

DEI Plan for Wright State University's MPA Program Spring 2023

The Wright State MPA program includes a commitment to preparing students to work with and serve diverse constituencies. In pursuit of that goal, and to contribute to the diversity of public service professions, the program faculty have adopted this plan for promoting diversity, equity, and inclusion among faculty and students and for preparing students to promote diversity, equity, and inclusion in their public service careers.

In what follows, the Wright State MPA program has developed DEI criteria which it aims to align with various NASPAA standards.

GOAL 1: THE MPA PROGRAM WILL PROVIDE AN INCLUSIVE ENVIRONMENT THAT SUPPORTS SHARED LEARNING. (NASPAA Standard 4.4)

Objective 1.1 Faculty shall promote a safe and inclusive classroom environment that fosters shared learning and appreciates diverse perspectives and contributions.

Strategy 1.1.a. Faculty are encouraged to attend workshops and participate in events sponsored by the WSU Office of Multicultural Affairs and Community Engagement, Center for Faculty Excellence, University Center for International Education, Office of Disability Services, Asian and Native American Center, Bolinga Black Cultural Resources Center, Latino Center, LGBTQA Center, and the Women's Center.

- Faculty have participated in a variety of diversity-related conferences, training, and community partnerships.
- Faculty partner with the Office of Disability Services to support students

Strategy 1.1.b. The Chair of the School of Social Sciences and International Studies provides opportunities during faculty meetings to share experiences, and discuss strategies and opportunities for developing and maintaining an inclusive classroom environment.

- The Department Chair routinely solicits faculty discussion of experiences, pedagogies, and other issues during an open discussion period scheduled at the end of each faculty meeting.

Objective 1.2 Faculty support and assist students outside of the classroom as academic advisors, internship coordinators, and mentors.

Strategy 1.2.a. Faculty meet with their advisees on a regular basis to ensure student progress in the program.

- Students attend a new student orientation, receive program and course advising, and other support as needed.

Strategy 1.2b. Faculty internship coordinators assist in placing interns, and supervise and evaluate the student internship experience.

- The internship coordinator for the MPA program assists in the placement of interns and supervises the internship experience.

Assessment: Faculty assess progress toward this goal using Graduate Exit and Alumni Survey data on program quality and students' experiences with faculty and advising. Overall, students were satisfied with the program, although students expressed frustrations with particular courses. This

feedback has been received and programmatic changes have been made moving forward.

GOAL 2: THE MPA PROGRAM WILL PROMOTE DIVERSITY AND INCLUSIVENESS THROUGH STUDENT RECRUITMENT AND RETENTION. (NASPAA STANDARD 4.4)

Objective 2.1 The MPA program shall maintain a diverse student population by increasing the program's visibility, with a special focus on recruiting highly qualified students who are committed to public service values.

Strategy 2.1.a. The MPA program will continue to increase its visibility in the Miami Valley region and beyond by attending career fairs, conducting open house events, and maintaining an informative website that articulates the program's mission and commitment to public service values.

- In an effort to continue to increase the MPA program's profile on and off campus, MPA attended career fairs on campus. The MPA program was also represented in several professional events, including the annual Miami Valley Planning Association conference.

Strategy 2.1.b. The MPA program will enhance its efforts to recruit highly qualified students from the region's HBCs, Central State University and Wilberforce University.

- Potential partners were identified at Wilberforce University and at Central State, and MPA marketing materials were sent to both universities during the fall. The Program Director has worked with university staff there in an attempt to strengthen relations and recruiting. To this point, we have seen increased numbers of students from these institutions

Strategy 2.1.c. The MPA program will continue to recruit qualified students enrolled in the Department's undergraduate degree programs, as well as undergraduate students.

- Undergraduate students from the School of Social Sciences and International Studies have applied and enrolled to the MPA program.

Assessment: Faculty assess progress in achieving this goal using demographic data on MPA applicants. The MPA Director analyzed the demographics of applicants and enrollees and reported those results to the faculty and the MPA Advisory Board during meetings. There was an overall increase in the ethnic and racial diversity of applicants and enrollees compared to previous years. Notably the number of female applicants increased significantly as well (see Appendix I).

GOAL 3: THE MPA WILL PREPARE STUDENTS TO BE CULTURALLY COMPETENT LEADERS WHO CAN EFFECTIVELY INTERACT WITH A DIVERSE WORKFORCE AND CITIZENRY.

Objective 3.1: MPA faculty members will be encouraged to integrate issues surrounding diversity and cultural competence into their courses where appropriate.

Strategy 3.1.a. MPA faculty members should look for opportunities to integrate topics related to diversity and inclusion in to their courses.

- Multicultural competency is a learning outcome in Human Resource Management, and diversity issues are integrated into the curriculum in Foundations and Tools of Public Administration and Organizational Theory.

Strategy 3.1b MPA faculty will be encouraged to invite community leaders, public administrators, and university professionals to speak on issues of diversity and cultural competence.

- The MPA program continues to promote cultural competency by integrating diversity into their courses where appropriate and exposing MPA students to different perspectives via guest speakers, campus wide programs, and university wide events.

Strategy 3.1c The MPA program will offer internships and culminating capstone and research projects that expose students to different perspectives, ideas and cultures.

- Faculty incorporated guest speakers and applied projects into their curriculum to allow students to be exposed to different points of view. For example, Foundations and the Capstone courses require students to conduct fieldwork in the community on local institutions and organizations

Assessment: Faculty assess the program's progress toward meeting this goal using data from Graduate Exit Surveys and Learning Outcome Surveys. Data from recent Graduate Exit Survey suggests that overall students felt the program did a good job exposing them to various points of view, but students would like additional opportunities to interact with professionals in their chosen fields. The results from recent Learning Outcome Surveys indicate that students feel they are prepared to effectively communicate with diverse audiences.