

Achieving Diversity within the Constraints Imposed by Meritocracy



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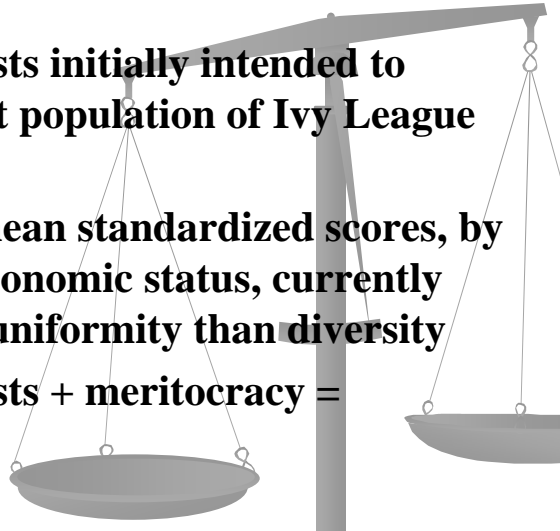
Components of Diversity Relating to Program Mission



- **Student Recruitment and Retention**
- **Faculty Recruitment and Retention**
- **Curriculum**

Historical Context for Admission Criteria

- **Standardized tests initially intended to diversify student population of Ivy League Universities**
- **Differences in mean standardized scores, by race and socioeconomic status, currently produces more uniformity than diversity**
- **Standardized tests + meritocracy = entitlement**



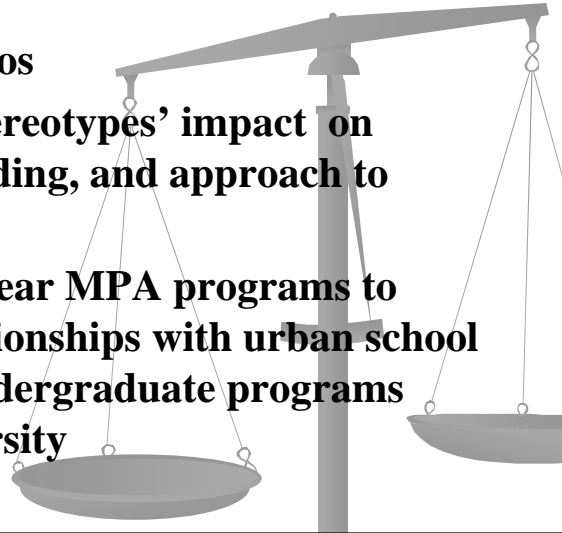
Components Promoting Diversity In Current Environment

- **Student Recruitment Initiatives**
- **Constraints affecting admission criteria selection**
- **Admission criteria promoting diversity**
- **Retention Strategies**



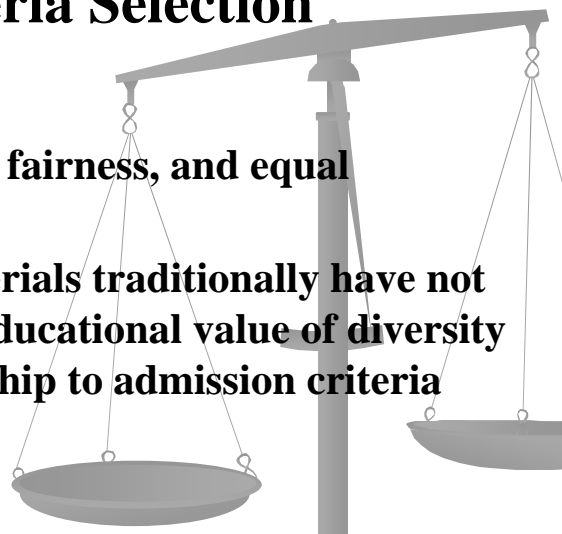
Student Recruitment Initiatives

- **Word-of-mouth**
- **Marketing Photos**
- **Sensitivity to stereotypes' impact on admissions, grading, and approach to teaching**
- **Attaching five year MPA programs to University relationships with urban school districts and undergraduate programs promoting diversity**



Constraints Affecting Admission Criteria Selection

- **Values of merit, fairness, and equal opportunity**
- **Marketing materials traditionally have not delineated the educational value of diversity and its relationship to admission criteria**



Admission Criteria Promoting Diversity

Criteria relating to program mission may include

- **Parents' socioeconomic status**
- **Barriers to achieving applicants' educational goals**
- **Geography**
- **Political orientation**



Retention Strategies

- **Summer institutes**
- **University academic skills centers**
- **Adapting to student learning styles**
- **Promoting a sense of community**
- **Mentoring**
- **Monitoring student progress**
- **Determining reasons students do not complete the program**



Implications for MPA Programs

- **Comparison of goals with characteristics of applicants, matriculated and enrolled students, and program graduates**
 - **Mission statement, goals, and objectives should drive student and faculty recruitment and retention and curriculum development**
 - **Achieving greater diversity is dependent on**
 - **Commitment of faculty and university**
 - **Consensus on the educational value of diversity**
(it is the right thing to do – not the thing to do)
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