Nov. 12th MPA Meeting

Present: Mike, Mike, Eric, Lesli, Dhara (notetaker), Amy, Doreen, Yoichiro, Meghan, Anna, Cheryl, Cali, Lucky

Not Present: Puanani

1. Clear on goals
2. Choice between 3 models
3. Flesh out models so we can decide at next meeting
4. (Cheryl) Get goals and ranking out on table and then do pros and cons analysis
5. Go with highlighted and then revisit options #1, #2, #3.

How much of this needs to be decided for me to make curriculum choices for next year? Nothing unless there are changes. If we need to do something for next year, I need to know by December (Mike)

Implementing any of these by next year is unrealistic. Cali and Eric-would administration be willing to sit with us and a union rep about making us equitable to MES. Eric-if colleagues want to iron out goals, he’s supportive but he’s ready to move and not interested in deferrals by administration.

Cheryl-can’t make changes to an existing cohort or a cohort that we’re currently recruiting to. Rollout needs to be agreed upon.

\*\*Categories on board:

1. Student Centered Goals-8
2. Equity (Metta)-7
3. Core Goals-7
4. Concentration Goals-6
5. Faculty Centered Goals-4
6. Planning (Metta)-3
7. Community Goals-1
* Tacoma PNAPP Cohort (Pilot)
* Tribal Governance Cohort
* Oly PNAPP Cohort 1
* Oly PNAPP Cohort 2

Model 1 (4 Credit)-151

Model 2 (4+2 Credit)-125

Model 3 (6 Credit)-83

Model 4 (8 Credit)-76

Student Centered-112

Equity-95

Fixed Core-107

Concentration-119

Consistently: Core would change – no longer segregated*,* and *blending core* in the above models**IMPORTANT PARKED DISCUSSION IS CONFIGURATION OF CORE**

Abstaining: Dhara, Amy, Yoichiro

Next Steps: We are going to achieve these goals and this is what its going to look like

Amy-colleagues haven’t sat in on each other’s classes. Next steps would be to attend each other’s classes

Lucky-student upset about not being able to take a Policy concentration, not transcriptable currently-this is what we’re working on

Next Steps:

1. Goals
2. Models

(Or…Pause and broaden experiential base)

\*\*Categories on Board

1. Student Centered Goals-8
	1. Have consistent and predictable course offerings in both sites covering major topics
	2. Improve program access
	3. Student/human centered design of curriculum
2. Equity (Metta)-7
	1. Equity in class hours concentrations competency
3. Core Goals-7
	1. Fix core – students are not happy
	2. Clarifying the content and purpose of core so that it remains consistent between cohorts
4. Concentration Goals-6
5. Have separate non-profit concentration (Tacoma?)
6. Fix concentration requirements-inequitable
7. Develop a local regional governance concentration (longer term)
8. Increase flexibility of choice for Tribal Governance students
9. Better fit coursework to concentrations +2 elective development
10. 2 Courses per concentration – what are they?
11. Equity between concentrations
12. Revise Curriculum: core and electives
13. Faculty Centered Goals-4
	1. Workload for graduate programs
	2. Ensure MPA faculty teach a workload consistent with the CBA
14. Planning (Metta)-3
	1. 2019 NASPAA Accreditation standards: Universal Required Competencies
		1. To lead and manage in the public interest
		2. To participate in, and contribute to, the policy process; to analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment;
		3. To articulate, apply and advance a public service perspective;
		4. To communicate and interact productively and in culturally responsive ways with a divers and changing workforce
	2. 2 year strategic plan

7. Community Goals-1

1. Relevant-align classes/governance/community
2. MPA=Local+State+Federal+Tribal=Government