when on campus seminars are advertised, there is no live feed. With today's technology, it should be very easy to provide live feeds of seminars and guest speakers to the online students. This has been my main concern as an online student. An easy fix. (Student)
- As a diverse adjunct, I don't feel that SPAA does anything to retain me, fully integrate me, use me in diverse student or faculty recruitment or truly leverage my expertise, connections and passion for teaching in the MPA program or CPM program. Routinely I am the only faculty member of color at CPM graduations and I have not been given the opportunity to teach in CPM in over a year and a half. I'm aware of at least one other faculty member of color who has had a similar experience. Since SPAA has a contract with the state of NJ to administer this program and teaches undergrads, grads and doctoral students I'm shocked that the commitment to diversity is not reflected in faculty and retaining diverse faculty. (Faculty) (Repeated above on another subject)
- As a part-time lecture, you are definitely an outsider and have very little to no connection with full time faculty. (Faculty)

Tables A18-A21 present results for a series of questions that do not fall into any neat category, but have more to do with the general effect of diversity in the program on people's professional development.



**Table A18: My SPAA education provided me opportunities to understand and appreciate people and perspectives different from my own.**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Neither Agree Nor Disagree</b>	<b>Somewhat Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Alumni N=66	3%	0%	5%	11%	18%	36%	27%

**Table A19: My time at SPAA helped me to learn value and work with people of all types, backgrounds, and interests.**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Neither Agree Nor Disagree</b>	<b>Somewhat Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Alumni N=66	5%	2%	2%	12%	17%	36%	27%

**Table A20: Working with diverse communities is important in my job or other daily activities:**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Neither Agree Nor Disagree</b>	<b>Somewhat Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Alumni N=66	2%	2%	0%	3%	6%	33%	55%

**Table A21: My SPAA education helped me to understand my own strengths and identify my own biases:.**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Neither Agree Nor Disagree</b>	<b>Somewhat Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Alumni N=66	3%	2%	6%	11%	27%	35%	17%
Students N=96	3%	11%	5%	14%	18%	33%	16%

**General Comments:**

- SPAA in my opinion is one of the more diverse programs that the university has to offer. The diversity in the faculty and student population allowed me to understand a perspective different than my own. Exposure to this kind of environment has prepared

me understand diverse perspective in the career and understand their are more than one way to execute an agenda. (Alumnus)

- More resources need to be directed toward the SPAA Alumni Network to further expand opportunities for supporting diversity as well as connect all members of the SPAA community (past, present & future). (Alumnus)
- SPAA is a great school. (Student)
- So, far I have learned a lot from SPAA, very informative, touches on matters relating to public needs, services and education. I have no complaints, thank you. (Student)
- I wish there was a training for lecturers on how to discuss diversity in class. I sometimes worry that I don't have the knowledge base to deal with the topic in a way that will be best for the students.
- SPAA could offer a new faculty orientation (or re-orientation) each year. Also, a faculty mentor program would be beneficial.
- SPAA focuses strictly on management and not nearly enough on policy which in my opinion is an important aspect that MPA students who plan on serving communities not just through government need to know, as a current student at SPAA I wish there was a balance between management and policy courses. (Student)

Finally, Tables A22 and A23 present results for how faculty and staff see diversity in their own work. Neither group provided any comments on the questions.

**Table A22: The scholarship, publications, etc. of SPAA’s faculty reflect the diversity of the field in which we work:**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Neither Agree Nor Disagree</b>	<b>Somewhat Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Faculty N=33	3%	3%	9%	21%	15%	27%	21%

**Table A23: As a staff member, the SPAA policies and procedures that I administer are largely nondiscriminatory and free of bias:**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Neither Agree Nor Disagree</b>	<b>Somewhat Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Staff N=6	0%	0%	0%	0%	14%	14%	71%

## **Appendix 2**

### **Diversity Survey Instruments**

## 2016 Diversity Survey Student Version

Q1 Thank you for participating in the SPAA Diversity Survey. Before proceeding, please know that: a) This survey is anonymous. We do not collect any identifying information such as names, e-mail addresses, etc., and b) Answering these questions is entirely voluntary and you may stop at any time. We hope that you will complete the entire survey, because your responses are important to identifying areas where we can make SPAA a more diverse institution.

Q2 Which program are you in?

- On-Campus MPA (1)
- On-Line MPA (2)
- EMPA (3)
- BA/MPA (4)
- JD/MPA or other joint degree (5)
- Non-Matriculating (6)

Q3 Rutgers University-Newark routinely assesses diversity of its students, faculty and programs using self-reported data about race and ethnicity, gender, citizenship, military service, age, and New Jersey residency. Are there other types of diversity that SPAA should be concerned about?

Q4 To what extent do you agree or disagree with each of the following statements? In answering the questions, use your own definition of diversity as you understand it.

	Don't know, cannot, or prefer not to answer (1)	Strongly Disagree (2)	Disagree (3)	Somewhat disagree (4)	Neither agree nor disagree (5)	Somewhat agree (6)	Agree (7)	Strongly agree (8)
SPAA has a diverse student population. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPAA does a good job recruiting a diverse student population. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPAA does a good job retaining a diverse student population. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPAA's faculty reflects the diversity of the community it serves. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPAA's staff reflects the diversity of the community it serves. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The range of courses in SPAA's curriculum helps to promote diversity and serve a diverse public. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>The content of SPAA courses promote better understanding of what is required to serve diverse communities. (7)</p>	○	○	○	○	○	○	○	○
<p>My SPAA classes provide opportunities to see how policy and administrative choices can have very different impacts in different cultures, and for different people within a community. (8)</p>	○	○	○	○	○	○	○	○
<p>My SPAA education has helped me to better understand my own beliefs and identify my own biases. (9)</p>	○	○	○	○	○	○	○	○
<p>SPAA experiential learning opportunities (internships, capstone projects, etc.) are important for supporting diversity. (10)</p>	○	○	○	○	○	○	○	○

SPAA does a good job at creating a climate of inclusiveness that is welcoming for students, staff, and faculty of all types, backgrounds, and interests. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Q5 Please feel free to expand on any of your answers here.



## 2016 Diversity Survey Faculty Version

Q1 Thank you for participating in the SPAA Diversity Survey. Before proceeding, please know that: a) This survey is anonymous. We do not collect any identifying information such as names, e-mail addresses, etc.; and, b) Answering these questions is entirely voluntary and you may stop at any time. We hope that you will complete the entire survey, because your responses are important to identifying areas where we can make SPAA a more diverse institution.

Q2 Which best describes your appointment?

- Tenured/tenure track (1)
- Full-time teaching faculty (2)
- Visiting faculty (3)
- Part-time/adjunct (4)
- I prefer not to answer (5)

Q3 Rutgers University-Newark routinely assesses diversity of its students, faculty and programs using self-reported data about race and ethnicity, gender, citizenship, military service, age, and New Jersey residency. Are there other types of diversity that SPAA should be concerned about?

Q4 To what extent do you agree or disagree with each of the following statements? In answering the questions, use your own definition of diversity as you understand it.

	Don't know, cannot, or prefer not to answer (1)	Strongly Disagree (2)	Disagree (3)	Somewhat disagree (4)	Neither agree nor disagree (5)	Somewhat agree (6)	Agree (7)	Strongly agree (8)
SPAA has a diverse student population. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPAA does a good job recruiting a diverse student population. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPAA does a good a good job at retaining a diverse student population. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPAA's faculty is demographically diverse. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The scholarship, publications, etc. of SPAA's faculty reflect the diversity of the field in which we work. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPAA does a good job of recruiting diverse faculty. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPAA does a good job of retaining diverse faculty. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>The selection of courses in SPAA's curriculum helps to promote diversity and serve a diverse public. (8)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>The material included in SPAA courses promotes better understanding of what is required to serve diverse communities. (9)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>SPAA does a good job at creating a climate of inclusiveness that is welcoming for students, staff, and faculty of all types, backgrounds, and interests. (10)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5 Please use the space below to expand upon any of your answers.

Q6 In what percentage of your classes do you present or discuss material related to race, gender (including gender identity), culture, religion, and other aspects of diversity?  
 \_\_\_\_\_ Percent of Classes with intentional diversity content (1)

Q7 If you could make changes to your own teaching how would you prioritize each of the following?

	Don't know, cannot, or prefer not to answer (1)	Low Priority (2)	Medium Low Priority (3)	Medium Priority (4)	Medium High Priority (5)	High Priority (6)
Including discussions, examples, and assignments related to race, gender, and other and traditional dimensions of diversity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including more material on less traditional aspects of diversity such as sexual/gender identity, political viewpoints; religion, physical and other types of disability, etc. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changing your own classroom style to allow for more meaningful student engagement. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students to explore their own strengths, views, and biases. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide more opportunities for students to discover the role of culture and diversity in the design/implementation of public policies. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **2016 Diversity Survey Alumni Version**

Q1 Thank you for participating in the SPAA Diversity Survey. Before proceeding, please know that: a) This survey is anonymous. We do not collect any identifying information such as names, e-mail addresses, etc.; and, b) Answering these questions is entirely voluntary and you may stop at any time. We hope that you will complete the entire survey, because your responses are important to identifying areas where we can make SPAA a more diverse institution.

Q2 Which academic program did you graduate from? If more than one, please indicate the most recent.

- On-campus MPA (1)
- On-Line MPA (2)
- EMPA (3)
- BA (4)
- Ph.D. (5)
- Other (6)

Q3 When did you graduate?

- 2014-2015 (1)
- 2011-2013 (2)
- 2010 or earlier (3)

Q4 Rutgers University-Newark routinely assesses diversity of its students, faculty and programs using self-reported data about race and ethnicity, gender, citizenship, military service, age, and New Jersey residency. Are there other types of diversity that SPAA should be concerned about?

Q5 To what extent do you agree or disagree with each of the following statements? In answering the questions, use your own definition of diversity as you understand it.

	Don't know, cannot, or prefer not to answer (1)	Strongly Disagree (2)	Disagree (3)	Somewhat disagree (4)	Neither agree nor disagree (5)	Somewhat agree (6)	Agree (7)	Strongly agree (8)
a. Working with diverse communities is important in my job or other daily activities. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My time at SPAA helped me learn to value and work with people of all types, backgrounds, and interests. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My SPAA education provided me opportunities to understand and appreciate people and perspectives different from my own. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



<p>d. SPAA offers a variety of public service opportunities in the form of internships, capstone projects, etc., that expose students to diverse populations. (4)</p>	○	○	○	○	○	○	○	○
<p>e. My SPAA education helped me to understand my own strengths and identify my own biases. (5)</p>	○	○	○	○	○	○	○	○

Answer If When did you graduate? 2014 or 2015 Is Selected Or When did you graduate? 2011-2013 Is Selected  
Q6 To what extent do you agree or disagree with each of the following statements?

	Don't know, cannot, or prefer not to answer (1)	Strongly Disagree (2)	Disagree (3)	Somewhat disagree (4)	Neither agree nor disagree (5)	Somewhat agree (6)	Agree (7)	Strongly agree (8)
a. SPAA's students are highly diverse. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. SPAA's staff reflects the diversity of the community it serves. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. SPAA's faculty reflects the diversity of the community it serves. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. SPAA does a good job at creating a climate of inclusiveness that is welcoming for students, staff, and faculty of all types, backgrounds, and interests. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. SPAA's curriculum is appropriate for training public servants to work in diverse communities. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

g. SPAA 's experiential learning opportunities (internships, capstone projects, study abroad, etc.) are important for supporting diversity. (6)	○	○	○	○	○	○	○	○	○
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Q7 Please feel free to expand on any of your answers here.

## **2016 Diversity Survey Staff Version**

Q1 Thank you for participating in the SPAA Diversity Survey. Before proceeding, please know that: a) This survey is anonymous. We do not collect any identifying information such as names, e-mail addresses, etc.; and, b) Answering these questions is entirely voluntary and you may stop at any time. We hope that you will complete the entire survey, because your responses are important to identifying areas where we can make SPAA a more diverse institution.

Q2 Rutgers University-Newark routinely assesses the diversity of its students, faculty and programs using self-reported data about race and ethnicity, gender, citizenship, military service, age, and New Jersey residency. Are there other types of diversity that SPAA should be concerned about?

Q3 To what extent do you agree or disagree with each of the following statements? In answering the questions, use your own definition of diversity as you understand it.

	Don't know, cannot, or prefer not to answer (1)	Strongly Disagree (2)	Disagree (3)	Somewhat disagree (4)	Neither agree nor disagree (5)	Somewhat agree (6)	Agree (7)	Strongly agree (8)
SPAA has a diverse student population. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPAA's faculty reflect the diversity of the community they serve. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPAA's staff reflect the diversity of the community they serves. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPAA does a good job of recruiting diverse staff. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPAA does a good job of retaining diverse staff. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPAA does a good job at creating a climate of inclusiveness that is welcoming for students, staff, and faculty of all types, backgrounds, and interests. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a staff member, the SPAA policies and procedures that I administer are largely nondiscriminatory and free of bias. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4 Please use the space below to expand upon any of your answers.