

The University of Montana
Baucus Institute Department of Public Administration Program (MPA Program)
Diversity Plan
(Draft, October 2017, Adopted March 7, 2018; Revised August 2020)

Overview, Rationale & Process

The University of Montana “seeks to enhance diversity by recognizing and embracing the differences in age, ideas and perspectives, disabilities, creed, ethnicity, gender identity, gender expression, veteran status, national origin, race, religious and spiritual beliefs, sex, sexual orientation, and the socioeconomic and geographic composition of its faculty, administrative professionals, staff, and students.”

In its effort to enhance diversity, the University of Montana recognizes that particular focused effort must be placed on including members of groups who have historically been subject to discrimination and are still underrepresented in the campus community.

[University of Montana Diversity Plan](#)

Diversity is a core value of the UM 2020 Strategic Plan, Communities of Excellence and Priorities for Action. It is an imperative component for building and maintaining a dynamic learning environment. UM's plan for embracing and enhancing diversity is organized around four strategic choices and specific goals and action items flow from those choices.

Choice 1: Enhance the campus culture of understanding, respect, support, and advancement of diversity.

Choice 2: Create avenues for access to the academy and for success within the academy for all individuals, and particularly populations historically underrepresented in the academy.

Choice 3: Educate and prepare students to contribute and thrive in a multicultural society.

Choice 4: Develop an organizational structure to ensure implementation, evaluation and periodic renewal of strategic choices 1-3.

Rationale

The University of Montana’s Master of Public Administration is committed to maintaining and promoting the institutional goals of the university by promoting diversity, inclusivity, and cultural awareness through the adoption of a Diversity Plan. We opt to use “cultural awareness” throughout our diversity plan instead of “culturally inclusive.” This is because of findings from an MPA student university-wide report and best practices noted by our tribal liaison on the University of Montana’s Diversity Advisory Council. According to the tribal liaison, a person or group can never be culturally inclusive; instead, we should aim to be culturally aware.

Spring 2017, a cohort of MPA students conducted a climate assessment of diversity and inclusivity at the university and program levels. MPA program faculty discussed and analyzed the findings from this research to serve as a foundation for the MPA Diversity Plan. The MPA Director worked with the Graduate College and university Human Resource Office to ascertain information regarding recruitment and retention efforts for students

and faculty. Fall 2017, the UM MPA faculty, in conjunction with its Alumni Advisory Committee, two MPA student interns, and input from findings from a student cultural assessment survey helped to develop a draft diversity plan. The final plan was adopted March 7, 2018. We continue to use the cultural assessment survey in our Human Resource Management course (PUAD 522)

Profile

Diversity Statement

The DPAP's programs are committed to building and maintaining an inclusive learning environment that promotes diversity, awareness, and respect for MPA program faculty, staff, and students. Preparing students for work in the public and nonprofit sectors means teaching them the knowledge and skills necessary to succeed in a diverse and changing workforce that serves a variety of populations.

Core Faculty Profile

Faculty	AQ or PQ	FT or PT	Job Classification	Gender	Ethnicity
Barsky	AQ	FT	Tenure Track	F	Caucasian
Brewer	AQ	FT	Tenure Track	M	Caucasian
Rinfret	AQ	FT	Tenured	F	Caucasian
Vernon	AQ	FT	Clinical Faculty	F	Caucasian
Johnstone	AQ	FT	Tenured	M	Caucasian
Panarella	AQ	PT	Tenured	M	Caucasian

Objective 1: Attract and retain individuals from diverse (broadly defined) backgrounds into MPA program faculty, staff and students

Context: UM's geographical location in Missoula, Montana provides a diverse space for more than twelve Tribal nations in addition to agencies representative of federal, state, local, and county affairs. The delivery of our program through dual modalities: online or in-person helps to reach students from diverse backgrounds. Efforts are made by UM and our MPA program to promote a culture of inclusivity/awareness for students and faculty.

Strategies:

Faculty/Staff recruitment and cultural awareness

1. We encourage every effort is made to attract and enhance a more diverse workforce. We partner with our Human Resources Office to ensure diversity language and hiring practices are used and implemented:
<http://www.umt.edu/diversity/Recruitment/default.php>
2. For all faculty and staff positions, we continue to use venues to recruit from a diverse applicant pool and work with our Provost and Human Resources offices to maintain best practices.

3. For full-time and part-time faculty positions we use professional associations and networks (e.g. ASPA, NASPAA, Public Service Careers) to reach a diverse applicant pool.
4. It is University of Montana policy to advertise faculty and staff positions at historically black colleges and tribal colleges.
5. We will leverage our networks with our joint programs (e.g. School of Law) to hire diverse faculty and staff in under-represented groups across the state, region, and nation.
6. When conducting on-campus interviews, we will work in accordance with the law, but afford opportunities for candidates to meet with our Human Resource office and members of our university-wide Diversity Advisory Committee.
7. All UM employees are required to participate in trainings in discrimination and sexual misconduct laws and policies. To help train employees on these laws and policies, the University has developed a 20-minute tutorial on discrimination and sexual harassment prevention. Require participation in University ally training.
8. Consider affirmative action job searches to increase minority representation.
9. Advertise faculty hires to new teaching and research opportunities with the Alexander Blewett School of Law's Summer Indian Program.
10. Partner with the UM faculty development office to provide opportunities for female faculty and staff members to advance in professional careers.

Student Recruitment & Success

1. Explore and define student recruitment as broadly defined term
 - a. In addition to racial and ethnic diversity, work with Veteran's Office, School of Law's Indian Summer Program, and Enrollment Management to reach marginalized groups – low income, first-generation, and veterans.
2. Maintain affordable course delivery options to provide flexibility for course completion (online, in-person, hybrid, robots)
3. Require and examine cultural awareness in our course syllabi and course materials (e.g. case studies, guest speakers).
4. Continue to collaborate with MPA Alumni Advisory Council, Office of Student Success, Office of Enrollment Management, School of Law, to reach a diverse range of students.
5. Find new ways to collaborate with tribal colleges and Blewett School of Law's Indian Law Program to attract and recruit students such as a new partnership with Salish-Kootenai College.
6. Work with the Provost Office to implement lower tuition rates with out of state and international students interested in online course delivery.
7. Maintain coordinated efforts with Office of Marketing to enhance current landing page, and broader mechanisms to reach diverse populations.
8. Work with the Veteran's office to recruit students.
9. Highlight diversity in MPA promotional materials to prospective applicants.
10. Work with the Graduate College and Baucus Institute to create new fellowships and scholarship opportunities for minority and under-represented groups.
11. Notify MPA students that UM provides a variety of resources to support its students (e.g. American Indian Student Services, the Diversity Advisory Council, the Global

Engagement Office, Disabilities Services for Students, Foreign Student and Scholar Services, VETS Office, Office for Student Success, and DiverseU).

Assessment:

1. Ongoing analysis of recruitment and applicant pools for faculty and staff, in conjunction with the Human Resources Office.
2. Ongoing analysis of student recruitment practices through collaborations with UM Marketing and Enrollment Management, and Graduate College.
3. Analysis of student, faculty, staff and recruitment & retention rates.

Objective 2: Continue and increase programming to support diversity and cultural awareness

Context: For several years, the MPA program has provided a variety of supplemental opportunities for students, faculty, and staff to engage in an increased awareness of diversity through mentorship, guest lecturers, or campus-wide programming. The MPA program faculty determined through an analysis of a piloted cultural awareness survey of students in the Human Resource Management class that a list of available opportunities for students at the beginning of each semester would be appreciated when appropriate per class. We continue to use this cultural awareness survey to guide areas of improvement across the program and curriculum.

Strategies:

1. Work on additional ways for faculty to create more programming opportunities linked to coursework for online and in-person students.
2. Encourage students to work with and become aware of and participate in the UM Diversity Advisory Council which works to improve communication, education and relations among people of various diverse backgrounds.
3. Ensure MPA Alumni Advisory Council is committed to cultural awareness and is ethnically diverse.
4. Utilize the Diversity Advisory Council's new feature on their website called "Voices," a space for video self-representations of diverse backgrounds and orientations.
5. Encourage the attendance and participation in DiverseU, campus-wide event (Fall semesters) to provides a forum for honest dialogue in order to explore the complexities of human experience, promote understanding, and create community through the practice of civil discourse.
6. Find ways for students to become familiar with the work of UM Allies. The goal of The University of Montana Allies Program (UM Allies) is to promote a campus environment that is inclusive and supportive of all individuals, regardless of sexual orientation, gender identity, or gender expression.
7. Leverage Pi Alpha Alpha opportunities to incorporate diversity programming.
8. Maintain and increase participation in newly created mentoring program for students to work with alumni from a variety of backgrounds.
9. Continue our new and annual "Celebrating Students Day" to document and celebrate the work of MPA students each spring semester.

Assessment:

1. Ongoing; use HRM cultural assessment to measure areas of improvement (See Appendix)

Objective 3: Continue to foster and enhance diversity in MPA curriculum

Context: The MPA Program faculty attempt to include elements of diversity and/or cultural awareness in their coursework, when appropriate. But in order to more adequately ensure diversity, Fall 2017, all MPA students will be required to complete a cultural/diversity assessment in the core course, Human Resource Management. MPA faculty currently and will continue to provide opportunities in their coursework to expose students to a variety of aspects of diversity. Summer 2018, MPA students are able to enroll (course electives) through the School of Law's Indian Law Program to obtain exposure to tribal governance and policy. Fall 2019 department adopted cultural awareness approach to learning evaluations (video and assessment).

Strategies:

1. Continue to use guest speakers and readings in person and online to increase students awareness about diversity.
2. Encourage faculty members to work with the Faculty Development Office on ways best incorporate diversity/cultural awareness in coursework.
3. Invite guest speakers to provide a variety of perspectives and approaches for public sector and nonprofit professionals.
4. Require faculty to incorporate cultural awareness approach(es) in MPA core classes.
5. Consider the role of diversity in course curriculum adoption.
6. Allow students to enroll in one-week Indian Law Program courses through the School of Law.
7. In any future curricular conversations, diversity will be at the forefront.

Assessment:

1. HRM cultural/diversity assessment; ongoing
2. MPA program assessment (curriculum course mapping)
3. Student pre-MPA survey (questions related to diversity)
4. MPA Exit Survey

Appendix: Cultural Awareness Self-Assessment (administered in Human Resource Management, 522)

The following questionnaire is a tool to gauge cultural awareness and competencies more broadly. The results of this survey will not impact your grade in this course and confidentiality will be ensured. Information from this survey will be used to enhance the MPA program.

Which Gender do you identify with:	Man (Male)	Woman (Female)	Other	Prefer not to answer		
Age:	18-20	21-25	26-33	33-40	40+	
Race/Ethnicity:	White	Black	Asian	Hispanic	Native American	Pacific/ Islander
	Other: _____			Prefer not to Answer		

Have you taken a training or related course on cultural identity/competency in the past year?

Yes

No

Please use the following scale to rate the following statements for our HRM class and the MPA program more broadly. Rate each of the statements 5 through 1 indicating that you strongly agree, agree, are neutral, disagree, or strongly disagree with each statement.

Strongly Agree=5

Agree=4

Neutral=3

Disagree=2

Strongly Disagree=1

	Statement	HRM	MPA Classes
1	I feel safe voicing my opinion regardless of gender, race, or ethnicity		
2	I feel like I am given the same opportunities for learning as everyone else		
3	I feel comfortable working in groups with people of different gender, race, or ethnicity		
4	Because of this class/program, I am more culturally aware		

Based upon your work experiences to date outside this class and the MPA program, please rate each of the statements 5 through 1 indicating that you strongly agree, agree, are neutral, disagree, or strongly disagree with each statement.

Strongly Agree=5

Agree=4

Neutral=3

Disagree=2

Strongly Disagree=1

	Statement	Rating
5	I have felt uncomfortable because of my gender, race, or ethnicity	
6	I have <u>witnessed</u> discrimination or harassment because of a person's gender, race, or ethnicity	
7	I have been discriminated against or harassed because of my gender, race, or ethnicity	
8	My gender, race, ethnicity, or other differences have prevented me from applying for public sector jobs	
9	In your work experiences, society is dominated by a masculine culture	
10	In your work experiences, society is dominated by a feminine culture	
11	In the future, I plan to work in public sector/non-profit	