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ABSTRACT

Since the late 1960s, leading scholars have called for a greater emphasis on diversity and social equity in public affairs programs. For years, they have documented that even nationally prominent programs fail to fully prepare their students to serve diverse constituent publics. They have urged public affairs programs to engage in reflective self-study to determine curricular gaps and opportunities for improvement. In response to this discussion, a prominent school in the northeast (hereinafter "Large Urban") undertook a triangulated self-study to determine the level of diversity content in its curriculum. The mixed methods investigation yielded quantitative and qualitative analyses of course descriptions and undergraduate and graduate syllabi, survey responses from nearly 300 undergraduate and graduate students, and informal, semi-structured interview data from a small group of self-selecting faculty members. The study revealed that some diversity topics were prominently featured across the curriculum (e.g., socioeconomic class), while others (e.g., sexual orientation) were nearly absent. The findings reflected the strengths of the school's faculty, but also suggested potential avenues for new faculty hiring, professional development, and course improvement. More important, the project revealed the benefits of a student-led programmatic self-study. This article recounts that process and its results, describing a cost-effective and heuristic model for curricular self-assessment.

Since the late 1960s, leading scholars have called for greater emphasis on diversity and social equity in public affairs programs (Alvez & Timney, 2008; Frederickson, 2008; Rivera & Ward, 2008a; Wyatt-Nichol, Brown, & Haynes, 2011). They have maintained that public administrators play a pivotal role in creating equitable societies, and that public affairs programs must prepare

students for their democratic responsibilities (Frederickson, 1990, 2008; Gooden
& Portillo, 2011; Rice, 2004, 2010; Rivera & Ward, 2008a). Proponents of
educational reform have suggested that exposing students to diverse perspectives
promotes critical thinking and multicultural competence (Brintnall, 2008;
Carrizales, 2010; Greene, 1998, 1993; Rice, 2007; Rivera & Ward, 2008b).
That competence enables public administrators to engage diverse publics,
actively listen to their concerns, and deliver services that best meet their needs
(Nesbit et al., 2011; Rice, 2008). Social equity is an end product of culturally
competent public administration (Rice, 2007). It is rooted in an understanding
and appreciation of diversity, as public affairs programs and associations have
increasingly recognized.

In recent years, public affairs programs have developed projects, stand-alone
courses, and immersion experiences that expose students to diverse groups and
multicultural perspectives (Hou, Ni, Poocharoen, Yang, & Zhao, 2011; Ryan,
2006, 2007/2008, 2010; Svara & Brunet, 2004; Wyatt-Nichol & Antwi-Boasiako,
2008). Prompted by leaders of the New Public Administration movement (see
Alvez & Timney, 2008), the Minnowbrook conferences (Gazley & van Slyke,
2011; O'Leary, 2011), and special issues of public administration and affairs
journals (see Gazley & van Slyke, 2011; Johnson, 2011a, 2011b; Rivera & Ward,
2008a), public affairs programs have begun to examine how to bring together
diverse faculty, staff, students, and standpoints (Gianakis & Snow, 2008; Rivera
& Ward, 2008b). Uniting these disparate efforts, the National Academy of
Public Administration Standing Panel on Social Equity has promoted social equity
research and resource sharing (see NAPA, 2011), and the National Association
of Schools of Public Affairs and Administration has adopted Diversity Across the
Curriculum accreditation standards (e.g., standards 3.2, 4.4; see NASPAA, 2011).
Despite much progress, public affairs scholars have documented curricular gaps
across a wide array of NASPAA-accredited schools.

In winter 2007, Barbara Hewins-Mahoney and Ethel Williams of the
University of Nebraska at Omaha sparked a renewed discussion of curricular
diversity with their *Journal of Public Affairs Education* (*JPAE*) article, "Teaching
Diversity in Public Administration: A Missing Component?" Their content
analysis of course descriptions at 50 NASPAA-accredited programs revealed
that most had only one diversity course. Additionally, Hewins-Mahoney and
Williams found that "when diversity [was] disambiguated into its various
elements...religion and sexual orientation...had no independent courses in the
programs sampled" (2007, p. 35). These findings led the researchers to conclude
that while diversity was not absent from public affairs curricula, certain groups and
issues were underrepresented. The authors noted the limitations of examining
only course descriptions, and urged public affairs scholars to engage in further
theoretical inquiry and empirical research. In response, *JPAE* devoted the Spring
2011 issue to a symposium on "Social Equity as a Tool for Social Change."

The Social Equity symposium addressed "issues of fairness, justice, and equity" in the curriculum (Johnson, 2011a, p. 163). Despite a growing awareness of this "third pillar" of public administration (Frederickson, 1990; Johnson, 2011a), contributors argued, social equity remains a minor component of most public affairs curricula. They noted that even when major social justice movements are covered, marginalized movements, such as campaigns to end transgender employment discrimination, are largely ignored (Johnson, 2011b). Of course, such omissions might well reflect knowledge gaps—as opposed to attitudinal aversions—among existing faculty. But as *JPAE* special issue editor Richard Greggory Johnson III of the University of Vermont noted, many public affairs programs are not actively seeking to remedy these gaps. Further, he suggested that "a doctoral student or faculty member wanting to obtain a job would be hard pressed to find an academic posting that calls for research and teaching expertise in this subfield" (2011a, p. 163). Thus, most public affairs programs have yet to fully integrate social equity content into their curricula or selectively hire qualified faculty to teach it. But before programs can make such changes, they need to assess localized curricular shortcomings. This proposition can be challenging, as the self-assessment team from a prominent school in the northeast United States (hereinafter "Large Urban") discovered during its diversity self-study. Harvesting the lessons of that self-study, this article focuses on the myriad challenges facing public affairs programs as they attempt to implement diversity initiatives, beginning with the assessment of existing curricular content.

THE CHALLENGES OF CURRICULAR SELF-ASSESSMENTS

Self-assessment teams face difficulties when trying to measure curricular content, because no one artifact reflects the entirety of what is being taught (see Jones, Sallis, & Hubert, 2010). Publicly accessible course descriptions offer a starting point, but fail to reflect the variability of content in different instructors' sections. Further, they often require college- or university-level oversight (e.g., curriculum committee approval), and are thus slow to evolve. Syllabi provide a more accurate snapshot of the content covered (or planned) for a given semester, but do not expose fine-grained details, such as the examples used to illustrate broad concepts during lectures. Student recollections afford the sort of data that high-level administrators often value, but demonstrate only what students take away, not what professors teach (see Bath, Smith, Stein, & Swann, 2004). To be fair, if students cannot recall certain diversity content across a wide range of classes, that content is not likely a prominent aspect of the curriculum. Faculty reflections shed light on the process of course development and pedagogical self-monitoring, but can be biased by a desire for correctness (e.g., "I ought to teach about diversity"). Classroom visits provide real-time data, but are labor intensive and can put faculty on edge. Noting these limitations, a triangulated study that aggregates information from a variety of sources (and methodologies) can yield a

more reliable snapshot of a school's curriculum. Such a study should commence with analyses of course descriptions and syllabi, because they are the easiest artifacts to access and are often seen as synonymous with "the curriculum" by students (Burton & McDonald, 2001; Day & Glick, 2000).

Since course descriptions and syllabi are the gateways to the curriculum, their content should be analyzed. But to gain a more robust picture of what is being taught, a self-assessment team must talk to students and faculty, visit class sessions and sponsored events, and approach the curriculum from a student-centered perspective. Given these activities, it makes sense to reserve most of the spots on a self-study team for graduate students, who can gain access to classes and events, leverage peer-to-peer trust to gain information, and report on the curriculum from the "back of the classroom." While contributing to a self-assessment team, graduate students can also hone their research skills and cultural competencies (Carrizales, 2010; Rice, 2007). They can observe the process of enhancing service delivery via self-assessment, reporting, and programmatic reforms (Rice, 2007). Graduate researchers can also help guide the assessment design, beginning with the question, "What *is* diversity (content)?" This question absorbed Large Urban's self-assessment team for weeks, and shaped the methodology of the semester-long diversity inquiry.

CONSTRUCTIVIST METHODOLOGY: FASHIONING LARGE URBAN'S STUDENT-LED SELF-STUDY/COURSE

In the spring of 2008, Large Urban's faculty and administration devoted several faculty seminar sessions to discussing diversity in the school's curriculum. A senior administrator also collected informal diversity data from self-selecting faculty (i.e., those who responded to an e-mail). Noting the need for a rigorous self-assessment, the faculty agreed to move forward at an end-of-semester school meeting. The faculty envisioned that the self-study would address questions such as: "What sorts of diversity topics are in our curriculum?" and "How often do diversity topics come up?" That baseline data would enable faculty, students, and staff to address larger normative questions about instruction, professional development, and strategic hiring.

Given resource scarcities and a desire for an expedient self-assessment, a graduate seminar course was reassigned as a self-study working group. The special topics course was named "Triangulated Research: Methods and Administration."[1] Eight diverse MPA candidates enrolled in the weekly evening course and became the core members of the research team.[2] From the first session, they were fully engaged in the design and implementation of the self-study, especially in the articulation of the primary, but nebulous, dependent variable: "diversity content."

The team's first task was to design the diversity self-study—in one class session. While the study design ultimately took a few weeks, it was still brutally efficient. The greatest challenge came in defining diversity. Though the team agreed on broad definitions early on, they proved difficult to operationalize.

When the students attempted to analyze the content of test syllabi during week two, for instance, a number of questions arose, including those listed here: Should an essay on anti-Semitism be classified as religious content, ethnic content, foreign affairs content (e.g., if the targeted individuals were Israeli citizens), or something else? Were gender, sex, and sexual orientation one, two, or three separate categories? Should Medicaid count as socioeconomic *and* disability content? Could certain items be double- or triple-counted (e.g., Saudi Arabia's sharia law)? These questions led the team to develop a clunky quantitative content analysis instrument (see Appendix A) with 15 categories of diversity content (e.g., [dis]ability/illness, political ideologies) and 20 instructions and caveats (i.e., "Rules and Exceptions"). Accompanying that instrument was a more streamlined qualitative reporting instrument containing four questions:

1. Does this syllabus incorporate diversity topics, readings, and/or ideas (e.g., people, places, perspectives)?
2. If yes, how would you rank it among the syllabi you've encountered as a student (i.e., using the scale [i.e., normal curve image] below)?
3. What evidence supports your rank?
4. After a collaborative discussion, what rank do you and your partner agree upon for the syllabus?

After the dust had settled, the students were still not satisfied with the instruments. But that dissatisfaction yielded productive discussions about research praxis (e.g., How long should a researcher budget for instrument design, field testing, and refinement?), and modern public administration (e.g., How does an agency operating in the red find the resources for "results-driven" data collection?). The team also agreed that the instruments were sufficient for their purpose: to generate relatively valid and reliable data in an efficient manner to enable diversity discussions to move forward in the school. As a bonus, they developed more nuanced ideas about the nature of diversity in a pluralistic society. But there was little time to dwell on that; the team had a self-study to execute.

Following the development of the quantitative and qualitative coding instruments, the team embarked on syllabus and course description analysis. Current semester syllabi were collected from an administrative assistant (i.e., who received them in response to a standard, start-of-term e-mail request) and the student researchers (i.e., the syllabi for the courses they were taking). The sample comprised a total of 55 syllabi from undergraduate courses in the Bachelor of Science in Public Affairs (BSPA) program (n = 14)[3] and graduate courses in the Master of Public Affairs program (n = 41). The undergraduate:graduate ratio was not surprising, due to the school's larger graduate enrollment and focus. Due to time constraints, only 45 syllabi were coded during class session four. Coders were divided into two-person teams, and each team double-coded 3 to 4 syllabi to enable calculation of intercoder reliability. One team's intercoder reliability scores were well below those considered acceptable, so their results were discarded. This left 37 syllabi (undergraduate n = 8, graduate n = 29) coded

by six coders whose syllabus-level intercoder reliability[4] ranged from .711 to 1.000 with a mean ICR of .897, a level of agreement considered satisfactory by most social scientists. In week five, the team moved on to survey design and deployment.

Survey design is challenging, even for a seasoned social scientist. The students found the task simultaneously confusing, daunting, and exhilarating. Night five began with a crash refresher in research methods and survey design. In two hours, the team covered conceptual versus operational definitions, levels of measurement, rules for quantitative categories (e.g., mutual exclusivity), closed-versus open-ended questions, approaches to ordering questions (e.g., funnel), survey respondent and response issues (e.g., fatigue, response rates), reliability and validity, demographics, and more. Again, these topics raised important questions about the nature of diversity. The students debated demographic issues vigorously (e.g., whether to categorize survey respondents of African descent as African, African/African American, international student, etc.).

Over the next three weeks, the team worked in class and off-line (e.g., sharing potential survey items via a Google document) to develop a draft survey instrument. A faculty member world-renowned for her expertise in polling allowed four of the students to field-test the instrument in her Research Methods class. The instrument was torn apart by the survey designers' peers. But the faculty member generously devoted most of that evening's class session to discussing the weaknesses of the instrument and offering guidance for refining it. That information was reported back to the rest of the team. The team made substantial revisions to the instrument and ultimately agreed upon a survey with 15 closed-ended diversity content items, 1 open-ended diversity content item, and 8 demographic items (see Appendix B). They then prepared for data collection.

Collecting survey data in college classes is difficult. Surveys cannot be administered during test, laboratory, or excursion dates. Even when the mandate to survey emanates from the faculty, that information is sometimes forgotten or never received (e.g., by many adjunct instructors). The student researchers encountered this reality, though they also discovered a deep reserve of goodwill among many faculty members surprised to see them. The team assigned each spring semester course a number and used a random number generator to select 20 courses to visit (23% sample). The author of this study, who served as instructor and faculty advisor, then circulated an e-mail to the selected faculty, alerting them that student researchers would drop by their courses to administer the diversity student surveys. An administrative assistant followed up with longer e-mails (e.g., including copies of the survey instrument). After receiving the instrument, several faculty members elected not to participate, possibly fearing judgment from their peers (e.g., "You're not teaching enough diversity content. Are you racist/sexist/ageist/etc.?"). In the end, 296 surveys were collected from five undergraduate and nine graduate courses and entered into SPSS by the research team during week 11. The experience of entering surveys into SPSS provoked important discussions about research praxis (e.g., the reliability of data

entry) and prompted an additional review lecture the subsequent week (i.e., addressing questions such as, "What level of measurement does an ANOVA require?"). At this point in the semester, the team had fallen behind schedule, but gathered interesting data.

During the final weeks of class, the student researchers developed a six-question, semi-structured interview script and reached out to professors for interviews. Six professors were able to accommodate their last-minute requests, yielding a limited and highly biased sample. The students also engaged in ethnographic observation (i.e., in classes and at events), and informally reported on some of their experiences. They were disappointed that they had not fully implemented the five-part study design. However, the student researchers were also proud that they had designed a study, created quantitative and qualitative instruments, conducted survey research, entered data and tabulated results in SPSS, and begun to hone their interviewing and participant observation skills. I was pleased with all that we had accomplished in five months.

In one semester, we gathered relatively reliable and valid data, "good enough" to move an important discussion forward. While the limitations of our self-study are myriad, we executed it at nearly no cost and within a limited time period. Additionally, the student researchers received substantive training in collaborative decision making, curriculum evaluation, data analysis and reporting, and diversity self-assessment (see Revell, 2008; Rice, 2007; Wyatt-Nichol et al., 2011). While the results, reported briefly in the next section, indicate important findings about one school's diversity content, the lasting takeaway from this project is a model for student-led, programmatic self-study capable of serving the needs of a leading public affairs program.

BRIEF RESULTS OF LARGE URBAN'S STUDENT-LED SELF-STUDY

The mixed methods self-study revealed that some diversity topics were prominently featured across the curriculum (e.g., socioeconomic class), while others (e.g., sexual orientation) were nearly absent. Course descriptions—the most public curricular artifacts—included certain diversity topics deemed important by the self-study team, and omitted others. Race/ethnicity/nationality was included in 4 course descriptions, socioeconomic class in 3, religion in 1, language in 2, culture in 6, U.S. places outside of our urban center[5] (i.e., domestic geographic diversity) in 1, political ideologies in 3, debates within the field of public affairs (i.e., intellectual diversity) in 12, and ethics in 2. Absent from course descriptions were: gender/sex, age, sexual orientation, (dis)ability/illness, international places, and historical topics. Some of these topics were included in the course syllabi analyzed.

Most of the syllabi included at least some diversity content, though few covered a wide range of diversity issues. The most frequently covered diversity topics were socioeconomic class (i.e., in 18/37 syllabi) and race/ethnicity/nationality (i.e., in 14/37 syllabi). Gender/sex (i.e., in 11/37 syllabi) and age (i.e., in 10/37 syllabi)

content were incorporated into more than one third of syllabi. (Dis)ability/illness was discussed less frequently (i.e., in 7/11 syllabi), but served as the central theme of one syllabus/course. Sexual orientation was mentioned only once across 37 syllabi. Even the most frequently covered diversity topics (e.g., race/ethnicity/nationality) averaged less than one mention per syllabus.

Table 1.
Number of Syllabi That Included Diversity Topics (arranged in order of coding instrument)

Diversity Topic	Included in X Syllabi
Race/ethnicity/nationality	14
Gender/sex	11
Socioeconomic class	18
Age	10
Sexual orientation	1
(Dis)ability/illness	7
Religion	9
Language	7
Culture	11
U.S. places outside the urban center	13
International places/other nations	12
Political ideologies	11
Debates within public affairs	10
Historical content	11
Ethics	10

Because the student researchers used both quantitative and qualitative coding instruments *and* kept additional notes, they were able to report more}fine-grained details, such as the range of content within the socioeconomic class and race/ethnicity/nationality diversity topics. For instance, socioeconomic subtopics included poverty, immigration, and income distribution in the United States, and public programs such as welfare, food stamps, and Medicaid. Race/ethnicity/nationality subtopics included interracial communication, intercultural cooperation, and discrimination. Specific races, ethnicities, and race-related issues (e.g., Asian Americans, segregation) were also included, typically within the titles of course readings. The students' notes contained fascinating insights into the content of the curriculum. For instance, one student jotted the following in the "evidence from the syllabus" column of her qualitative coding instrument: "Black Boys...African American male...Colonial Europe, California, 1960–1980...Civil War...Elitism... Anti-Semitism, Segregation." The student coders also noted that many syllabi

encouraged the sharing of diverse perspectives, stating, for example: "discussions and debates...will be paramount," "[we will study...] the evolution of public affairs," "[we will explore the...] tensions between policies that endeavor to ensure that philanthropy is consistent with public policy...and support[s] pluralism and diversity," and more. Survey data further complicated this initial data on diversity content in the curriculum.

Survey data and faculty interviews enabled the team to begin triangulating its findings. The limitations of the survey instrument and data collection conditions prevented the drawing of statistically reliable conclusions. Still, the student surveys reinforced certain content analysis findings, added nuance to other findings (i.e., survey takers slightly disagreed about what was covered "most" in the curriculum), and fostered discussions of how perceptions differ among students and faculty (e.g., some faculty had not conceptualized "diversity" as broadly as the team had). Though it is not possible to review these internal data sets here, the student surveys provided data that the school can use in creating content that reflects the diverse student body's varied standpoint epistemologies and professional needs. This preliminary data suggests areas ripe for further assessment, discussion, and professional development.

DISCUSSION OF THE RESULTS AND, MORE IMPORTANT, THE SELF-STUDY PROCESS

This self-study yielded interesting local insights into the curriculum, students, and faculty at one school. More important, it afforded a model for efficient, economical, student-centered curricular assessment. Locally, the study suggested that Large Urban faculty taught diversity across the curriculum in varied undergraduate and graduate courses. But just as previous scholars had discovered (e.g., Hewins-Maroney & Williams, 2007; Johnson, 2011a; Johnson, 2011b), not all diversity content was covered equally. These results suggest that Large Urban should invest in faculty development and/or strategic hiring around selected diversity issues. Given past studies, these findings and suggestions are likely applicable to most NASPAA-accredited programs. So too is the student-centered model developed at Large Urban.

The student-centered self-assessment model that succeeded at Large Urban incorporated six interdependent elements:

1. A faculty mandate (e.g., an acclamation to pursue the self-study at a public meeting),
2. Senior administration support (e.g., a course release and reassigned teaching),
3. A lead faculty/coordinator(s) (i.e., to lead the study and teach the class),
4. A dedicated course and research team (i.e., to develop and implement the study),
5. Administrative assistance (e.g., to contact randomly selected faculty participants),
6. Triangulated methods and data sources (e.g., interviewing, observation of events).

Figure 1.
Student-Centered Self-Study Model
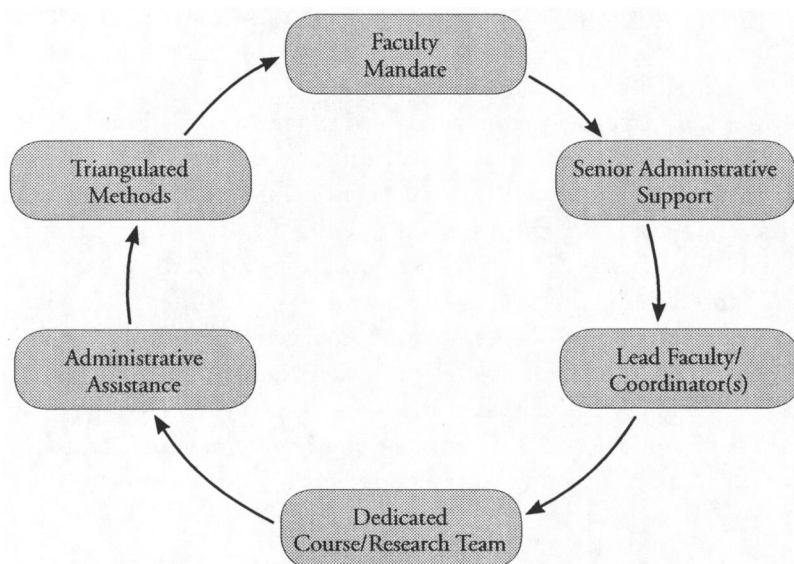
This self-study model is likely to raise two questions or concerns: "Can this process yield quality data?" and "Can it provoke needed changes in the curriculum and preparation of the faculty?" In response to the first question, the results produced by a fast, cheap, student-run assessment will always be attended by reliability and validity concerns. No government funding agency would finance the multi-*week* development of a survey instrument, for example. Under ideal conditions, survey design and data collection would take longer than a semester. And the additional time would theoretically enhance the quality of both instrumentation and implementation. But the more salient point is that few public organizations have the luxury of designing a self-study over months or years. Public sector self-assessments—including higher education accreditation self-studies—are often conducted with great rapidity and scant resources. And the data they produce is often seen as "good enough" by key stakeholders.

In using a student-led model, self-assessment teams can create data collection environments that mirror the realities of the modern public sector. These fast-paced exercises will enable students to hone their time-management and prioritization skills. The reality that "no data is perfect, but some data is good enough" will begin to sink in under these conditions, and more thoughtful public administrators will emerge (see Rice, 2007). Simultaneously, programs and schools will benefit from *good data at the right time*, which in many circumstances is more helpful than better data years later. But will such data provoke needed changes in curricula and better preparation of public affairs faculty? Such outcomes are difficult to predict.

Self-assessment data is meaningful only if a public affairs program leverages it to change the curriculum and culture (Connor & Lake, 1994; Jian, 2007; Wyatt-Nichol et al., 2011). At Large Urban, the self-study data is still being digested by administrators and faculty. Whether they will put it to use is a much larger question (and longer process). This acknowledgment suggests that curriculum and organizational change processes are worthy candidates for future research, as other scholars have noted.

From the late 1960s to today, leading scholars have demonstrated that certain diversity content is not sufficiently covered or absent from most public affairs curricula. This study contributes to that larger discussion a cost-effective, learner-centered model for assessing the strengths and weaknesses of a program's curriculum. Embedded in the model is an appreciation for broad-ranging definitions of diversity, of the sort likely to be advocated by emerging public administrators from diverse backgrounds. The model also assumes that research methods courses—like budgeting, tax policy, leadership, and myriad other BSPA/MPA/MPP courses (Gianakis & Snow, 2008; Revell, 2008; Wyatt-Nichol et al., 2011)—can serve as platforms for assessments of diversity and discussions of social equity in service delivery. As numerous public affairs scholars have argued, it is imperative to engage future administrators in the study of diversity while they are earning their degrees. Through such experiences, they learn how to better contribute to social equity as professional administrators.

FOOTNOTES

1   The syllabus course description read: "This course will involve students in the design and data collection for a five-part triangulated study. Students will learn the benefits of combining quantitative and qualitative methods and utilizing various tools to generate rich data in response to a central research question. The goal of this course is to provide students with hands-on experience in crafting research instruments, field testing tools, and gathering data. The course focuses on four research tools: content analysis, surveying, interviewing, and ethnographic observation."

2   The student researchers included Chandra Cohen, Michael Corrente, Danielle Dieguen, Jane E. Herman, Sara M. Ingram, Piotr Kocik, Rachel Moran, and Claribel Rodríguez. The team was comprised of members of numerous faiths, racial/ethnic and national backgrounds, socio-economic classes, sexual orientations, gender identities, and so on. This diversity informed the team's dynamic discussions about what diversity (content) is and how to measure it.

3   Content from the undergraduate program was included in the self-study for two reasons. First, these courses exist within the Large Urban program and contribute to its mission. Second, the student self-assessors thought that there might be a significant difference between undergraduate and graduate course content. The limitations of this study prevented rigorous analysis of differences between the two groups (i.e., undergraduate and graduate courses). Further, the team observed no obvious difference in the diversity content of the undergraduate and graduate curricula (e.g., race/ethnicity/nationality were not glaringly absent from the undergraduate curriculum).

4   Syllabus-level intercoder reliability (ICR) was determined by calculating agreement (e.g., .800) within each cell (content category) for each syllabus, summing those scores per syllabus and dividing by the number of categories.

5   In this article, the phrase "our urban center" replaces the city name used by the team (e.g., in its coding instruments).

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APPENDIX A

Diversity Coding Instrument: Quantitative Content Analysis

DIVERSITY CODING INSTRUMENT: QUANTITATIVE CONTENT ANALYSIS

syllabus #	race/ ethnicity/ nationality[1]	gender/ sex[2]	socio-economic class[3]	age[4]	sexual orientation[5]	(dis)ability/ illness[6]	religion[7]	language[8]	culture[9]	U.S. places outside [large urban][10]	international places/other nations[11]	political ideologies[12]	debates w/in Public Affairs[13]	historical[14]	ethics[15]
	PEOPLE						CROSS-CUT			PLACES		PERSPECTIVES			
1/															
2/															
3/															
4/															
5/															
6/															
7/															
8/															
9/															
10/															

1. Anytime "race," "ethnicity," or "nationality" appears OR a group is mentioned (e.g., Hispanic or Mexican but *not* Mexico)
2. Anytime "gender" or "sex" appears OR gender issues are mentioned e.g., women's issues but *not* sexual orientation)
3. Anytime "S.E.C." or "class" appears OR poverty or wealth are discussed (e.g., working class but *not* ghetto)
4. Anytime "age" appears OR age-group related issues are discussed (e.g., elderly or senior citizen or youth)
5. Anytime "sexual orientation" appears OR gay, lesbian, bisexual, queer... but *not* transgender
6. Anytime "disability" or "illness" appear OR discussions of physical and/or mental disability (e.g., wheelchair-bound)
7. Anytime "religion" is mentioned OR discussions of religious groups, practices, or cultural influences
8. Anytime "language" is mentioned OR discussions of linguistic practices or cultural influences
9. Anytime "culture" is mentioned or discussions of the influence of a particular culture (e.g., Mayan but *not* Mexico)
10. Anytime a U.S. city, state, geographical point, etc. *outside* [large urban] is mentioned
11. Anytime an international city, country, geographical point, etc. is mentioned
12. Anytime "political perspectives" is mentioned OR discussion of different ideologies, points on the political spectrum, etc.
13. Anytime two or more sides of a Public Affairs debate is discussed (e.g., privatization v. increased public spending)
14. Anytime a past time period(s) is mentioned (e.g., World War II views on management)
15. Anytime "ethics" is mentioned OR discussion of ethical dimensions of policymaking (e.g., utilitarianism)

RULES and EXCEPTIONS

1. Entries may be double-counted if they fit into two categories BUT the coder must note the original wording AND categories in box A.
2. Medicaid should be coded as S.E.C. and disability (1 point each) unless the syllabus specifically targets one aspect of the program (e.g., "the problems the poor have accessing Medicare benefits"; Medicare should be coded as age.
3. Disability and illness refer to discussions of those who are physically or mentally less-than-fully-able. Discussions of the health care system in general (e.g., in Health Policy syllabi) should not be counted. Information about student disability rights or support (e.g., Disability Office) should not be counted.
4. Classroom decorum and civility statements (e.g., no gender discrimination in discussions) should not be counted. As they are not considered "curricular" in this study.
5. Courses that deal explicitly with one of the topics above (e.g., Ethics) should be coded for all other topics but the focal topic. Such exceptions should be marked via an X in the focal category (e.g., an X in ethics).

A: DOUBLE COUNTED ITEMS

Wording from syllabus (e.g., Saudi Arabia's sharia law)	Categories (religion)	Syllabus #

Your name _____

Expected grad. date _____
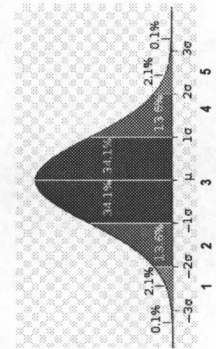
Today's date _____

APPENDIX A

Diversity Coding Instrument: Quantitative Content Analysis (continued)

DIVERSITY CODING INSTRUMENT: QUANTITATIVE/QUALITATIVE CONTENT ANALYSIS

Syllabus # _____ Your Name _____ Expected grad. date _____ Today's date _____

Questions	Individual Rank	Evidence from the syllabus or course description	Collaborative Rank
1. Does this syllabus incorporate diversity topics, readings, and, or ideas (e.g., people, places, perspectives)?			
2. If yes, how would you rank it among the syllabi you've encountered as a student (i.e., using the scale below)?			
3. What evidence supports your rank?			
4. After a collaborative discussion, what rank do you and your partner agree upon for the syllabus?			

Appendix B

[Large Urban] Curriculum Diversity Student Survey

[Large Urban] CURRICULUM DIVERSITY SELF-STUDY

We are conducting a self-study of the [Large Urban] curriculum (e.g., courses, syllabi, lectures). We want to know what diversity topics/issues are important to you and whether you believe the [Large Urban] curriculum effectively incorporates them. Participation is voluntary. We appreciate your <u>anonymous</u> input!

PART I: Your Assessment of Diversity Across the Curriculum

1. Check all diversity topics/issues that you have encountered in [Large Urban] courses, syllabi, and lectures (i.e., curriculum):

age ____	ethnicity/race/nationality ____	disability ____
language ____	socioeconomic class ____	sexual orientation ____
gender ____	competing political ideologies ____	U.S. places outside of New York ____
religion ____	international places ____	different historical periods ____

2. In addition to the items above, are there other diversity topics/issues that should be included in [Large Urban] courses, syllabi, and lectures?

_____

3. The following items address how you think diversity is incorporated into [Large Urban] courses, syllabi, and lectures:

	Always	Often	Sometimes	Rarely	Never
Professors incorporate diversity into their courses	☐	☐	☐	☐	☐
Syllabi include diversity topics, examples, etc.	☐	☐	☐	☐	☐
Course readings address diversity issues	☐	☐	☐	☐	☐
Classroom discussions center around diversity issues	☐	☐	☐	☐	☐
Diversity is incorporated in the courses	☐	☐	☐	☐	☐

4. The following items address how important you believe it is to discuss diversity topics in various courses, <u>whether you have taken them or not</u>.

	Very important	Important	Somewhat important	Not important	I don't / NA know
Discussing diversity issues in **core/required** courses	☐	☐	☐	☐	☐
Discussing diversity issues in **elective** courses	☐	☐	☐	☐	☐
Discussing diversity issues in **research methods** courses	☐	☐	☐	☐	☐
Discussing diversity issues in **capstone** courses	☐	☐	☐	☐	☐

- CONTINUE TO SIDE 2 -

APPENDIX B

[Large Urban] Curriculum Diversity Student Survey (continued)

[Large Urban] CURRICULUM DIVERSITY SELF-STUDY

PART II: Your Assessment of Diversity in THIS Course

1. The course number (e.g., PUB 1250, PAF 9103) for this course is: _____

2. The following items address how you think diversity is incorporated into THIS course:

	Always	Often	Sometimes	Rarely	Never
Students are invited to share **life experiences**	☐	☐	☐	☐	☐
Readings present **multiple sides of debates**	☐	☐	☐	☐	☐
Lectures cover **various historical periods/eras**	☐	☐	☐	☐	☐
Professor incorporates **cross-cultural perspectives**	☐	☐	☐	☐	☐
Diversity is incorporated in this course	☐	☐	☐	☐	☐

PART III: Anonymous Demographic Information (please check ONE item in each category)

1. Program ☐ undergraduate, BSPA major ☐ undergraduate, other major

   ☐ MPA, concentration _____ ☐ MSED ☐ other: _____

2. Status ☐ 0–3 SPA **classes** completed prior to this semester ☐ 4–6 ☐ 7–9 ☐ 10 or more

3. Age ☐ 17–24 ☐ 25–29 ☐ 30–34 ☐ 35–39 ☐ 40–44 ☐ 45–49 ☐ 50–54 ☐ 55–59 ☐ 60–64 ☐ 65+

4. Gender ☐ female ☐ male

5. Primary race or ethnicity ☐ African ☐ African American ☐ Asian ☐ Caucasian ☐ Hispanic ☐ Native American ☐ other

6. Birth location ☐ I was born in the U.S. ☐ I was born outside the U.S.

7. Education location ☐ I completed high school in the U.S. ☐ I completed high school outside the U.S.

8. Sexual orientation ☐ bisexual ☐ heterosexual ☐ homosexual

Thank you for completing our survey!