



2011-
2012

The University of Texas at Austin Master of Public Affairs NASPAA Self-Study Report

This Self-Study Report has been graciously provided by the Master of Public Affairs program at The University of Texas at Austin LBJ School of Public Affairs. It is intended only to be informative for programs.

Preconditions for NASPAA Review

Is the program at an institution accredited by a U.S. national or regional accrediting body? Yes

If Yes, Provide name of quality assurance body or bodies that recognizes institution: Southern Association of Colleges and Schools (SACS)

List year of most recent recognition 2008

When was the degree program established 1970

Since your last review, have there been any changes that would create any potential legal impediments that NASPAA should consider in conducting a program review in your country or region? No

Public Values

Since your last review, have there been any changes to the code of conduct or other ethical expectations at your institution? Provide links if relevant.

There have been no substantive changes to the School's professional code of conduct or ethical expectations since the last review.

Please provide a brief summary of the primary focus of your program in preparing students to be leaders, managers, and analysts in the professions of public affairs, administration, and policy.

In accord with the LBJ School's mission statement, the primary focus of the MPAff program is to prepare students for leadership positions in public service by providing an interdisciplinary education grounded in:

- * Theory
- * Ethics
- * Analytical skills, and
- * Relevant practice.

With this grounding, students are offered opportunities through specialization tracks, dual degrees, and graduate portfolio/certification programs to specialize in a broad range of policy arenas.

The program seeks to attract students from a variety of backgrounds and does not distinguish between pre-service and in-service status.

Does this program offer Executive Education as defined in the NASPAA Standards special conditions? No

Is the entire degree devoted to executive education? No

Does Exec Ed exist as a track within the degree to be reviewed? No

Is any part of the program offered online? No

Please describe any other unique delivery modalities the program employs, consortia, etc...

The LBJ School does not currently operate any remote sites for its MPAff program. The School is, however, contemplating the development of a special MPAff track for which six months of course work and an apprenticeship would be offered in Washington DC.

Program Fact Sheet

Self Study Year 2011-2012

Title of degree Master Of Public Affairs

Geographic Arrangement Program Delivery Main Campus

Overarching Program Emphasis:

Public Policy
Public Affairs
Public Management International National
State or Provincial
Regional
Local
Nonprofit

Program Student Population Emphasis: Do not Emphasize between Pre or In-service students

Program Placement Emphasis Other

List of Dual Degrees

Law (JD)
Master of Business Administration (MBA)
Master of Community & Regional Planning Master of Public Health (MPH)
Master of Social Work (MSW)
Other (Please explain)

List of Specializations

Criminal Justice Economic Development Education
Environment
General/ Public Management Homeland/National Security Information Technology International/Global
Nonprofit
Public Policy Analysis
Social Policy State/City/Local Urban

DUAL DEGREES: The MPAff program maintains 17 master's dual degree programs. Others not checked above include arrangements with: Advertising; Asian Studies; Communications Studies; Energy & Earth Resources; Engineering; Journalism; Latin American Studies; Middle Eastern Studies; Radio, TV, Film; Russian, East European, and Eurasian Studies, and; Women's and Gender Studies.

Mission Statement

The Lyndon B. Johnson School of Public Affairs is committed to improving the quality of public service in the United States and abroad at all levels of governance and civic engagement. Our goals are to:

- Prepare students and professionals, from a variety of backgrounds, for leadership positions in public service by providing educational opportunities grounded in theory, ethics, analytical skills, and practice;
- Produce interdisciplinary research to advance our understanding of complex problems facing society and to seek creative solutions for addressing them;
- Promote effective public policy and management practice by maintaining a presence in scholarly and policy communities and in the popular media;

- Foster civic engagement by providing a forum for reasoned discussion and debate on issues of public concern.

(Revised April 3, 2012)

One Universal Competency To lead and manage in public governance

Number of Students in Degree Program 227

Ratio of FTE Faculty to FTE Students* 0.20

Number of Semester Credit Hours Required to Complete the Program 48

Standard 1: Managing the Program Strategically

Standard 1.1 Mission Statement

The Program will have a statement of mission that guides performance expectations and their evaluation, including:

- *its purpose and public service values, given the program's particular emphasis on public affairs, administration, and policy*
- *the population of students, employers, and professionals the Program intends to serve, and the contributions it intends to produce to advance the knowledge, research, and practice of*
- *public affairs, administration, and policy.*

Self-Study Instructions:

In section 1.1 the program should provide its mission statement and describe how the mission statement influences decision-making and connects participants' actions (such as how the Program identified its mission-based performance outcomes), describe the process used to develop the mission statement, including the role of stakeholders such as students, graduates, and employers and describe how and to whom the mission statement is disseminated. In preparing its self-study report (SSR), the Program should:

Provide Comments on Program History:

Provide comments on program history (300-600 words) focusing on why the program was originally created, how the program has evolved and any distinctive character of the program.

1.1.1: Why was the program originally created and how has it evolved since then?

Formal planning for the LBJ School began early in 1965 initially to address the lack of a facility to train public servants in the southwestern United States. The UT Board of Regents ultimately approved a plan to establish the Lyndon B. Johnson School of Public Affairs and a two-year Master's of Public Affairs degree program in 1969. The first cohort of 17 students matriculated in fall 1970.

The founding principles of the School responded to public pressures for a focus on practical relevance and on bringing interdisciplinary lenses to bear on pressing issues of public concern. The aim was to train policy practitioners in all aspects of policy, and not focus on the somewhat narrower range of skills offered in traditional schools of public administration. Public affairs education at the LBJ School would address a broader audience of public servants, including those in elected office, special interest organizations, and government agencies. The curriculum was initially envisioned as falling into three categories: (1) a basic program of "tool box" courses designed to provide students with the analytical skills needed by those serving in middle- and high-level government positions; (2) a series of research seminars on current federal, state,

local, and international problems, and; (3) year-long Policy Research Projects (PRPs) that would be interdisciplinary and problem-oriented.

A hallmark of the LBJ School's curriculum, the PRP is essentially a consultancy carried out by a team of 10-15 students under the direction of one or two faculty members. It provides students with hands-on opportunities for teamwork, project management, and data compilation in structuring an unstructured policy problem, and results in a publishable report delivered to a client.

The first decade of the School's existence was marked by a rapidly expanding faculty (4 FTEs in 1970 to 24 in 1980), growing student enrollment (180 in 1980), and a continually evolving curriculum, all in the face of difficulties in continuity of leadership (4 deans and 2 interim deans in the span of 10 years).

With stabilized leadership in the 1980s-1990s, the basic framework of the core curriculum took the shape that it essentially maintains to this day. The emphasis in these years continued to be on training "skilled generalists", an education appropriate for addressing the broadest range of policy arenas. As the faculty increased in size, and as students (and other stakeholders) pressed for a wider selection of course offerings, the School expanded the number and variety of Topical Seminars (from 12 in 1980 to 39 in 2000). External forces (eg, the changing nature of public service employment, alumni feedback, new technologies, the growing relevance of international perspectives) reinforced the trend toward providing opportunities for greater specialization in the curriculum. This was further complemented by the establishment of dual degree programs with other units across campus or in the greater UT System (2 in 1980 to 17 today) and of several interdisciplinary graduate portfolio (certificate) programs.

The curriculum achieved additional breadth and flexibility in the late 1990s and the years following in the wake of a series of strategic planning exercises and top-to-bottom curriculum reviews (1987, 1994, 2000, 2004) that involved faculty, students, alumni, employers, and other stakeholders. The most important changes included establishing 7 specialization tracks and a greater variety of options in the second-semester core courses, but at the expense of reducing the PRP requirement to one year rather than two. The changing nature of public service in the 21st century has also led to greater emphasis on science and technology policy, nonprofit management, and international affairs.

LBJ School offers a mid-career MPAff program, established a PhD Program in Public Policy in 1992, and introduced a Master's of Global Policy Studies in 2008.

1.1.2 - 1.1.5

Provide Program Mission

Use the text boxes below to provide the program mission statement and how the program reflects public service values.

1.1.2 Provide the Current Program Mission Statement and the date it was adopted. (Limit 500 words)

The Lyndon B. Johnson School of Public Affairs is committed to improving the quality of public service in the United States and abroad at all levels of governance and civic engagement. Our goals are to:

- * Prepare students and professionals, from a variety of backgrounds, for leadership positions in public service by providing educational opportunities grounded in theory, ethics, analytical skills, and practice;
 - * Produce interdisciplinary research to advance our understanding of complex problems facing society and to seek creative solutions for addressing them;
 - * Promote effective public policy and management practice by maintaining a presence in scholarly and policy communities and in the popular media;
 - * Foster civic engagement by providing a forum for reasoned discussion and debate on issues of public concern.
- (Revised April 3, 2012)

1.1.3: Attach the URL for the program mission statement <http://www.utexas.edu/lbj/about/mission>

1.1.4 Describe the processes used to develop the mission-statement, how the mission statement influences decision-making, and how and to whom the program disseminates its mission. Include information describing how

relevant stakeholders are involved in the mission development process. (Unlimited)

The LBJ School's faculty as a whole ultimately holds ownership of the School's mission, yet the review of the mission and development of strategies occur at several levels and involve multiple stakeholders. At the broadest level, the LBJ School relies on mechanisms external to the School for feedback and strategic planning. These external mechanisms include:

- * Strategic planning by the University leadership. The Dean of the LBJ School participates in the Deans' Council of the University's Provost, a body that deliberates on policy strategic planning for the University as a whole. Perhaps the most significant recent example of University-initiated strategic planning that has shaped the School's mission was the "Report of the "Commission of 125" (2004), the culmination of a two-year study of the University's goals and values carried out by 125 distinguished University alumni (www.utexas.edu/com125/UTComm125Report.pdf).
- * Oversight from the LBJ Foundation Board. The LBJ Foundation annually reviews School activities and accomplishments at the program level and provides guidance and support for developing resources to carry out the School's mission.
- * Recommendations from the LBJ School's Advisory Council. The School's Advisory Council is composed of distinguished alumni and prominent leaders in local, state, national, and international public service. The Advisory Council meets several times a year to offer perspectives on professional training, fundraising, and research directions, as well as recommendations on the overall strategic direction of the School.
- * Periodic alumni surveys. Alumni provide the School with valuable information on the effectiveness of the curriculum in preparing them for their careers.
- * Occasional surveys and focus group sessions with employers. The School is in regular contact with employers of our student interns and occasionally conducts surveys or focus groups with key employers to keep up with new demands and expectations they have of the people they hire.

Within the School, the information from these external feedback mechanisms is typically channeled back to the faculty by the Dean, who leads an annual strategic planning retreat with the faculty and staff directors. The retreat usually takes place at the beginning of each academic year. As part of retreat deliberations, and in response to perceived needs, faculty committees are appointed to look into specific strategic issues. These committees usually include student members.

- * As an example of this strategic review process, the Dean organized a committee in 2011-12 to look into expanding the School's presence in Washington DC by developing a new track of the MPAff with a new course of study and apprenticeships especially designed for students who wish to pursue careers in Washington or with international agencies. Another committee was formed to consider the creation of a special executive MPAff track to review how that development may relate to the School's current mid-career program.
- * In August 2011, the Dean formed a faculty committee to modify the School's mission statement in light of both the School's expanded focus on global policy studies and of its adoption of a performance based assessment system (2008). The committee reported its recommendations to the faculty in April 2012. The faculty discussed the issue, offered suggestions, and approved a final revision on April 3, 2012.

The LBJ School has a long tradition of involving students in its governance structure and strategic decisions. Their input is an integral part of the School's mission process. The student body has its own elected governance structure, called the Graduate Public Affairs Council (GPAC). GPAC communicates with the faculty in several ways.

- * Elective representatives of GPAC sit on most faculty committees. These representatives offer student perspectives in committee deliberations and/or monthly faculty meetings.
- * The Vice President of GPAC meets regularly every two weeks with the Associate Dean for Academic Affairs to share information and discuss new initiatives or issues of concern.
- * When important issues of broad common interest arise, either GPAC or the Dean organizes a town hall meeting with an open invitation to all members of the LBJ community to attend.

1.1.5 Describe the public service values that are reflected in your Program's mission. (limit 250 words)

President Lyndon Johnson prescribed the Program's service ethic by charging it with developing 'thinkers and doers' who turn ideas into actions. In 1972 he reminded members of the School's first graduating class, "...The greatest known satisfaction to human beings is that which comes from knowing...you've made life more just and more equal and more opportune for your fellow man. And that's what this School is all about."

Thinkers and doers are leaders. They bend the arc of policy toward progressive social change, largely as exemplars of

Johnson's ethic of service and his legacy of leadership. In effect, President Johnson put in place the cornerstones values for the Program: integrity, dignity, inclusion, and excellence.

Each value has both individual and collective elements. The faculty uses a shorthand script - be, think, do - to frame and integrate the elements. Each element in the script unfolds to reveal concrete capacities (individual characteristics and traits), competencies (interdisciplinary knowledge and technical skills), and proficiencies (real-world, practical applications). That is, they can be used to organize and specify the requisite traits, attributes, attitudes, behaviors, and performance standards of thinkers and doer, the policy leaders.

The elements are embedded in all aspects the Program. The LBJ Performance Based Assessment System (LBJ/PBAS), initiated in spring of 2007, shows how values are defined and linked to empirically defined learning objectives and outcomes. (see NASPAA Standard 1.2.1)

1.1.6

Describe Program Use of Stakeholders in Mission Development

To what degree have the following stakeholders been involved in the processes used to review and/or develop the current mission statement?

	Frequency of Involvement	Type of Involvement (check all that apply)
Students	Every 2-3 years	Able to initiate a mission review and development; Advisory in early stages of mission review and development
Alumni or Alumni Board	Every 2-3 years	Able to initiate a mission review and development; Advisory in early stages of mission review and development
Advisory Board	Annually	Able to initiate a mission review and development; Advisory in early stages of mission review and development; Advisory in latter stages of mission review and development
Employers	Every 2-3 years	Advisory in early stages of mission review and development
University Administration	Never	Able to initiate a mission review and development
Faculty	Every 2-3 years	Able to initiate a mission review and development; Advisory in early stages of mission review and development; Advisory in latter stages of mission review and development
Members from other University Colleges/Schools	Never	

1.1.7

1.1.7 Use the text box below to provide any additional commentary on the table above. (Limit 250 words)

The LBJ School's mission and goals themselves are under continuous review. The formal mission statement itself, however, is typically only revised every 3-5 years depending on the perceived need to do so on the part of any of our stakeholders. The 2007 mission statement was revised in spring 2012 to: (1) express the School's goals more clearly

in terms that lend themselves to performance based assessment, and; (2) incorporate in it an expression of the School's commitment to public service abroad.

Standard 1.2: Performance Expectations

The Program will establish observable program goals, objectives, and outcomes, including expectations for student learning, consistent with its mission.

Self-Study Instructions:

Please identify the major PROGRAM goals as they are related to your program's mission within the categories specified below. Be certain that at least a subset of these program goals identify the public service values identified in 1.1.5

1.2.1 Please link your program goals to your mission's Purpose and Public Service Values

The purpose behind the mission is to improve governance and civic engagement at all levels. The goal is to produce action-oriented leaders, the thinkers and doers Lyndon Johnson said, "... (are) the people who dream of progress and will try to turn those dreams into achievements."

The mission statement uses active language to identify goals: prepare, organize, promote, and foster:

- * Prepare students and professionals for leadership in public service by providing educational opportunities guided by theory, ethics, analytic skills, and practice.
- * Organize and produce interdisciplinary research.
- * Promote effective public policy and management practice.
- * Foster civic engagement and involvement.

The Johnson service ethic and legacy of leadership are integral and overarching themes of each goal. They are explicit areas of content in designing the educational opportunities that prepare students and professionals.

The LBJ/PBAS is the primary tool used in the Program to monitor and track the alignment of mission purpose, program goals, educational learning objectives, and performance outcomes. It further refines and translates the goals into seven specific Program Outcomes. Each outcome, in turn, defines specific content and topical areas, educational learning objectives, and expected performance standards. Each outcome integrates elements of the framework - be, think, do.

Program Outcome 1: Students will demonstrate an understanding of how public policy is developed and implemented in a political, institutional, and global environment.

Program Outcome 2: Students will demonstrate substantive knowledge in financial, managerial, economic, and quantitative analysis required for public policy

Program Outcome 3: Students will demonstrate proficiency in written and oral communication in the public policy context.

Program Outcome 4: Students will demonstrate proficiency in the application of analytical skills and practical problem-solving skills required for policy analysis and development

Program Outcome 5: Students will demonstrate proficiency in analyzing and developing systems to manage human, organization, information and technology resources in a public policy context.

Program Outcome 6: Students will display ethical behavior in public service

Program Outcome 7: Students will display strong leadership and teambuilding behavior in public service, including sensitivity to diversity

Program outcomes 6 & 7 link directly to the cornerstone values (integrity, dignity, inclusion, and excellence) previously identified.

1.2.2 Please link your program goals to your mission's population of students, employers, and professionals the Program intends to serve.

Mission: Improve the quality of public service in the United States and abroad at all levels of governance and civic

engagement.

The goal is to prepare leaders by:

- * Preparing students and professionals for leadership in public service by providing educational opportunities grounded in theory, ethics, analytic skills, and practice.
- * Organizing and producing interdisciplinary research for varied professional, academic, and citizen audiences.
- * Promote effective public policy and management practice for a wide range of public service professionals.
- * Foster civic engagement designing, sponsoring, and participating in policy and public service forums.

The obvious target populations are students (prospective and current), professionals (public service and other practitioners), and employers (current and potential). Creative common sense is what brings segments of the populations together. That is, the program provides opportunities to learn for diverse groups of stakeholders (students, alumni, professionals, employers, and others). The opportunities are 'democratic' learning/teaching communities - forms and forums of civic engagement. The creative challenge is figuring out new ways to bring together segments of these target populations who would not normally interact with each other, as is done in the policy research course.

Innovation, then, continues to be an important benchmark of all program activities.

1.2.3 Please link your program goals to the contributions your program intends to produce to advance the knowledge, research and practice of public affairs, administration, and policy related to your mission.

* Advancing Knowledge by:

- Recruiting and maintaining a faculty of scholars who are committed to academic excellence and to making contributions to the understanding of, or solution to, pressing problems of public policy and management.
- Supporting the School's research centers to strengthen their capacity to exploit the synergies of an interdisciplinary, problem-focused faculty.
- Sponsoring workshops, colloquia, and other scholarly forums to develop innovative perspectives on policy issues.
- Maintaining an active Communications Office that takes advantage of the full range of both traditional and modern media to publicize the School's contributions to advancing knowledge.

* Advancing Research by:

- Holding faculty members accountable for actively participating in their respective scholarly communities and for producing quality research that is relevant to public policy and management.
- Offering generous opportunities for faculty members to take full- or part-time leave from teaching to pursue their research.
- Providing a Grants and Contracts Office to assist faculty members in preparing research grant proposals.
- Providing services to facilitate the recruitment of Graduate Research Assistants, primarily from among the LBJ School student body.
- Sustaining a PhD program that attracts high-caliber students who work closely with faculty members on research of common interest.

* Advancing Practice by:

- Considering each faculty member's contributions to public service in the periodic reviews of their performance.
- Developing and carrying out Policy Research Projects that bring multiple disciplinary lenses to bear on practical policy issues of interest to their clients.
- Supporting the School's Office of Professional Development, Office of Conferences and Training, and Governor's Center for Management Development to provide opportunities for executives and other public service professionals to keep up with advances in policy analysis and management.
- Supporting the School's RGK Center for Philanthropy and Community Service and its: (1) Executive Education programs for nonprofit leaders and social entrepreneurs, and; (2) consulting service for public service and nonprofit clients.

Standard 1.3: Program Evaluation

The Program will collect, apply, and report information about its performance and its operations to guide the evolution of the Program's mission and the Program's design and continuous improvement with respect to standards two through seven.

Strategic management activities should generate documents and data that are valuable to the Program and to the profession. All processes for defining its mission and strategy, and all processes for collecting and assessing information to evaluate progress toward achieving the program's objectives, should be described in this section.

Self-Study Instructions: Analysis of information generated by these strategic processes that explain changes in the program's mission and strategy should be reported in this section. Analysis of information generated by these processes for the purpose of assessing and improving the program's performance with respect to serving students, student learning, and faculty performance should appear in sections pertaining to Standards 5-7. Programs are strongly encouraged to use logic models to summarize and interrelate these aspects of the assessment process. [If a program uses a logic model it can be uploaded at the bottom of the page of the Standard] In sum, the processes for collecting the data relevant to all standards should be described in section 1, but the analysis and resulting actions should appear in relevant sections for standards describing operations. In section 1.3, the program should:

For those goals identified in 1.2, describe what program performance outcomes have been achieved in the last 5 years that most reflect the program mission and describe how the program enhances the community it seeks to serve.

1.3.1 Please link your program performance outcomes to your mission's Purpose and Public Service Values

LBJ Mission (purpose): improve quality of public service in the United States and abroad at all levels of governance and civic engagement.

Cornerstones values for public service:

- * Integrity - highest ethical standards of personal and professional behavior
- * Dignity - respect value and worth of all
- * Inclusion - universal/democratic participation based on equalitarian principle
- * Excellence - self-assessed standard of competence and, performance, personal/professional growth

Program performance outcomes linked to public service values:

Program Outcome 1: Students will demonstrate an understanding of how public policy is developed and implemented in a political, institutional, and global environment.

* Public Service Value: Excellence; Integrity

Program Outcome 2: Students will demonstrate substantive knowledge in financial, managerial, economic, and quantitative analysis required for public policy.

* Public Service Value: Excellence; Integrity

Program Outcome 3: Students will demonstrate proficiency in written and oral communication in the public policy context.

* Public Service Value: Excellence; Integrity

Program Outcome 4: Students will demonstrate proficiency in the application of analytical skills and practical problem-solving skills required for policy analysis and development.

* Public Service Value: Excellence; Integrity

Program Outcome 5: Students will demonstrate proficiency in analyzing and developing systems to manage human, organization, information and technology resources in a public policy context.

* Public Service Value: Excellence

Program Outcome 6: Students will display ethical behavior in public service.

* Public Service Value: Integrity; Dignity

Program Outcome 7: Students will display strong leadership and team building behavior in public service, including sensitivity to diversity.

* Public Service Value: Integrity, Dignity

1.3.2 Please link your program performance outcomes to your mission's population of students, employers, and professionals the program intends to serve.

LBJ SCHOOL MISSION (purpose): improve quality of public service in the United States and abroad at all levels of governance and civic engagement.

GOALS:

Prepare students and professionals for leadership in public service by providing educational opportunities grounded in theory, ethics, analytic skills, and practice.

* Target population: students, professionals

Organize and produce interdisciplinary research

* Target population: professionals, employer

Promote effective public policy and management practice

* Target population: professionals, employers, citizenry

Foster civic engagement

* Target population: student, professional, employer, citizenry

PROGRAM OUTCOMES (PERFORMANCE) LINKED TO TARGET POPULATIONS: Program Outcome 1: Students will demonstrate an understanding of how public policy is developed and implemented in a political, institutional, and global environment.

* Target population: Student

Program Outcome 2: Students will demonstrate substantive knowledge in financial, managerial, economic, and quantitative analysis required for public policy.

* Target population: Student

Program Outcome 3: Students will demonstrate proficiency in written and oral communication in the public policy context.

* Target population: Student

Program Outcome 4: Students will demonstrate proficiency in the application of analytical skills and practical problem-solving skills required for policy analysis and development.

* Target population: Student

Program Outcome 5: Students will demonstrate proficiency in analyzing and developing systems to manage human, organization, information and technology resources in a public policy context.

* Target population: Student

Program Outcome 6: Students will display ethical behavior in public service.

* Target population: Student

Program Outcome 7: Students will display strong leadership and team building behavior in public service, including sensitivity to diversity.

* Target population: Student

1.3.3 Please link your program performance outcomes to the contributions your program intends to produce to advance the knowledge, research and practice of public affairs, administration, and policy related to your mission.

To accomplish its mission to advance knowledge, research, and practice requires sustaining a faculty that is actively engaged in scholarly research that addresses issues of public concern or management practice. Faculty members are evaluated annually and sexennially in terms of their contribution to research, teaching, and public service. Teaching relates to advancing knowledge because the School believes that high quality research depends on remaining current with new developments in one's academic discipline, and that the latter contributes directly to keeping teaching relevant and on the cutting edge.

* The Dean and the Associate Dean for Academic Affairs conduct an annual review of each faculty member's performance along the three dimensions mentioned above and meet personally with each individual to discuss accomplishments, current progress, and future plans.

* A subcommittee of the School's Budget Council (a body composed of all tenured faculty members) also carries out an annual review of each faculty member's Course Instructor Surveys, CV, annual Faculty Activity Report to UT's Office of the Executive Vice President and Provost, and any additional material the faculty member may wish to

submit. Recommendations to the Dean for merit pay increases are based on the subcommittee's report.

* Junior faculty members undergo a thorough third-year pre-tenure review to receive guidance on their progress toward tenure. A special subcommittee of the Budget Council is assigned to each non-tenured faculty member to carry out the third-year review.

* The Budget Council is also responsible for a comprehensive review of all tenured faculty on a six-year basis as part of the University's continuous performance review process. Unsatisfactory performance may lead to remediation or possible termination.

Standard 1.3.4

1.3.4 Describe ongoing assessment processes and how the results of the assessments are incorporated into program operations to improve student learning, faculty productivity, and graduate's careers. (Limit 500 words)

Improving Student Learning. The results of the LBJ School's formal Performance Based Assessment System (PBAS) and the annual student exit survey are evaluated annually by the Associate Dean for Academic Affairs. Highlights - both shortcomings and success stories - are normally reported to the faculty at the annual Faculty Retreat that takes place just before the academic year begins. The Dean may appoint faculty committees to address areas that require attention. Faculty teaching in, or involved with, each of the five segments of the core curriculum (financial management, methods, policy development, public management, and economics) meet periodically to review and realign course content and pedagogy in line with the School's mission and goals. These core curriculum committees also deliberate on PBAS outcomes and formulate appropriate actions where necessary. In addition, these committees are asked to reflect on how well learning outcomes match course objectives and overall program objectives. The Associate Dean for Academic Affairs is ultimately responsible for overseeing implementation.

Improving Faculty Productivity. The regular assessments of faculty performance described under Standard 1.3.3 are directed to the Dean. The Dean has a variety of tools at his disposal to reward good performance (merit raises, salary supplements, special funds to support travel or research, courseload reduction, etc) and to take corrective action in instances of less than satisfactory performance (withhold raises, reassign duties, require special training, etc). The School is currently implementing a cost center business model to expand, and improve efficiency in, the provision of research services to faculty members, allowing faculty to focus more time to the research itself.

Improving Graduates' Careers. This is closely linked with the steps regularly taken to improve student learning and faculty productivity. The School, in addition, conducts periodic alumni surveys to keep up with trends and patterns in public service employment and to identify ways the School can meet changing demands.

1.3.4a Provide examples as to how assessments are incorporated for improvements

In response to the data and information provided by the performance based assessment system and other inputs, faculty teaching in core areas of the curriculum are periodically asked to review how well they are accomplishing learning outcomes and matching program objectives. The Public Management faculty conducted an in-depth review of their outcomes and objectives in spring 2012 (attached). The Policy Development (formerly Politics & Practice) faculty, whose membership overlaps with that of the Policy Development committee, reviewed and realigned their content and objectives to accord with the PBAS in 2010-11 (also attached). The Methods faculty meets at least once a year to coordinate efforts to meet program objectives and will be carrying out a formal review in 2012-13 with an eye to retuning course offerings, course content, and modes of delivery to better meet the School's goals in providing students with the analytical skills they will need to compete effectively in the marketplace.

Standard 2. Matching Governance with the Mission

The program will have an administrative infrastructure appropriate for its mission, goals and objectives in all delivery modalities employed.

Self-Study Instructions: In preparing its SSR, the program should indicate: Organizational Relationship of the Program to the Institution

Mode of Program Delivery Classroom only

2.1.1 Define program delivery characteristics. If the program has multiple forms of delivery, please identify how the following elements are differentiated: curriculum, curriculum design, degree expectations, expected competencies, governance, students and faculty. (Unlimited)

The LBJ School offers a single, comprehensive, on-campus program of study that, at the same time, provides students with the flexibility to specialize in greater depth in a range of public policy arenas through: (1) seven MPAff specialization programs, each of which requires a Professional Report; (2) 17 dual degree programs with other degree-granting units across campus; (3) the opportunity to participate in one of the University's Graduate Portfolio Programs, an interdisciplinary certificate program that, upon successful completion, is recorded on the student's transcript. All of these programs require students to meet the same core course requirements and competencies of the basic MPAff program.

2.1.2 Who is/are the administrator(s) and describe the role and decision making authority (s)he/they have in the governance of the program. (Limit 500 words)

The LBJ School is headed by a Dean and, while it offers three degree programs (MPAff, Master's in Global Policy Studies, and PhD in Public Policy), is not divided into academic departments. The Dean appoints an Associate Dean for Academic Affairs who, as the chief academic officer, oversees the academic programs of the School and supervises the Office of Student and Alumni Programs. Since 2011, the Dean also appoints an Associate Dean for Research to coordinate the School's research efforts. An Assistant Dean is in charge of the Office of Professional Development that operates non-degree professional and executive education programs. Upon the recommendation of the Dean, the University's Vice President and Provost appoints a Graduate Adviser for each of the three degree programs.

Nonacademic administration of the School is the responsibility of an Assistant Dean for Finance and Administration who oversees the budget, endowments, the Business Office, and the support staff. An Assistant Dean for Communications is in charge of the Communications Office.

An Assistant to the Dean oversees the physical facilities of the School. As part of the support service of the School, the Office of Student and Alumni Programs assists students with academic procedures and financial aid matters, maintains student records/databases, offers a writing program for students, provides internship and career placement services, manages alumni relations, and supports the faculty with student recruitment and admissions. A Director of Development is charged with securing endowments for the School's centers, faculty, and student fellowships. An organization chart is included as an upload to clarify the administrative structure of the School.

2.1.3 Describe how the governance arrangements support the mission of the program and matches the program delivery. (Limit 250 words) Programs may upload an organizational chart if helpful in describing their university or college governance structures.

The current governance structure of the LBJ School has evolved to meet the mission of a comprehensive school of public affairs and is designed to match program delivery. The Dean focuses on strategy, mission, and representing the School to the University and external stakeholders. Operational authority for carrying out the academic goals of the program outlined in the mission fall squarely under the purview of the Associate Dean for Academic Affairs and the Office of Student and Alumni Programs that reports to him. Similar authority for promoting the goal of sustaining a productive research program is given to the Associate Dean for Research who works with the research centers. The Assistant Dean for Professional Development plays a lead role in meeting the School's goal of advancing the practice of public service through the School's executive education certificate programs. Meeting the School's goal of promoting public outreach is under the authority of the Assistant Dean for Communications.

Non-academic governance and services is the responsibility of the Assistant Dean for Finance and Administration, an arrangement that allows faculty members to focus their attention appropriately on teaching, research, and public service.

The governance structure, while modified from time to time, has proven to match the program's goals satisfactorily. An organizational chart is attached to further clarify the School's administrative structure. program being reviewed. This faculty nucleus should consist of a minimum of five (5) persons who are full time academically/professionally qualified faculty members or their equivalent at the university and are significantly involved in the delivery and governance of the program.

ALL FACULTY DATA will be entered under Standard 3, in the "Add a Faculty Member" tab. PLEASE REMEMBER to indicate when prompted in that tab which faculty are considered part of the faculty nucleus. Thank you!

Total number of Nucleus Faculty members involved in the program 46.00

2.2.2

2.2.2: Provide an assessment of program determining influence in the following areas:

	Score	Who Participates
Program and Policy Planning	High	Dean or Higher Authority; Nucleus Faculty
Establishing Degree Requirements	High	Nucleus Faculty
Making and implementing recommendations regarding admission of students setting quota	High	Dean or Higher Authority; Subset of Nucleus Faculty; Other
Advising Students	High	Nucleus Faculty; Other
Specifying Curriculum and Learning Outcomes	High	Nucleus Faculty; Other
Evaluating Student Performance and Awarding Degrees	High	All Department Faculty; Other
Appointing, Promoting Faculty	High	Dean or Higher Authority; Nucleus Faculty
Participating in defining and assuring faculty performance	High	Dean or Higher Authority; Subset of Nucleus Faculty

2.2.3

Please use the box below to provide information regarding how the program defines "substantial determining influence" in the program and any qualifying comments regarding faculty governance. (Limit 250 words)

2.2.3 Faculty Governance Comments

"High" or "substantial determining influence" here means that the checked actors together have "essentially exclusive authority" over the item.

NOTES:

- * 3rd Item: The subset of the nucleus faculty referred to here is the Admissions Committee consisting of 6 faculty. The "other" refers to 3 students members of the Admissions Committee.
- * 4th Item: "Other" refers to the Graduate Adviser (a faculty member) with the assistance of the Graduate Program Coordinator.
- * 5th Item: "Other" refers to the Associate Dean for Academic Affairs who is responsible for maintaining the performance based assessment system.
- * 6th Item: "Other" refers to the Graduate Adviser.
- * 7th Item: "Other" refers to the Budget Council, a subset of tenured nucleus faculty, that makes recommendations to the Dean on promotions.
- * 8th Item: "Other" refers to a revolving subcommittee of the Budget Council charged with annually reviewing faculty performance and reporting their assessments to the Dean.

Standard 3: Matching Operations with the Mission

Standard 3.1 Faculty Qualifications:

The program's faculty members will be academically or professionally qualified to pursue the program's mission.

Self-Study Instructions:

The purpose of this section is to answer the question "Does the program demonstrate quality through its decisions to hire appropriately trained and credentialed faculty that are both current and qualified? While the use of practitioners with significant experience may be warranted, the extent of their use within the program must be mission driven. This section also addresses how faculty qualifications match coverage of core and program competencies and, by extension, program courses.

Standard 3.1.2

Provide your program's policy for academically and professionally qualified faculty and the mission based rationale for the extent of use of professionally qualified faculty in your program. If you have any faculty members who are neither academically nor professionally qualified, please justify their extent of use in your program. Please see the glossary for definitions of academically and professionally qualified. (Limit 500 words)

The LBJ School places a high priority on hiring and retaining nucleus faculty members who are both academically and professionally qualified to teach and carry out research in their areas of expertise. Not all faculty members meet both of these expectations, but all satisfy at least one of them. To be academically qualified, faculty a faculty member is expected to hold a PhD or a JD. To be professionally qualified, a nucleus or adjunct faculty member is expected to have an outstanding record of professional accomplishment in an area directly related to his/her teaching or research responsibilities to the School.

These academic and professional expectations are aligned the the School's mission to: (1) provide leading-edge educational opportunities grounded in theory, ethics, analytical skills, and practice, and; (2) promote effective public policy by maintaining a presence in scholarly and policy communities.

Any information on individual faculty members should be added using the "Add a Faculty Member" tab found above, and can be edited at any time. Please remember to indicate whether an individual faculty members is considered part of the faculty nucleus, as additional questions apply if so.

3.1.4

Provide the percentage of courses in each category that are taught by academically and/or professionally qualified faculty in the self-study year.

3.1.4	Professionally Qualified	Academically Qualified	Full Time	Part Time
All Courses	84%	16%	74%	26%
Required Courses	82%	18%	86%	14%

3.1.5

Describe the steps and strategies the program uses to support faculty in their efforts to remain current in the field. (Limit 500 words)

The University of Texas does not offer a formal sabbatical leave program that allows faculty members to pursue full-time unfunded research or to devote time to keep up with new developments in their field. The University does, nevertheless, offer a competitive Faculty Research Assignment (FRA) program for tenured faculty members (operated by the School since 2001) that provides the equivalent of one semester's salary. The funds available for the FRA, however, are limited. We estimate that an individual LBJ School faculty member can expect, on average, to receive an FRA every dozen years or so. A similar program (Summer Research Assignment [SRA]) that provides summer salary support is available on a competitive basis to junior tenure-track faculty members. Available funds allow the School to fund approximately one SRA every two years.

Additional modalities that the School offers its faculty to strengthen their engagement in scholarly pursuits include:

- * Limited funds to travel to professional meetings when no other sources are available.
- * The School tries not to schedule classes on Fridays. This provides time for faculty members to travel to scholarly meetings, to carry out research, or, in accord with University rules, to take on consulting work.
- * The LBJ School has the flexibility to entertain faculty requests for occasional reduced teaching loads to free up time for them to conduct research, remain current with their field, etc. The normal course load for a tenured faculty member is two courses per semester (2/2). Faculty may opt to teach on a 3/1 basis or negotiate a 2/1 instructional assignment or a 3/0 assignment that frees up an entire semester. New faculty members are routinely granted a 1/1 teaching assignment during their first year. In addition, junior faculty are allowed to teach on a 2/1 or 1/2 basis until they are tenured.
- * Junior faculty are usually given supplemental salary support for their first summer or two.
- * With sufficient advance notice, faculty members who hold chairs or professorships are welcome to use their own funds to "buy out" courses to pursue research, catch up with new developments in their field, or retool their skills.
- * The School also operates a Policy Research Institute that awards funds on a competitive basis to support urban and international policy research.

Standard 3.2: Faculty Diversity

The Program will promote diversity and a climate of inclusiveness through its recruitment and retention of faculty members.

Self-Study Instructions

The purpose of this section is to demonstrate that the program is modeling public service values as they relate to faculty diversity. Programs should be able to demonstrate that they understand the importance of providing students access to faculty with diverse views and experience so they are better able to understand and serve their clients and citizens.

3.2.1

Strategies used in recruitment (check all that apply)

Advertisement includes statement welcoming diverse applicants consistent within legal and institutional environment

Advertisement is placed in publications and on listservs that serve diverse audiences Phone calls are made to program directors from schools with a diverse graduate student body to encourage applications from potential candidates

Phone calls or recruitment letters made to women and minorities known by program faculty to encourage application

Faculty, administrators, women, and professional staff of color to help uncover the available pool.

Evaluation criteria are used to create an inclusive pool of candidates

Minority and female faculty have an opportunity to meet with other minority and female faculty informally during the interview process

A female or minority is included on the search committee

Strategies used in retention (check all that apply)

New faculty are assigned to a faculty mentor

There is a new faculty orientation that provides information on the promotion and tenure process

New faculty are provided information about employee resource groups and contact numbers for the chair or facilitator.

New faculty regularly meet with the program director to discuss progress vis a vis the tenure and promotion process

New faculty members are introduced to the teaching and learning center or a master teacher for assistance in course development.

New faculty regularly meet with the program director or chair to discuss issues and needs.

Other strategies used to assure students are exposed to diverse experiences

Use of part time instructors

Other, Please Specify

Use of guest lecturers

Specify 'other'

Please see the narrative in Standard 4.4.1 for other strategies designed to expose students to diverse experiences.

3.2.3

Complete the faculty diversity table for all faculty teaching in the program (with respect to the legal and institutional context in which the program operates):

Does the legal and institutional context of the program preclude collection of diversity data? No

3.2.3a

U.S. Based, Faculty Diversity

	Full time male	Full time female	Part time male	Part time female	Total
Black or African American, non-Hispanic	2				2
Asian, non-Hispanic	2	1			3
Hispanic/Latino		1			1
White, non-Hispanic	24	9	5	1	39

Two or more races, non-Hispanic	1				1
Total	29	10	5	1	46

3.2.3c

Describe how your current faculty diversity efforts support the program mission? How are you assuring that the faculty bring diverse perspectives to the curriculum? Describe demonstrable program strategies, developed with respect to the programs unique mission and environment, for how the program promotes diversity and a climate of inclusiveness.

The LBJ School is committed to building and maintaining a diverse faculty and complies fully with the Affirmative Action Plan of the University in its recruitment efforts (www.utexas.edu/eos/resources.html#affirm). Diversity, as a concept at the LBJ School, goes beyond demographic profiles and includes considerations of race/ethnicity, gender, political views and belief systems, international and global cultures/perspectives. The call to address all of these dimensions of diversity is evident in the evolving character of public service and are reflected in the School's goals to prepare students from a variety of backgrounds to meet the leadership challenges of the future, to be able to bring interdisciplinary perspectives to bear on public policy issues, and to appreciate alternative political/ideological points of view.

The faculty associated with the five core course areas meet frequently and are encourage to discuss the issue of diversity, in addition to sharing syllabi, and reviewing competencies and student outcomes to align with the School's mission. The Associate Dean of Academic Affairs oversees these efforts.

The diverse disciplinary background of the LBJ School's nucleus faculty provides one guarantee that multiple perspectives are brought into the School's curriculum. Disciplinary diversity is currently represented as follows:

- * Accounting (1 faculty member)
- * Business administration (1)
- * Communications (1)
- * Criminology (1)
- * Ethics (1)
- * Economics (9)
- * Education (1)
- * Engineering (3)
- * Geography (1)
- * Geology (1)
- * History (5)
- * Law (1)
- * Political Science (6)
- * Psychology (2)
- * Public Policy/Administration (6)
- * Social Work (1)
- * Sociology (5)
- * Urban/Regional Planning (1)

Additional faculty diversity is lent to the curriculum by hiring adjunct faculty on short-term contracts and by cross-listing courses with selected offerings from other departments and units across campus. The 17 MPAff dual degree programs provide dual degree students (54 out of the total enrollment of 227 in fall 2011) with even greater exposure to diverse faculty and perspectives.

3.2.4

Current Faculty Diversity Efforts: Describe how the diversity of the faculty has changed in the past 5 years. (Limit 250 words)

Since fall 2007, the most significant changes in the diversity of the LBJ School's nucleus faculty have been:

- * A steady increase in the number of white females (from 7 to 10), and;
- * The addition of two Asian males (from 1 to 3).

The number of white males basically remained constant over this period (from 29 in 2007, to 30 in 2009 and 2010, and back to 29 in the study year. There has been no change since 2007 in the figures for black males (2), Black females (0), Asian females (1), Hispanic males (0), and Hispanic females (1).

Our recruitment efforts continue to place a strong emphasis on faculty diversity. Of the nearly 50 faculty candidates the School has invited to be interviewed and present a job talk since fall 2007, there was an even split between males and females.

Standard 3.3 Research, Scholarship, and Service

Program faculty members will produce scholarship and engage in professional and community service activities outside of the university appropriate to the program's mission, stage of their careers, and the expectations of their university.

Self Study Instructions

In this section, the program must demonstrate that the nucleus faculty members are making contributions to the field and community consistent with the program mission. The object is not to detail every activity of individual faculty, rather to highlight for each nucleus faculty member one exemplary activity that has occurred in the last three academic years (this could be research, scholarship, community service or some other contribution to the field).

Describe the expectations the program has for faculty in terms of research, scholarship, community services, and other contributions in the promotion and tenure process and how these expectations relate to program mission and demonstrate a commitment to public service.

3.3.1

The LBJ School's criteria for salary increases, promotion, and tenure include: (1) research and scholarly achievements; (2) teaching performance, and; (3) public service and institutional development. These criteria correspond to the six areas that the Board of Regents of the University of Texas requires for consideration of faculty performance and evaluation:

- * Teaching, including faculty peer review of teaching competence as well as student evaluations;
- * Research, creative activities, and other scholarly effort;
- * Advising, counseling, and other student services;
- * Administrative and committee service;
- * Public service to the nation, state, and community;
- * Other evidence of merit or recognition, such as fellowships, grants, honors, and election to office in scholarly or professional organizations.

These criteria are communicated to members of the tenured and tenure-track faculty at the time of their initial appointments. For non-tenure track faculty, research and scholarly achievements constitute an optional, not mandatory, consideration for merit raises and promotion.

Research. Policy analysis and applied research are central activities of tenured and tenure-track faculty at the LBJ School. In line with the School's mission statement, faculty members are expected to engage in research related to issues of public policy and management and to publish and communicate in other ways the results of that work. In accord with the School's mission to advance knowledge and promote effective public policy, the LBJ faculty publishes in a wide variety of journals and public venues. This large body of research is published in specialized professional outlets and international or national journals in criminal justice, defense studies, economics, geography, health science, international relations, management, political science, sociology, law, and public administration, and in sponsored research reports, including the School's own publication series.

Teaching. The quality of a faculty member's teaching is a major criterion for promotion and tenure decisions, both within the School and at the University level. Within the LBJ School, faculty leadership and teaching in Policy Research

Projects, the ability of our faculty members to translate disciplinary knowledge and public service experience into significant classroom learning experiences in both core and elective courses, and their ability to guide students in their professional reports are considered to be important to the success of the program and speak directly to the School's mission to prepare students for leadership positions in public service.

Public service. Faculty members play active roles as advisers, consultants, and board members to international, federal, state, and local public service agencies, as well as voluntary, non-governmental, and for-profit organizations operating in the public arena. The broad range of these professional experiences is aligned with the School's goals, supports the interdisciplinary character of the curriculum, contributes to the richness of the academic program, and fosters the kind of civic engagement expressed in the School's mission statement.

3.3.2

Provide ONE exemplary activity of each nucleus faculty member's (and any additional faculty members you may wish to highlight) contribution to the field in at least one of the following categories: research or scholarship, community service and efforts to engage students in the last 5 years. (In this section you should provide either a brief description of the contribution or a citation if it is a published work).

ALL FACULTY INFORMATION (including the question above) on individual faculty members should be added using the "Add a Faculty Member" tab found above, and can be edited at any time. Please remember to indicate whether an individual faculty member is considered part of the faculty nucleus, as additional questions apply if so.

3.3.3

List some significant outcomes related to these exemplary efforts

Provide some overall significant outcomes or impacts on public administration and policy related to these exemplary efforts. (Limit 500 words)

INTERNATIONAL SECURITY. The Strauss Center's program on Climate Change and African Political Stability (CCAPS) is a multi-year research initiative assessing the security implications of climate change in Africa and identifying national and international strategies to respond. The program is funded by the U.S. Department of Defense's Minerva Initiative, a social science research program focused on areas of strategic importance to national security policy. CCAPS research has already made impacts at the highest levels of U.S. and international policy institutions, contributing to a number of U.S. DoD task force recommendations and to the creation of a World Bank trust fund to expand CCAPS pilot work mapping development aid. [Professors Busby, Bussell, Gavin, Kuperman, Weaver.]

SOCIAL POLICY. The multiyear Project on Educator Effectiveness and Quality (PEEQ) developed a metric for educator effectiveness for the state's educator preparation programs (EPPs). The aim was to determine the influence that EPP graduates have on student achievement during their first three years in the classroom. PEEQ developed a pilot metric for the state's 159 EPPs and 50,000 new teachers and has trained all of the EPPs on their results. The metric will be part of Texas's new accountability system for educator preparation programs. [Osborne, Lincove, von Hippel.] Professor Angel directed a seminar on health insurance coverage for women and minorities in which students presented findings to the Women's Bureau of the U.S. Department of Labor, an organization that has adopted a variety of policy initiatives aimed at improving women workers' compensation and increasing their participation in areas of the labor market in which they are underrepresented. Professor Warner's work on extending Medicare to Mexico was presented to the OECD and WHO and builds on an initiative that Robert Holzmann of the World Bank has developed on how to arrange for portability of health and retirement benefits back to countries of origin for international immigrants.

CRIMINAL JUSTICE AND POLICING. Professor Deitch helped develop the ABA's policies on prison issues, and her reports have led to the filing of several pieces of state legislation and the passage of two bills. As a result of this legislation, several counties in Texas have removed juveniles from their jails and have placed them instead in facilities designed for youth. Professor Spelman developed a rating system and certification program for apartment complexes that adopt crime prevention measures. Professors Prince developed a leadership course for police organizations that has been used in a half-dozen states to improve management. Professor Inman played a key role in a study, "Management and Organizational Structure Study", that led to a fundamental makeover of the Texas Department of

Public Safety.

TECHNOLOGY & THE ENVIRONMENT. Professor Rai directed a student research team that won White House recognition for a proposal, "SolarConnect", to increase the rate of solar photovoltaic (PV) adoption by providing a centralized and authoritative source of information and an online social media platform to facilitate direct peer-to-peer communication. Professor Eaton was the lead researcher of a project that led to the successful approval of an inter-basin water transfer arrangement in Texas that resulted in both in direct water conservation and in revenues earmarked for additional conservation investment.

PUBLIC MANAGEMENT. Professor Ostrower was principal investigator of a national study that produced findings that were included in the Internal Revenue Service's training materials on governance and tax exempt organizations.

Standard 4 Matching Operations with the Mission: Serving Students

Self-Study Instructions

In preparing its Self-Study Report (SSR), the program should bear in mind how recruitment, admissions, and student services reflect and support the mission of the program. The program will be expected to address and document how its recruitment practices (media, means, targets, resources, etc.); its admission practices (criteria, standards, policies, implementation, and exceptions); and student support services (advising, internship support, career counseling, etc.) are in accordance with, and support, the mission of the program.

Standard 4.1 Student Recruitment

The Program will have student recruitment practices appropriate for its mission.

Self-Study Instructions

In this section of the SSR, the program shall demonstrate how its recruitment efforts are consistent with the program's mission.

Describe the program's recruiting efforts. How do these recruiting efforts reflect your program's mission? Demonstrate that your program communicates the cost of attaining the degree. (Limit 250 words)

The LBJ School achieves its mission in large measure through the work of its graduates. The recruitment plan is framed by the School's belief that improving the quality of public service is best achieved through the efforts of rigorously educated and practically trained public policy professionals whose backgrounds represent a diversity of perspectives and experiences.

The School seeks to recruit students who share the common characteristics of graduates who have most successfully furthered the mission, which include: a broad range of geographic, academic, cultural and experiential backgrounds; strong academic preparation; and demonstrated evidence of dedication to public service, leadership, effective problem analysis, and creative problem solving.

The recruitment strategy is designed to mobilize all members of the LBJ School community to actively seek, recognize, and recruit applicants. Particular emphasis is placed on identifying students that possess the key characteristics of successful graduates and have a demonstrated desire to improve the quality of public service.

Recruitment efforts include:

- * Outreach by faculty, staff, and current students in academic and professional settings
- * A referral program preparing alumni "ambassador" recruiters
- * A personalized response system for follow-up on inquiries and referrals by a dedicated recruitment staff person in the Office of Student and Alumni Programs
- * Representation at events targeting prospective students with policy-related academic goals and public service professional aspirations, including campuses serving underrepresented student populations
- * Individual and group information sessions held on campus throughout the academic year
- * Printed materials and a dedicated Website for prospective students

Costs associated with pursuing the MPAff degree are posted on the School's website (www.utexas.edu/lbj/students/tuition) and communicated in the School's admission offer letters.

4.1.2a Program Recruitment

Please fill out this table describing your program's applicant pool for the self-study year and the previous academic year. (Combine applicants across a given year into one pool for each year.) Applicants with one year or less of professional work experience are considered "pre-service."

4.1.2 Applicant type	Self study year minus 1	Self study year
Full-Time	404	366
Part-Time	7	7

4.1.2b Program Recruitment

4.1.2 Applicant type	Self study year minus 1	Self study year
In-Service	271	261
Pre-Service	140	112
Other	0	0

4.1.3

4.1.3 Applicant Pool and Mission

In addition to the above, please provide any applicant pool characteristics you think are appropriate that reflect your recruitment practices in relation to your mission. (Limit 250 words)

The School's recruitment efforts ensure an applicant pool that reflects the goal to attract academically qualified leaders who, through their diversity of backgrounds and unique experiences, have the potential to carry out the School's mission.

Desirable characteristics represented by students in the applicant pool include: a broad range of geographic, academic, cultural and experiential backgrounds; strong undergraduate academic records; and demonstrated evidence of dedication to public service, leadership, effective problem analysis, and creative problem solving.

Standard 4.2 Student Admissions

The Program will have and apply well- defined admission criteria appropriate for its mission.

Self-Study Instructions

In this section of the SSR, the admission policies, criteria, and standards should be explicitly and clearly stated, and linked to the program mission. Any differences in admission criteria and standards for in- service and pre-service students, gender-based considerations, ethnicity or any other "discriminating" criteria should be presented and explained, vis-a-vis the program mission.

4.2.1a Admissions Criteria and Mission

How do your admission polices reflect your program mission? (Limit 250 words)

The LBJ School's admissions criteria include the submission of academic and biographical records, standardized test scores, academic and professional references, a professional resume, and a statement of purpose essay. The admissions requirements are designed to provide admission committee members with the information needed to identify students with the key characteristics described above, which the School correlates with graduates who have

successfully furthered the institution's mission.

A review of the student's biographical records and personal essay allows committee members to identify potential economic barriers to graduate study.

4.2.1b

Please fill out the following table:

4.2.1b Admissions Criteria (check all that apply)

Bachelor’s Degree (or equivalent)	Yes
Prescribed Undergraduate Majors	No
Minimum GPA	No
Standardized Test Scores (specify minimum acceptable scores, if applicable)	Yes
GRE	Yes
GRE Qualitative	No
GRE Quantitative	No
GMAT	No
LSAT	No
TOEFL	Yes
Minimums	100/26
Other	No
Resume	Yes
Required years of professional experience	No
Number of years	None required, but preference given to those with experience.
Specific types of experience	No
List	Prefer public service experience
Letters of Recommendation	Yes
Number	3
Professional Referrals	No
Unique/Mission-based Criteria	No
Essay or Writing Sample	No
Statement of Intent	Yes
Interview	No

4.2.1c

In the box below, discuss any exceptions to the above admissions criteria, such as "conditional" or "probationary" admissions, "mid-career" admissions, etc. and how these help support the program's mission. Also address whether or not there are "alternate" paths for being admitted to the program, outside of these admissions criteria, and describe what those alternative admission opportunities are. (Limit 500 words)

4.2.1c Exceptions to Admissions Criteria

The LBJ School offers conditional admission to:

* Students who are otherwise qualified for admission, but whose undergraduate GPA is less than 3.0. Such a student must enroll full-time in his/her first semester and complete that semester with a GPA of 3.0 or better, at which point the condition is lifted.

* Students with GRE scores that have expired are admitted conditionally, but have to submit new GRE scores before the start of their second semester.

* Otherwise qualified students with weak or non-existent background in algebra or basic probability/statistics may be admitted conditional on their completing approved course work, or demonstrating adequate skills, in those areas before matriculating. The LBJ School offers a summer course for this purpose, but students can fulfill this condition in other ways.

* Military personnel on active duty often do not have the ability to take the GRE before enrolling. They are admitted with the condition that they submit GRE scores before the beginning of their second semester

There are no alternate paths to admission to the program.

4.2.2a(1)

4.2.2a Enumerate full, conditional, or probationary admissions to the program, using the table below, for the self-study year and the previous academic year.

Admissions Numbers

	Admits SSY-1	Admits SSY
Full Admission of Full Time Students	211	232
Conditional Admission of Full Time Students	5	8
Full Admission of Part Time Students	4	6
Conditional Admission of Part Time Students	0	0

4.2.2a(2)

Admissions Numbers

	Admits SSY-1	Admits SSY
Full Admission of In-Service Students	141	172
Conditional Admission of In-Service Students	5	8
Full Admission of Pre-Service Students	74	66
Conditional Admission of Pre-Service Students	0	0

4.2.2b(1)

Please enter the number of students admitted, who actually enrolled in the program, during the Self study year and the previous academic year.

Enrollment Numbers

	Enrolled Students SSY-1	Enrolled Students SSY
Full Enrollment of Full Time Students	83	89
Conditional Enrollment of Full Time Students	4	4
Full Enrollment of Part Time Students	4	4
Conditional Enrollment of Part Time Students	0	0

4.2.2b(2)

	Enrolled Students SSY-1	Enrolled Students SSY
Full Enrollment of In-Service Students	60	71
Conditional Enrollment of In-Service Students	4	4
Full Enrollment of Pre-Service Students	27	22
Conditional Enrollment of Pre-Service Students	0	0

4.2.3

Admitted/Enrolled Students and Mission

Given the described applicant pool, discuss how the pool of admitted students and enrolled students reflects the program mission. (Limit 250 words)

The LBJ School receives approximately 365 applications for a targeted entering MPAff class size of 100 students. The admission committee is divided into two teams comprised of two faculty members and one second-year student in each. Each team reviews half of the MPAff applicant pool. The long history of including second-year students on the admissions committee is reflective of the School's mission to prepare students for leadership roles and to provide a forum for reasoned discussion and debate on issues of public concern.

A faculty admissions committee chairperson leads the applicant review process and guides the committee to evaluate applicant files using a holistic review process approach. Every aspect of the applicant file is considered in the final admission decision. The review process includes a commitment to alleviate barriers to graduate education through the fellowship awarding process.

The application review process is focused on identifying students who have the academic preparation and intellectual curiosity to meet the demands of the curriculum. Consistent with the recruitment plan, the goal of the admissions process is to identify students with the key characteristics described above, which the School correlates with graduates who have successfully furthered the institution's mission.

Standard 4.3 Support for Students

The program will ensure the availability of support services, such as curriculum advising, internship placement and supervision, career counseling, and job placement assistance to enable students to succeed or advance in careers in public affairs, administration, and policy.

Self-Study Instructions

In this section of the SSR, the program should describe, discuss, and document its services provided to incoming, current, and continuing students in the program, as well as provide some indication of the success of these services. The SSR should explicitly link the types of services provided with the program mission.

4.3.1 Academic Standards and Enforcement

In the box below, describe how the program's academic continuance and graduation standards are communicated to the students (current and prospective), as well as monitored and enforced. (Limit 250 words)

The LBJ School offers a continuum of support to its master's students that includes orientation and formal academic advising.

Orientation. We host a week-long program to acquaint students with the curriculum and the faculty. The purpose is to let students make informed choices in their course selection. Course registration takes place in the middle of Orientation Week, after which we offer orientation workshops regarding School resources (research centers, support services, student organizations), academic standards, and professional behavior (ethics, writing, and other issues).

Formal Academic Advising. The Graduate Adviser is responsible for disseminating curricular information, offering individual academic counseling, and monitoring student progress. In addition to August Orientation, the Graduate Adviser offers regular email advising messages to remind students of deadlines and regulations, and periodic group advising meetings to discuss specific topics such as internships, academic planning, and registration for future semesters. The Graduate Adviser also meets with individual students who seek assistance, both before and during their matriculation and often also after graduation, to discuss academic planning and career development. In this role the Graduate Adviser also serves as a connector between students and the resource network at the LBJ School. The Graduate Adviser checks in with all faculty members in the middle of every semester to identify, on a confidential basis, students who may be at risk of academic failure. When such students are identified, the Graduate Adviser works with the student to offer suggestions and develop plans towards successful progress toward the degree.

The School maintains an intranet site (www.utexas.edu/lbj/intranet/) on policies and procedures and Frequently Asked Questions. Official forms and other material are available from this site for download or for electronic submission.

4.3.2 Support Systems and Special Assistance

In the box below, describe the support systems and mechanisms in place to assist students who are falling behind in the program, need special assistance, or might be considered 'exceptional' cases under advising system described above. (Limit 250 words)

Upon the completion of an academic semester, the Graduate Adviser is informed by the UT Graduate School of which students, if any, have failed to meet its GPA standard of 3.0. The first time a student falls below the GPA standard, the student is placed on probation. The Graduate Adviser offers intensive counseling to these students to develop the needed strategy to work toward satisfactory academic performance. When this occurs for a second time, the student is officially dismissed by the Graduate School. At that point the Graduate Adviser would use his or her discretion either to petition to the University for the student to continue, or to advise the student that he or she is not prepared for the program. Even in the latter case, the Graduate Adviser may offer assistance on how the student could become better prepared and then request re-entry to the University at some later time.

4.3.3

4.3.3a Below, using the SSY-5 cohort, indicate the cohort's initial enrollment numbers, how many of those enrolled graduated within the program design length, and within 150% and 200% of program design length. Note that the numbers in each successive column are cumulative, meaning that the number of students in the column for 200% of degree length should include the numbers of students from the 150% column, plus those that graduated within 150-200% of program length.

	Initially Enrolled	Graduated 100% of Degree Program Length	Graduated 150% of Degree Program Length	Graduated 200% of Degree Program Length
Number of Full Time Students in SSY-5 Cohort	100	89	95	96
Number of Part Time Students in SSY-5 Cohort	6	4	4	4
Total Number of Students in the SSY-5 Cohort	106	93	99	100

4.3.3b

Completion Rate additional information / explain

Use the text box below the table to provide any additional information/explanation of these numbers (to include such issues as FT/PT, Pre-Service vs. In-Service or other limitations that impede progress towards graduation). (Limit 250 words)

The LBJ School does not really distinguish between part-time and full-time students; many students move from one category to the other and back again, especially during election campaign season or when the state legislature is in session. As a consequence, the distinction in the table above is only approximate.

NOTES: Four "full-time" students either did not graduate or graduated beyond the 200% DPL. Two "part-time" students never graduated.

4.3.4

4.3.4 Career counseling and professional development services

Describe career counseling, job search, professional development, and career support services, personnel, and activities. (Limit 250 words)

The Career Resources function is housed in the Office of Student and Alumni Programs (OSAP), and is managed by one full-time staff position. The Career and Internship Resources Coordinator provides group and individualized career advising; presents workshops on developing job search strategies, interviewing, and the federal application process; organizes employer visits and interview sessions; hosts alumni career panels and job fairs; and disseminates information about current policy-related internship and job opportunities utilizing an online resource network.

Two full-time OSAP staff members work in coordination with the Career and Internship Resources Coordinator to enhance career services to current students and alumni. The Writing Instructor offers cover letter and resume writing workshops and individual resume writing feedback sessions, and the Alumni Coordinator organizes networking events and recruits LBJ School alumni to serve as career mentors for current students and recent graduates.

The LBJ School supports professional development through the Professional Development Fund. Currently enrolled, degree seeking students may apply for up to \$500 per year in funding for approved professional development activities including: conference registration and related travel, professional certifications, professional organization membership fees, networking events, and travel to interviews.

4.3.4a(a) Internship Requirement

Describe your program's internship requirement(s), any pre-requisites before undertaking an internship, and the requirements for receiving credit for the internship, as well as any exceptions to, or waiver of, these policies. This should include the specific mechanisms used to determine that a student will be granted a waiver. If available, provide a LINK to these policies on the program's website. (Limit 250 words)

The internship is a requirement for the MPAff degree, but students have the option to take it for academic credit as an elective (ie, pay for the internship course) or not for formal academic credit. To be eligible to take an internship, students must be in good academic standing and have completed one year of course work at the LBJ School, including three common core courses: Public Financial Management, Introduction to Empirical Methods, and Applied Microeconomics for Policy Analysis; one of the following flexible core courses: Public Management, Politics and Process, Advanced Empirical Methods, and Advanced Policy Economics; and the two-semester Policy Research Project. Students may request permission from the Graduate Adviser for an exception to the normal requirements. The student must state in writing that the skills in the core courses not taken will not be required in meeting the expectations of the internship. All students must obtain formal approval from the Graduate Adviser before beginning the internship.

Credit for meeting the internship requirement is granted upon receipt and review of both the intern's own evaluation report and the agency's evaluation of the internship.

The internship requirement may be waived if a student can document to the Graduate Adviser suitable prior public service employment and/or internship experience.

Further information can be found at: www.utexas.edu/lbj/internships.

4.3.4a(2)

Indicate the numbers of internships (by type) and the numbers of internship waivers granted during the self-study year and the previous year

Internship Participation

	SSY-1 Pre-Service	SSY-1 In-Service	SSY Pre-Service	SSY In-Service
National or central government in the same country as the program		7		6
State, provincial or regional government in the same country as the program		30		8
City, county, or other local government in the same country as the program		8		12
Foreign government (all levels) or		1		3
International quasigovernmental				4
Nonprofit domestic-oriented		24		28
Nonprofit/NGOs internationally-oriented		8		12
Private / Business sector		11		11
Internship Waivers Granted to Students (who would normally be required to complete one)		12		3

NOTE: The LBJ School does not distinguish between pre- service and in- service students. Most students fall into the latter category.

4.3.4a(3)

Briefly discuss the program support and supervision for students who undertake an internship, to include job search support, any financial assistance for unpaid interns, on-going monitoring of the student internship. (Limit 250 words)

The internship requirement, which is typically completed in the summer following the first year of study, is an integral part of the MPAff degree program. Preparation for identifying and securing an internship begins during new student orientation with an information session provided by the Career Resources Coordinator. Sessions on securing an internship, including resume preparation and recommended steps for designing an internship opportunity and presenting it to an employer, are also offered during the fall and spring semesters.

All internships must encompass a minimum of 400 hours of policy-related work and be approved by the Graduate Adviser who serves as supervisor of the internships. To receive credit for an internship, the School requires an internship evaluation from the student and an employer evaluation of the student intern's performance following the completion of the internship.

To further assist with the internship search, first-year students have access to a list of previously held internships and may contact the second-year students who completed these internships to learn more about their experience with specific employer agencies.

Students are eligible to apply for financial support for internships through the School's internship fellowship program. The majority of the funding is earmarked for students pursuing unpaid internships. In 2012 the School awarded \$60,000 in internship fellowships. For detailed information about internship fellowship support, please see: <https://www.utexas.edu/lbj/intranet/policies/lbj-school-fellowships-internships>.

4.3.4a(4)a

Briefly discuss how the distribution of internships reflects the program mission. (Limit 250 words)

Mission: The Lyndon B. Johnson School of Public Affairs is committed to improving the quality of public service in the United States and abroad at all levels of governance and civic engagement.

The LBJ School has developed internship opportunities at all levels of institutional governance (local, state, national, and international), and across domains (government, business, and not-for-profit/NGOs). Although the distribution of actual placements varies from year to year, the pattern of placement has remained consistent with the School's mission over the years. Students select placements across all levels of governance and domains, as reflected in the internship numbers reported above in Standard 4.3.4a(2).

4.3.4b

Report the job placement statistics (number) for the two years prior to your self-study year, of students who were employed in the "profession" within six months of graduation, by employment sector, using the table below. (Note: Include in your totals the in-service and part-time students who were employed while a student in the program, and who continued that employment after graduation.)

Employment Statistics

	SSY-2 Pre-Service	SSY-2 In-Service	SSY-1 Pre-Service	SSY-1 In-Service
Total Number of Graduates		102		80
National or central government in the same country as the program		14		10
State, provincial or regional government in the same country		12		11

as the program		
City, county, or other local government in the same country as the program	4	1
Foreign government (all levels) or international quasi-governmental	2	1
Nonprofit domestic-oriented	15	10
Nonprofit / NGOs internationally-oriented	1	1
Private Sector - research/consulting	15	5
Private sector (not research/consulting)	6	4
Obtaining further education	7	3
Unemployed	15	11
Status Unknown	11	16

Standard 4.4 Student Diversity

The program will promote diversity and a climate of inclusiveness through its recruitment and admissions practices and student support services.

Self-Study Instructions:

In the SSR, the program should demonstrate its overt efforts to promote diversity, cultural awareness, inclusiveness, etc..., in the program, as well as how the program fosters and supports a climate of inclusiveness on an on-going basis in its operations and services. Specifically, the SSR should address the following, as a minimum.

4.4.1 Ongoing 'Diversity' Activities

In the text box below, describe the explicit activities the program undertakes on, an on-going basis, to promote diversity and a climate of inclusiveness. Examples of such activities might include, but are not limited to:

- **Diversity training and workshops for students, faculty, and staff**
- **Frequent guest speakers of a "diverse" background**
- **Formal incorporation of "diversity" as a topic in required courses**
- **Student activities that explicitly include students of a diverse background**
- **Etc.**

(Limit 250 words)

*Diversity Training: The University of Texas mandates that all employees, including faculty and staff, abide by its Honor Code and Compliance and Ethics Guide. This ethics guide includes workplace conducts respectful of diversity. All faculty and staff are also required to receive online training regarding sexual harassment on a periodic basis.

* Guest Speakers: On average the LBJ School has three to four guest speakers per week. While no record is kept, these speakers are of diverse background in terms of race and ethnic origins, political ideologies, and citizenships.

* Diversity as Topic in the Curriculum: Diversity is a module in Public Management, a required course in the MPAff core curriculum. We also offer an elective seminar focused on "managing diversity." In addition, most of our courses also cover diversity issues in the context of specific policy areas.

* Student-Sponsored Activities: Two of the many student groups at the LBJ School, Public Affairs Alliance for

Communities of Color (PAACC) and Harvey Milk Society (HMS) have racial and sexual/gender diversity as their respective focus. These two groups sponsor workshops every year. For example, in spring 2012, HMS sponsors a GLBT Alliance Training Workshop presented by Shane Wally from UT's Division of Diversity and Community Engagement. The workshop was attended by three faculty members, half a dozen staff members, and about 15 students.

* Other Diversity Activities: The Barbara Jordan Forum is an annual event held at the LBJ School every February to celebrate the birthday and the accomplishments of the late Congresswoman and LBJ School Professor. In February 2012, the weeklong Forum included symposiums on the racial dimension of juvenile justice, immigration issues, minorities in politics, and various other issues dealing with diversity. The LBJ School serves as the academic sponsor of the UT Service Scholars program, a three-year undergraduate program designed to create future community leaders. Service Scholars work with LBJ students performing community service in underserved communities in Central Texas. The LBJ School regularly hosts up to a half-dozen foreign visiting researchers who remain for a semester or a year to participate in courses, lectures, etc.

4.4.2 Program Recruitment Diversity Actions

In the box below, briefly describe how the program's recruitment efforts include outreach to historically underrepresented populations and serve the program's mission. (Note: the definition of 'underrepresented populations' may vary between programs, given mission-oriented 'audience' and stakeholders, target student populations, etc...). (Limit 250 words)

The LBJ School believes in the value of diversity as a fundamental tool in creating a strong, competitive and dynamic campus community. Further, the School recognizes in its mission the importance of preparing students and professionals, from a variety of backgrounds, for leadership positions in public service. The School defines diversity in terms that include but are not limited to race, ethnicity, gender, sexual orientation, and religious, geographic and political background.

The School's diversity recruitment initiatives are divided into three categories: I. Relationship Building and Referrals:

- * Maintain a seamless prospective student referral program utilizing alumni of color.
- * Provide opportunities for alumni to introduce prospective students to key administrators and faculty at School-sponsored events in Austin and the Washington, DC area.
- * Establish and maintain relationships with key faculty and Career Services staff at historically black colleges.
- * Facilitate relationships between prospective students and current students of color through the School's Public Affairs Alliance for Communities of Color (PAACC) student organization.
- * Organize the PAACC admitted student outreach partnership program, which connects admitted minority and international students with current students to increase enrollment yields.
- * Partner with the University of Texas Graduate School to capitalize on all potential opportunities associated with their minority recruitment initiatives.

II. Outreach and Community Visibility

- * Utilize the School's Barbara Jordan National Forum on Public Policy to connect with campus and regional minority communities.
- * Represent the LBJ School at graduate school fairs with large underrepresented student populations.
- * Provide leadership support, programming, and meeting space for the University of Texas Service Scholars, an initiative of the University's Office for Diversity and Community Engagement for which the LBJ School serves as academic sponsor.

III. Access and Support

- * Remove the financial barrier between minority students and their desire to pursue a degree at the LBJ School through competitive fellowship packaging.

Does the legal and institutional context of the program preclude collection of diversity data? No

4.4.3a

4.4.3a Ethnic Diversity - Enrolling Students

Student Diversity (with respect to the legal and institutional context in which the program operates):

US-Based Program - Complete the following table for all students enrolling in the program in the year indicated (if you did not check the "precludes" box above).

Include international students only in the category "Nonresident aliens." Report as your institution reports to IPEDS: persons who are Hispanic/Latino should be reported only on the Hispanic/Latino line, not under any race, and persons who are non-Hispanic/Latino multi-racial should be reported only under "Two or more races."

Student Diversity

	SSY-1 Male	SSY-1 Female	SSY Male	SSY Female	Total
Black or African American, non-Hispanic	3	4	1	0	8
American Indian or Alaska Native, non Hispanic/Latino	0	0	0	0	0
Asian, non Hispanic/Latino	3	3	1	6	13
Native Hawaiian or other Pacific Islander, non Hispanic / Latino	0	0	0	0	0
Hispanic/Latino	5	10	4	8	27
White, non-Hispanic/Latino	24	30	30	36	120
Two or more races, non Hispanic/Latino	Unknown	Unknown	Unknown	Unknown	Unknown
Nonresident Alien	0	4	4	6	14
Race or Ethnicity Unknown	3	2	0	1	6
Total	38	53	40	57	288
Disabled	None Revealed				

Please use the box below to provide any additional information regarding the diversity of your student population. (Limit 250 words)

—

The LBJ School also enjoys notable regional and international diversity in its student body. Over the study year and the prior year, the proportion of Texas residents enrolling in the fall in both our MPAff and MGPS programs averaged 50%, out-of-state students 43%, and international students 7%. The School's international student body boasts students from all the populated continents of the world (although only infrequently from Australasia).

Does the legal and institutional context of the program preclude collection of diversity data? No

Standard 5: Matching Operations with the Mission: Student Learning

5.1 Universal Required Competencies: As the basis for its curriculum, the program will adopt a set of required competencies related to its mission and to public service values. The required competencies will include five domains: the ability

- to lead and manage in public governance;
- to participate in and contribute to the public policy process
- to analyze, synthesize, think critically, solve problems and make decisions;
- to articulate and apply a public service perspective;
- to communicate and interact productively with a diverse and changing workforce and citizenry.

Standard 5.2 Mission-specific Required Competencies: The Program will identify core competencies in other domains that are necessary and appropriate to implement its mission.

Standard 5.3 Mission-specific Elective Competencies: The program will define its objectives and competencies for optional concentrations and specializations.

Standard 5.4 Professional Competency: The Program will ensure that students learn to apply their education, such as through experiential exercises and interactions with practitioners across the broad range of public affairs, administration, and policy professions and sectors.

Self-Study Instructions:

Consistent with Standard 1.3 Program Evaluation, the program will collect and analyze evidence of student learning on the required competencies and use that evidence to guide program improvement. The intent is for each program to state what its graduates will know and be able to do; how the program assesses student learning; and how the program uses evidence of student learning for program improvement.

In preparing its SSR for Standard 5, the Program should consider the following basic question: does the program sustain high quality graduate educational outcomes? This question has three major parts:

PART A: How does the program define what students are expected to know and to be able to do with respect to the required universal competencies and/or required/elective competencies in ways that are consistent with its mission?

PART B: How does the program know how well its students are meeting faculty expectations for learning on the required (or other) competencies?

PART C: How does the program use evidence about the extent of student learning on the required (or other) competencies for program improvement?

The program's answers to these three questions will constitute the bulk of the self-study narrative for Standard 5. In addition, these same elements may become part of the program's annual reporting during the period of accreditation. The program may upload charts or other graphics below if they would like to further elaborate on their process, provided the required narrative fields are also answered

PART A. Defining competencies consistent with the mission

Standard 5.1 Universal Required Competencies

Self-Study Narrative Section 5.1 addresses how the program defines what students are expected to know and to be able to do with respect to the required universal competencies in ways that are consistent with its mission.

Within the context of your program's mission, how does your program operationally define each of the universal required competencies (in this section you should be defining the competency not providing examples of its assessment)? Limit 500 words each.

To lead and manage in public governance

The LBJ School uses a Performance-Based Assessment System (PBAS) to track the skills students are expected to acquire. The PBAS is part of UT's regional accreditation process, as required by the Southern Association of Colleges and Schools (SACS). In accord with its PBAS, the School has defined seven measurable Program Outcomes (POs) to assess student learning. Those that align with the universal competency "to lead and manage in public governance"

are:

- * Program Outcome 1: Students will demonstrate an understanding of how public policy is developed and implemented in a political, institutional, and global environment.
- * Program Outcome 2: Students will demonstrate substantive knowledge in financial, managerial, economic, and quantitative analysis required for public policy.
- * Program Outcome 3: Students will demonstrate proficiency in written and oral communication in the public policy context.
- * Program Outcome 4: Students will demonstrate proficiency in the application of analytical skills and practical problem-solving skills required for policy analysis and development.
- * Program Outcome 5: Students will demonstrate proficiency in analyzing and developing systems to manage human, organization, information and technology resources in a public policy context.
- * Program Outcome 6: Students will display ethical behavior in public service.
- * Program Outcome 7: Students will display strong leadership and team building behavior in public service, including sensitivity to diversity.

To participate in and contribute to the public policy process

The LBJ School uses a Performance-Based Assessment System(PBAS) to track the skills students are expected to acquire. The PBAS is part of UT's regional accreditation process, as required by the Southern Association of Colleges and Schools (SACS). In accord with its PBAS, the School has defined seven measurable Program Outcomes (POs) to assess student learning. Those that align with the universal competency "to participate in and contribute to the public policy process" are:

- * Program Outcome 3: Students will demonstrate proficiency in written and oral communication in the public policy context.
- * Program Outcome 6: Students will display ethical behavior in public service.
- * Program Outcome 7: Students will display strong leadership and team building behavior in public service, including sensitivity to diversity.

To analyze, synthesize, think critically, solve problems, and make decisions

The LBJ School uses a Performance-Based Assessment System(PBAS) to track the skills students are expected to acquire. The PBAS is part of UT's regional accreditation process, as required by the Southern Association of Colleges and Schools (SACS). In accord with its PBAS, the School has defined seven measurable Program Outcomes (POs) to assess student learning. Those that align with the universal competency "to analyze, synthesize, think critically, solve problems, and make decisions" are:

- * Program Outcome 1: Students will demonstrate an understanding of how public policy is developed and implemented in a political, institutional, and global environment.
- * Program Outcome 2: Students will demonstrate substantive knowledge in financial, managerial, economic, and quantitative analysis required for public policy.
- * Program Outcome 4: Students will demonstrate proficiency in the application of analytical skills and practical problem-solving skills required for policy analysis and development.
- * Program Outcome 5: Students will demonstrate proficiency in analyzing and developing systems to manage human, organization, information and technology resources in a public policy context.

To articulate and apply a public service perspective

The LBJ School uses a Performance-Based Assessment System(PBAS) to track the skills students are expected to acquire. The PBAS is part of UT's regional accreditation process, as required by the Southern Association of Colleges and Schools (SACS). In accord with its PBAS, the School has defined seven measurable Program Outcomes (POs) to assess student learning. Those that align with the universal competency "to articulate and apply a public service perspective" are:

- * Program Outcome 1: Students will demonstrate an understanding of how public policy is developed and implemented in a political, institutional, and global environment.
- * Program Outcome 6: Students will display ethical behavior in public service.

* Program Outcome 7: Students will display strong leadership and team building behavior in public service, including sensitivity to diversity.

To communicate and interact productively with a diverse and changing workforce and citizenry

The LBJ School uses a Performance-Based Assessment System (PBAS) to track the skills students are expected to acquire. The PBAS is part of UT's regional accreditation process, as required by the Southern Association of Colleges and Schools (SACS). In accord with its PBAS, the School has defined seven measurable Program Outcomes (POs) to assess student learning. Those that align with the universal competency "to communicate and interact productively with a diverse and changing workforce and citizenry" are:

* Program Outcome 3: Students will demonstrate proficiency in written and oral communication in the public policy context.

* Program Outcome 7: Students will display strong leadership and team building behavior in public service, including sensitivity to diversity.

Standard 5.2 Part A: Mission Specific Required Competencies

Standard 5.2 Mission-Specific Required Competencies (if applicable)

Self-Study Narrative Section 5.2 addresses how the program identifies mission-specific required competencies that are deemed necessary and appropriate for its mission.

If your program offers any mission-specific competencies required of all students, then for each one offered please describe how it supports the program mission and state at least one specific student learning outcome expected of all students in that required competency. (Limit 500 words) If none, please state

None. The mission of the LBJ School's MPAff program is a comprehensive one dedicated to training students for public service in the United States and abroad at all levels of governance and civic engagement. As such, required competencies are universal.

Standard 5.3 Part A: Mission Specific Elective Competencies

Section 5.3 Mission-Specific Elective Competencies (if applicable)

Self-Study Narrative Section 5.3 asks the program to define what it hopes to accomplish by offering optional concentrations and specializations, as well as the competencies students are expected to demonstrate in each option.

Does your program have any mission-specific competency? No

If yes, please elaborate

The LBJ School offers seven specializations under its MPAff degree: International Affairs; Natural Resources and the Environment; Nonprofit and Philanthropic Studies; Public Management and Leadership; Social and Economic Policy; Technology, Innovation, and Information Policy, and; Urban and State Affairs. The competencies for each of the specializations are subsumed under the universal competencies discussed above. Specializations offer the student the opportunity to build on the universal competencies and refine them by gaining greater exposure to a specific arena of public policy and management. Specializations do require that students submit a written Professional Report supervised by two faculty members associated with the specialization (Professional Reports are optional for students not pursuing a specialization).

Standard 5.1-5.3 Part B

PART B: How does the program know how well its students are meeting faculty expectations for learning on the required (or other) competencies?

The program is expected to engage in ongoing assessment of student learning for all universal required competencies, all mission-specific required competencies, and all elective (option, track, specialization, or concentration) competencies. The program does not need to assess student learning for every student, on every competency, every semester. However, the program should have a written plan for assessing each competency on a periodic basis at least once during the accreditation period. This plan should be available to the COPRA site visit team.

Competencies -- Stage of Assessment

For each of the Universal Required Competencies, Mission Specific Required Competencies, and Mission Specific Elective Competencies listed above, indicate the stage of the assessment process reached during the self-study year by checking the appropriate box.

Competency:	Learning outcome has been defined	Evidence of learning has been gathered	Evidence of learning has been analyzed	Any evidence used to make programmatic decisions
To lead and manage in public governance	Yes	Yes	Yes	Yes
To participate in and contribute to the public policy process	Yes	Yes	Yes	No
To analyze, synthesize, think critically, solve problems and make decisions	Yes	Yes	Yes	Yes
To articulate and apply a public service perspective	Yes	Yes	Yes	No
To communicate and interact productively with a diverse and changing workforce and citizenry	Yes	Yes	Yes	No
Mission-specific Required Competency	No	No	No	No
Mission-specific Required Competency	No	No	No	No
Mission-specific Elective Competency	Yes	Yes	Yes	Yes
Mission-specific Elective Competency	No	No	No	No

Courses and Required Competencies

For each of the listed competencies, please list all relevant required courses.

Competency 1

Introduction to Empirical Methods (PA397) Politics & Process (PA 387C)
Public Management (PA 384C)
Public Financial Management (PA 391) Policy Research Project (PA 680P A & B)

(See attached document showing the approximate degree of relevance each course has to this competency.)

Competency 2

Public Management (PA 684C)
Public Financial Management (PA 391)
Applied Microeconomics for Policy Analysis (PA 393K) Advanced Policy Economics (PA 393L)
Policy Research Project (PA 680P A & B) Internship (PA 396K)

(See attached document showing the approximate degree of relevance each course has to this competency.)

Competency 3

Introduction to Empirical Methods (PA397) Advanced Empirical Methods (PA 397C) Public Financial Management (PA 391)
Applied Microeconomics for Policy Analysis (PA 393K) Advanced Policy Economics (PA 393L)
Policy Research Project (PA 680P A & B)

(See attached document showing the approximate degree of relevance each course has to this competency.)

Competency 4

Politics & Process (PA 387C) Public Management (PA 384C) Advanced Policy Economics (PA 393L)
Policy Research Project (PA 680P A & B) Internship (PA 396K)

(See attached document showing the approximate degree of relevance each course has to this competency.)

Competency 5

Introduction to Empirical Methods (PA397) Advanced Empirical Methods (PA 397C) Politics & Process (PA 387C)
Public Management (PA 384C)
Applied Microeconomics for Policy Analysis (PA 393K) Advanced Policy Economics (PA 393L)
Policy Research Project (PA 680P A & B)

(See attached document showing the approximate degree of relevance each course has to this competency.)

Competency 8

Mission-specific elective competencies: Specializations at the LBJ School do not require additional competencies beyond Universal Competencies 1-5, above.

Standard 5.1 Part C

Part C: How does the program use evidence about the extent of student learning on the required (or other) competencies for program improvement?

Universal Required Competencies: One Assessment Cycle

For the self-study narrative, the program should describe, for one of the required universal competencies, one complete cycle of assessment of student learning. That is, briefly describe

- 1) how the competency was defined in terms of student learning;**
- 2) the type of evidence of student learning that was collected by the program for that competency,**
- 3) how the evidence was analyzed, and**
- 4) how the results were used for program improvement.**

Indicate which competency is being chosen and give the definition of student learning outcome for the competency being assessed:

Competency #1: To lead and manage in public governance. Competency #1 maps to all seven of the Program Outcomes (POs) that the School employs in its Performance-Based Assessment System. The POs are defined as follows:

- * PO1: Students will demonstrate an understanding of how public policy is developed and implemented in a political, institutional, and global environment.
- * PO2: Students will demonstrate substantive knowledge in financial, managerial, economic, and quantitative analysis required for public policy.
- * PO3: Students will demonstrate proficiency in written and oral communication in the public policy context.
- * PO4: Students will demonstrate proficiency in the application of analytical skills and practical problem-solving skills required for policy analysis and development.
- * PO5: Students will demonstrate proficiency in analyzing and developing systems to manage human, organization, information and technology resources in a public policy context.
- * PO6: Students will display ethical behavior in public service.
- * PO7: Students will display strong leadership and team building behavior in public service, including a sensitivity to diversity.

Evidence of learning that was gathered:

The specific evidence gathered for each PO is outlined below:

PO1: Understanding of Public Policy

- * Professional Reports (theses) and term papers are sampled from the core course Politics & Process (PA 383C) and policy seminars (PA 388K and L).
- * An exit survey is conducted to rate student understanding of policy development and implementation.
- * One year after graduation, alumni are surveyed to rate the knowledge they obtained in their studies at the LBJ School.

PO2: Knowledge of Policy Analysis Tools

- * An exit survey is conducted to rate student knowledge of financial, managerial, economic, and quantitative knowledge obtained at the LBJ School.
- * One year after graduation, alumni are surveyed to rate the knowledge of financial, managerial, economic, and quantitative knowledge they obtained at the LBJ School.
- * A common set of questions that assesses student knowledge of financial management is included on all exams administered in all sections of the Public Financial Management course.
- * A selection of policy memos written in the Public Financial Management course are evaluated for their content, clarity, adherence to instructions, and recommendations.
- * Faculty teaching PA 397 and PA 397C administer a common exercise with four problems that test concepts of quantitative analysis and statistics. The exercise is graded blindly and rated on a 1-4 scale.
- * Two memo-writing exercises based on two case studies are administered at the beginning and at the end of the semester in the Public Management course and rated on the basis of a rubric.

PO3: Written and Oral Communication

- * A sample of student oral presentations is rated on the basis of a rubric.
- * An exit survey is conducted to rate the improvement in writing and oral presentation skills acquired at the LBJ School.
- * One year after graduation, alumni are surveyed to rate the improvement in writing and oral presentation skills acquired at the LBJ School.

PO4: Analytical and Problem Solving Skills

- * An exit survey is conducted to rate student understanding of analytical and problem solving skills.
- * One year after graduation, alumni are surveyed to rate the improvement in writing and oral presentation skills acquired at the LBJ School.

PO5: Management Skills

- * An exit survey is conducted to rate student understanding of management skills.
- * One year after graduation, alumni are surveyed to rate the improvement in management skills acquired at the LBJ School.

PO6: Ethical Behavior

- * An exit survey is conducted to rate student awareness of ethical and diversity issues for a professional career in public service.
- * An in-class assessment of student awareness of ethical issues is administered in the second semester of the Policy Research Project (PA 680PB) and rated on a 1-4 scale.

PO7: Leadership, Team Building, and Diversity

- * An exit survey is conducted to rate student preparation in leadership, team building, and diversity.
- * An in-class assessment of student awareness of team building and leadership is administered in the second semester of the Policy Research Project (PA 680PB). The Director of each Policy Research Project (PA 680A&B) is asked to assess each student in accord with a rubric. Team building and leadership are both rated on a 1-4 scale. How evidence of learning was analyzed:

The evidence gathered falls into seven categories, each of which is evaluated as follows:

- 1) Exit survey. The results of the student exit survey (self-reported ratings of perceived learning achieved) are tallied and compared to the various criteria defined in the PBAS. For example, "80 percent of graduating students will rate their understanding of X as at least 'adequate'". The tallies are reviewed by the Associate Dean for Academic Affairs and reported to the relevant core faculty committees should the results call for any action.
- 2) Alumni survey. The results of the survey of graduates who are one year out of the program (self-reported ratings of perceived learning achieved) are handled and analyzed in the same manner as the exit survey of new graduates.
- 3) Sample of Professional Reports (Theses) and term papers. The LBJ School's Writing Instructor scores the sample of written material along various dimensions defined by a rubric. The relevant scores are reported to the Associate Dean for Academic Affairs. The scores are compared with criteria defined in the PBAS. This information is shared with the relevant core faculty committees should the results call for any action.
- 4) Policy memos and case studies. Policy memos are evaluated by the faculty teaching in the Public Financial Management core. before-and-after case studies are evaluated by the core faculty teaching Public Management. The proportion of students in each case who evidence learning at least at a "proficient" level is discussed and reported to the Associate Dean for Academic Affairs for entry into the PBAS.
- 5) Common questions on final exams. Questions are stripped of students' names and graded on a four-point scale by the core faculty teaching in the respective areas (Methods, Policy Development, Public Management, and Public Financial Management). The evaluation criterion for each set is to exceed an average score of 2.5. The results are shared with, and discussed by, the relevant core faculty and reported to the Associate Dean for Academic Affairs for entry into the PBAS and for consideration of any action.
- 6) Oral presentations. A sample of student oral presentations is evaluated by the School's Writing Instructor in accord with a rubric. The average overall score is compared to a criterion and reported to the Associate Dean for Academic Affairs for entry into the PBAS. Any issues of concern are reported to the faculty during the annual faculty retreat.
- 7) In-class assessments. Directors of the Policy Research Projects report a summary score from their rubric-based assessment of their students to the Associate Dean for Academic Affairs. This information is shared with the faculty for discussion, usually at the annual faculty retreat. How the evidence was used for program change(s) or the basis for determining that no change was needed:

Essentially all of the outcomes of the PBAS themselves met or exceeded the criteria established, so for the most part no major substantive action was viewed as necessary.

Upon reflecting on their experience with this round of the PBAS, the Public Management faculty, to take one example, have made changes in the pedagogy and content of the course (eg, they identified a need to specifically teach students the components of making an effective recommendation to management). A copy of their assessment is included as an upload to Standard 1.3.4a.

The most significant actions taken (or being considered) relate to the PBAS itself:

* A number of the rubrics used in the assessment were deemed unnecessarily complicated. This was especially true of the ones used for the in-class assessments in the Policy Research Projects of leadership and team building. This is, in part, due to the fact that it places a significant burden on the PRP directors themselves (several refused to participate in the PBAS), but also due to the difficulty of "measuring" these important concepts. As a consequence, steps have been taken to simplify and fine-tune the rubrics.

* Problems of inter-rater reliability in the in-class assessments of leadership and team building were also identified. Discussions are underway on ways to minimize these potential problems in the future.

Standard 5.2 Part C

Mission-Specific Required Competencies: One Assessment Cycle (If applicable)

For the self-study narrative, the program should describe, for one of the mission-specific elective competencies, one complete cycle of assessment of student learning. That is, briefly describe 1) how the competency was defined in terms of student learning; 2) the type of evidence of student learning that was collected by the program for that competency, 3) how the evidence was analyzed, and 4) how the results were used for program improvement.

Standard 5.3 Part C

Mission-Specific Elective Competencies: One Assessment Cycle (if applicable)

For the self-study narrative, the program should describe, for one of the mission-specific elective competencies, one complete cycle of assessment of student learning. That is, briefly describe 1) how the competency was defined in terms of student learning; 2) the type of evidence of student learning that was collected by the program for that competency, 3) how the evidence was analyzed, and 4) how the results were used for program improvement. The program should provide the site visit team with samples of the student work that was used as the basis for assessment.

Definition of student learning outcome for the competency being assessed:

Same as 5.1 Part C.

Evidence of learning that was gathered:

Same as 5.1 Part C.

How evidence of learning was analyzed:

Same as 5.1 Part C.

How the evidence was used for program change(s) or the basis for determining that no change was needed:

Same as 5.1 Part C.

Standard 5.4 Professional Competence

Section 5.4 Professional Competence

Self-Study Narrative Section 5.4 asks the program to provide information on how students gain an understanding of professional practice.

In the following table, please indicate for each activity whether it is

(R) required of all students,

(F) students have frequent opportunities to participate in or with,

(S) students seldom have such opportunities to participate in or with, or

(N) it is not usually available to students to participate in or with

Attending formal meetings (e.g. planning board)	F
Case Studies	F
Externally-based projects (e.g., student consulting)	R
Guest Lectures	F
Internships	R
Instructors from the profession (adjunct or part-time)	F
Presentations of student work to practitioner panels or juries	F
Professional meeting participation (APPAM, ASPA, etc.)	F
Service Learning	F
Simulations	S
Team Based Problem Solving	R
Volunteer work (paid or unpaid)	F

Standard 6.1 Matching resources with the Mission

The Program will have sufficient funds, physical facilities, and resources in addition to its faculty to pursue its mission, objectives, and continuous improvement.

Self-Study Instructions:

The overarching question to be answered in this section of the SSR is 'To what extent does the program have the resources it needs to pursue its mission, objectives, and continuous improvement?' In preparing its SSR, the Program should document the level and nature of program resources with an emphasis on trends rather than a simple snapshot, and should link those resource levels to what could and could not be accomplished as a result in support of the program mission. Programs should be transparent about their resources absent a compelling reason to keep information private. Programs are required to report on resource adequacy in the areas of:

6.1a Budget

6.1b Program Administration

6.1c Supporting Personnel

6.1d Teaching Loads/Class Sizes/Frequency of Class Offerings

6.1e Information Technology

6.1f Library

6.1g Classrooms, Offices and Meeting Spaces

COPRA is cognizant of the fact that some programs may not be able to separate out the program's allocated resources from that of the department, school or equivalent structure. In such cases COPRA is looking for the school to indicate how those resources allocated to the program are sufficient to meet the program's mission.

6.1a Resource Adequacy: Budget:

The program should document its overall budget and budget trends for the SSR year and two preceding years, and document that the program has financial resources sufficient to support its stated objectives. Programs do not need to itemize salaries, equipment, supplies, travel, etc., but the SSR should include a brief narrative regarding how budget trends (for example, in the areas of salaries, travel, and assistantships/scholarships) affect the program's ability to pursue its mission and engage in continuous programmatic improvement. For each of the following resource categories, please indicate whether those resources have been increasing, remaining relatively stable, or decreasing relative to the size of the program over the period of time covered by the self study report (self study year and two preceding years).

If available, please provide the budget of the degree seeking accreditation \$10,100,000

Overall budget for program increasing

Faculty Salaries for Full Time has remained stable

Faculty Salaries for Professional Adjuncts and Part Time Instructors has remained stable

Faculty Travel has remained stable

Assistantships and Other Forms of Student Support increasing

In the space below, provide a brief narrative describing the extent to which the budget trends documented above are adequate to support the program mission. (Limit 250 words)

The \$10.1m budget figure quoted above represents the LBJ School's budgeted (recurring) funds for AY 2011-12. It excludes balances forward, sponsored research grants (expenditures for which = \$6.4m in 2011-12), and the accounts of the School's Office of Professional Development.

Support from state funds has been essentially flat, at best, in recent years, placing significant pressure on the School's ability to expand administrative staff to meet growing demand for services and to continue to offer competitive salaries for the staff. We are currently undergoing a year-long administrative review that will include plans to shift support for some administrative services from state funds to returns from some of the School's more flexible endowments.

In marked contrast to state support, external funding in the form of research grants has grown more than threefold over the past 5 years, providing substantial opportunities for Graduate Research Assistants, summer and other support for faculty members, and indirect cost returns to the School. With the hope of also achieving greater efficiencies in wake of the administrative review, the School currently stands on a solid footing to meet its teaching, research, and public service missions.

6.1b

6.1b. Resource Adequacy: Program Administrator

Effective program administration requires designated resources and additional accommodations to support administrative functions.

For the person or persons assigned with primary administrative responsibilities for the program, please indicate which of the following accommodations are made to support administrative functions (check all that apply):

Teaching release time is provided to program administrator(s) Yes

Additional compensation is provided to program administrator(s) Yes

Designated GA support is provided to program administrator(s) Yes

Designated staff support is provided to program administrator(s) Yes

Program administrative duties are assigned to a tenured faculty member Yes

Other (describe)

Administrative support for the program can be more easily appreciated by consulting the School's organizational chart (uploaded under Standard 2.1.2).

In the space provided, briefly describe how the arrangements provided for program administration are consistent with the mission of the Program and are adequate. (Limit 250 words)

As a large, comprehensive program, responsibility for core program administration at the LBJ School is spread over a number of individuals: the Dean (faculty member), the Associate Dean for Academic Affairs (faculty), the Associate Dean for Research (faculty), the Assistant Dean for Finance and Administration (non-faculty), the Graduate Advisers (faculty), and the Office of Student and Alumni Programs (non-faculty) which includes two Graduate Program Coordinators, one internship/career placement officer, and one alumni coordinator. Each of these individuals or offices are assisted by one or more full-time, dedicated administrative staff. There is broad consensus that this arrangement has proven adequate to support the School's mission and goals.

6.1c

6.1c. Resource Adequacy: Supporting Personnel

Adequate secretarial and clerical personnel should be available to enable the program to meet its educational objectives. Describe the secretarial and clerical assistance available to program faculty and administration. Additional administrative functions, such as student recruitment, placement director, internship supervision, placement, and alumni relations can be provided in a variety of ways. In this section of the SSR, the Program is asked to identify how those services are provided and then to summarize the extent to which those arrangements are adequate for the program's mission. For each of the following functions/positions, please indicate how such services are provided to the program: (drop down menus with the options listed in parentheses after each.) For each of the same aspects of the program, please provide an assessment of the level of program support:

Clerical Support	Adequate to maintain mission but insufficient for program improvement
Student Recruitment	Adequate to maintain mission but insufficient for program improvement
Internship Placement and Supervision	Adequate to maintain mission but insufficient for program improvement
Placement of Graduates	Adequate to maintain mission but insufficient for program improvement
Alumni Relations/Services	Adequate to maintain mission but insufficient for program improvement

In the space below explain how both the structural arrangements and the levels of support for program administration identified above are adequate an appropriate given the program's mission. (Limit 250 words)

Primary responsibilities for recruitment fall under the purview of the Director of the Office of Student and Alumni Programs (OSAP) and the Recruitment/Admissions Coordinator. They are assisted by the Graduate Program Coordinator and other staff as needs arise. The School's mission to attract students from a wide variety of backgrounds poses natural challenges to recruitment, but human and financial resources appear to be adequate to the task. Since the School prefers to admit students who have had public service work experience, time spent at career fairs and other recruitment venues located at undergraduate colleges and universities are less productive than efforts to exploit other venues for prospective students.

Internship and placement functions are covered jointly by one FTE, and receive additional support from the Alumni Relations Coordinator. Although the provision of these services appears to be adequate for now, students, staff, and the Dean's Office agree that this is one area in which the School should expand its operations to meet growing demands. In recent years, the recession has placed greater pressures on the School's effectiveness in meeting its mission to place students in positions in public service. The scope of positions that students seek also continues to expand, especially in the international and nonprofit arenas.

With the adoption of a more sophisticated alumni database management system, and with leadership from the Dean, the Alumni Relations Coordinator has been able to tap the alumni network much more effectively in recent years to support the School's goals to place students in leadership positions in public service.

For each of the following functions/positions, please indicate how such services are provided to the program:

Clerical Support	More than 1 FTE of clerical support for the program
Recruitment Coordinator	Assigned to a full-time recruitment coordinator
Internship Coordinator	Assigned to a full-time program internship coordinator
Placement Director	Designated full-time program placement director
Alumni Relations /Services	Alumni relations are handled by a designated full-time individual

6.1d

6.1d. Resource Adequacy: Teaching Load /Frequency of Class Offerings

The SSR should explain the teaching load policies and demonstrate how they are consistent with the research and community service missions of the Program. Related to this, the program should be able to document that when adjuncts are needed, sufficient resources are available to hire qualified professionals. The SSR should document that the program is able to offer necessary courses with sufficient frequency to allow students to complete any of the degree options in a timely manner.

In the space provided, describe the teaching load policy of your institution and program, and explain how this policy is consistent with the research and community service missions of the program. (Limit 250 words)

The normal teaching load for tenured faculty members is four courses per academic year, typically two courses each long semester ("2/2"). Junior tenure-track faculty teach three courses a year in an effort to free up time for them to develop their research program. Depending on curricular needs and on available funding, faculty have the opportunity to teach one additional course over the summer to supplement their income. Newly hired tenured and tenure-track faculty are able to negotiate an arrangement to teach two courses during their first year of employment with the School to allow them adequate time to reorganize their program(s) of research in a new setting and to prepare new courses that meet the School's mission and goals.

Indicate how many times during the self-study year and two preceding years that a member of the nucleus faculty taught more than the teaching load prescribed in the policy above. For the last two such instances, provide a brief explanation of the circumstances and rationale for the increased teaching load, and how the teaching overloads supported the mission of the program. (Limit 250 words)

No tenured or tenure-track faculty member in the MPAff program in the past three years has taught more than the normal teaching load described above. One non-tenure track clinical professor (a member of the School's nucleus faculty) was contracted to teach 5 courses for each of the past three years to provide additional coverage for our management and ethics curricula, critical areas which rest at the core of the School's teaching mission.

During the self-study year and two preceding years, how frequently were your required courses offered?

	Required Course	Frequency
1	Introduction to Empirical Methods for Policy Analysis, PA397	One semester, session, or quarter per year
2	Advanced Empirical Methods for Policy Analysis, PA397C	Every semester, session, or quarter
3	Politics & Process (now Policy Development), PA383C	Every semester, session, or quarter
4	Public Management, PA384C	Every semester, session, or quarter
5	Public Financial Management, PA391	Every semester, session, or quarter
6	Applied Microeconomics for Policy Analysis, PA393K	Every semester, session, or quarter

7	Advanced Policy Economics, PA393L	Every semester, session, or quarter
8	Policy Research Project A, PA680PA	One semester, session, or quarter per year
9	Policy Research Project B, PA680PB	One semester, session, or quarter per year
10	Internship in Public Policy, PA 396K	Every semester, session, or quarter

For each specialization advertised by your Program, indicate the number of courses required to fulfill that specialization and how many courses were offered within that specialization during the self study and two preceding years (count only distinct courses; do not double count multiple sections of the same course offered in the same semester/session/quarter).

	Specialization A	Specialization B	Specialization C	Specialization D
Specialization Name	International Affairs	Public Management and Leadership	Social and Economic Policy	Technology, Innovation, and Information Policy
Number of courses required within the Specialization	5	5	5	5
Number of courses offered within the SSY	40	30	43	8
Number of courses offered in SSY-1	49	31	57	14
Number of courses offered in SSY-2	43	28	51	9

In the space provided, explain how the frequency of course offerings for required and specialization courses documented in the tables above represents adequate resources for the program. To the extent that courses are not offered with sufficient frequency, explain why and what is being done to address the problem. (Limit 100 words)

Only four of the LBJ School's seven MPAff specializations are documented above. "International Affairs" is the one for which the School regularly offers the most courses; "Technology, Innovation, and Information Policy" is the one for which the least number of courses are regularly offered, but also one of the smallest of our specializations. In addition to the courses that the School offers for our seven specializations, there are numerous approved courses available from other departments and units across campus that meet the specialization requirements.

The School offers 17 dual degree programs with a variety of other graduate programs on campus. Dual degree programs provide the opportunity for students to specialize even more deeply in selected areas of study. Dual degree programs typically take three years to complete (the program with the Law School requires four years).

Finally, many MPAff students specialize by taking advantage of one the University's 25 Graduate Portfolio Programs in which they can earn a credential in a cross-disciplinary area of study that appears on their transcripts. Seventeen of the 25 Graduate Portfolio Programs are especially relevant to public policy and management. See www.utexas.edu/ogs/admissions/docport/ for details.

6.1e

6.1e. Resource Adequacy: Information Technology

The SSR should describe the computer (hardware and software) systems available to faculty, staff and students, and explain how those systems support the program's mission and are appropriate for professional education, research, and program administration. The program should report whether they have sufficient numbers of software licenses to facilitate effective instruction, whether there is adequate support to resolve problems, and whether systems allow for tracking of records in a manner that facilitates use for program assessment and improvement.

In the space provided, please describe how you would assess the adequacy of the computer (hardware and software) systems available to faculty, staff, and students to meet your program's mission.

Adequate

Briefly describe why you think your program fits into the category you have chose above. (Limit 250 words)

All faculty and staff have access to either a desktop computer or a notebook computer with wired Ethernet connectivity. The LBJ School computer lab, available for student use, consists of 14 computers, each of which can boot either Windows 7 or Mac OS X operating systems. On the Windows 7 partition each computer has SAS and STATA installed. All computers have Microsoft Office installed and have wired Ethernet connections. Additionally, there is a separate GIS lab with 4 computers with large monitors with the complete ESRI GIS software suite installed.

All classroom spaces are technology enabled with projectors and large screens. There is a distance learning facility with a video CODEC allowing video conferencing and wireless internet access is ubiquitous throughout the building.

The Dean's Office and the Office of Student and Alumni Programs avail themselves of secure University-wide database management systems, as well as secure internal databases, to maintain student records, monitor student progress, manage alumni relations, manage human resources, and provide administrative support.

Local IT staff provide support for faculty and staff computers, lab computers, and classroom computers. The University of Texas provides central IT services including email, online storage, and help desk support available to all faculty, staff, and students.

6.1f

6.1f. Resource Adequacy: Library

All students and faculty shall have reasonable access to library facilities and services (physical and/or virtual) that are recognized as adequate for master's level study in public affairs and administration. Library resources should support research, professional development, and continuous learning. The SSR should describe the extent to which library resources are adequate for teaching and research and professional development activities of program faculty and students. Programs should provide an assessment of the extent to which search and online access services are appropriate for the program's mission.

In the space below, please describe how you would assess the adequacy of the library resources (in terms of physical holdings, electronic search and access, and knowledgeable library staff) in relation to your programs mission.

Extremely Adequate

Briefly describe why you think your program fits into the category you have chosen above. (Limit 250 words)

School research is supported by the UT Libraries, one of the largest library systems in the western hemisphere with holdings of over 9,900,00 volumes and a library materials expenditure of \$17,000,000. According to the most recent data published by the Association of Research Libraries, <http://publications.arl.org/ARL-Statistics-2009-2010/>, the UT Libraries has added an additional 142,000 volumes since 2010. With a serials expenditure of \$10,000,000 the Libraries purchased 70,000 current print and electronic serials. According to Libraries staff, over 700,000 electronic books are available to students, staff and faculty at UT Austin.

When the School was physically renovated in 2008-10, the Wasserman Public Affairs Library, a special collection of the UT Libraries located in the LBJ School, was closed and the most of the materials were moved to the Perry-Castaeda Library, the main library on campus. The Libraries retained a subject specialist librarian for the School who is responsible for purchasing print and electronic monographs and serials to support the School's curriculum. The librarian is also available to provide library use instruction for individual classes as well as individualized research consultation. A Public Affairs Research Guide portal, <http://www.lib.utexas.edu/subject/public-affairs>, was created by UT Libraries staff and draws together in one location many of databases and full-text resources often used to perform policy- related research. The portal serves as the home page on computers in the School's microcomputer lab.

6.1g

6.1g. Resource Adequacy: Classrooms, Offices and Meeting Spaces

The SSR should explain how the program's classroom and other learning spaces, as well as physical and online facilities for students, faculty and staff, are appropriate to the method of program delivery.

In the space provided, please describe how you assess the adequacy of your program's classroom sizes, configuration, and technological capacity to meet the program's needs.

More than Adequate

Briefly describe why you think your program fits into the category you have chosen above. (Limit 250 words)

The LBJ School enjoys approximately 82,000 sq ft of interior space within which to operate. Recently remodeled, most classrooms are equipped with soundproof partitions that make it possible for them to be used as small seminar rooms (up to 15 students) or as medium sized classrooms (up to 40 students). Two large lecture halls for up to 70 are used for large classes, special guest lectures, and other events. Since most classes are scheduled to be held during working hours, there is ample meeting space available in the evenings and on weekends for student groups, TAs, and others. Numerous carrels are available on two floors of the building, some are assigned to graduate research assistants, others are available on a first-come, first serve basis. The LBJ School is also fortunate to have control over the scheduling of its own classroom space independently of the University, a privilege that provides additional flexibility in managing space. The only real challenge to managing classroom space is that most faculty members prefer to teach in the daytime on Tuesdays, Wednesdays, and Fridays.

In the space below, briefly discuss the adequacy of space provided and privacy for student counseling, course preparation, research, and other faculty responsibilities.

Extremely Adequate

Briefly describe why you think your program fits into the category you have chosen above. (Limit 250 words)

All members of the nucleus faculty, as well as many adjunct faculty, have a private office space that provides privacy for student counseling, course preparation, research, and other faculty responsibilities. Some short-term adjunct faculty share office space, but these office assignments are made with the goal in mind to eliminate the overlap of convenient office hours.

Standard 7: Matching Communications with the Mission

The Program will provide appropriate and current information about its mission, policies, practices, and accomplishments -- including student learning outcomes -- sufficient to inform decisions by its stakeholders such as prospective and current students; faculty; employers of current students and graduates; university administrators; alumni; and accrediting agencies.

Self-Study Instructions

This standard governs the release of public affairs education data and information by programs and NASPAA for public accountability purposes. Virtually all of the data addressed in this standard has been requested in previous sections of the self-study; this standard addresses how and where the key elements of the data are made publicly accessible.

In preparing its SSR for Standard 1-6, the Program will provide information and data to COPRA. Some of that data will be made public by NASPAA to provide public accountability about public affairs education. NASPAA will make key information about mission, admissions policies, faculty, career services, and costs available to stakeholder groups that include prospective students, alumni, employers, and policymakers. All data for these stakeholder groups is specifically enumerated in the "Information to be made public by NASPAA" section found at the bottom of this page.

Other data will have to be posted by the program on its website (or be made public in some other way). That data is to be included by the program in the form below. A program that does not provide a URL needs to explain in a text box how they make this information public (through a publication or brochure, for example). Further programs are asked to upload any relevant documents which are not online using the "Upload Relevant Documents" field found at

the bottom of this form. Please place all relevant documents into a single .pdf file and upload in this box.

Data and Information Requirements - Provide URL's

The information listed below is expected to be publicly available through electronic or printed media. Exceptions to this rule should be explained and a clear rationale provided as to why such information is not publicly available and/or accessible.

General Information about the Degree - From Eligibility Section

Degree Title www.utexas.edu/lbj/degreeprograms/mpaff

Organizational Relationship between Program and University www.utexas.edu/academics/colleges-schools

Modes of Program Delivery www.utexas.edu/lbj/degreeprograms/mpaff

Number of Credit Hours www.utexas.edu/lbj/degreeprograms/mpaff Length of Degree
www.utexas.edu/lbj/degreeprograms/mpaff List of Dual Degrees
www.utexas.edu/lbj/degreeprograms/mpaff/dual List of
Specializations www.utexas.edu/lbj/degreeprograms/mpaff/specializations

Fast-track Info Not Applicable

Number of Students www.utexas.edu/academic/ima/enrolreport
www.utexas.edu/lbj/degreeprograms/mpaff

Organizational Relationship between Program and University www.utexas.edu/academics/colleges-schools

Mission of the Program - From Standard 1

Mission Statement www.utexas.edu/lbj/about/mission

Admission - From Standard 4

Admission Criteria www.utexas.edu/lbj/degreeprograms/mpaff/admissions

Faculty - From Standard 3

Number of Faculty Teaching in the Program www.utexas.edu/lbj/directory/faculty

Faculty Identified within the Unit Including Rank www.utexas.edu/lbj/directory/faculty

Cost of Degree - From Standard 4.1

Tuition Cost (in state and out-of-state) www.utexas.edu/lbj/students/tuition

Description of Financial Aid Availability, including Assistantships www.utexas.edu/lbj/students/financial

Current Student - From Standard 4.3

Internship Placement List www.utexas.edu/lbj/internships/placements

Graduates - From Standard 4.3

Completion Rate (percentage of class entering 5 years prior to self study year that graduated within 2 years, and within 5 years) www.utexas.edu/lbj/degreeprograms/mpaff/faqs