2014 Self-Study Report

Department of Public Administration and Policy
School of Public and International Affairs
The University of Georgia

<u>Basic Information</u>

Name of institution seeking review: University of Georgia Department of Public Administration and Policy

Contact information at degree program:

Program Representative
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School Dean
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Name: Dr. Pamela Whitten, Provost
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Please verify program is a member of NASPAA: Yes

Program Fact Sheet 1.28.10

ITEM	DATA
1. Title of degree	Master of Public Administration
2. Organizational Relationship of the Program to the Institution	In a School of Public and International Affairs
3. Geographic Arrangement Program Delivery	Both Main Campus and Satellite Campus (Gwinnett)
4. Mode of Program Delivery: Check all that apply	In person instruction only
5. Overarching Program Emphasis: Check all that apply	Public Admin, Public Policy, Public Management, Local, Nonprofit, Other
6. Program Student Population Emphasis: Use pull down menu	Do Not emphasize difference between pre-service and in-service
7. Does your program's mission include significant selectivity in admissions?	Highly selective with qualitative and quantitative measures
8. Program Placement Emphasis	International, National, State, Local, Nonprofit
9. Number of students in degree program (Full-time, Part-time, Total)	Full Time: 90, Part Time: 42, Total: 132 Students
10. Ratio of FTE Faculty to FTE Students	17.3 FTE Faculty:115.8 FTE Students
11. Number of Semester Credit Hours Required to Complete the Program	41 Credit Hours
12. List of Dual Degrees	JD/MPA, AB/MPA
13. List of Specializations	Health Policy and Admin, Higher Education Admin, Local Government Admin, Nonprofit Admin, Public Budgeting and Finance Admin, Public Management/Organizational Theory, Public Policy
14. Mission Statement	The MPA program at The University of Georgia strives to be a leader in educating and inspiring students for managerial and analytical careers in public service through teaching, research, and service to the community while emphasizing the professional values of ethics and accountability. The mission is fulfilled by educating and inspiring students for careers in management, administration, and policy analysis in government and nonprofit organizations domestically and abroad. The program produces leaders with a wide range of analytic, communicative, and managerial abilities to meet the demands of contemporary public and nonprofit sectors. The MPA curriculum

	encourages within students the development of the intellectual capacities and professional skills necessary for the successful performance of critical public service jobs. The program accomplishes these goals by contributing to the advancement of the public administration and policy field through teaching, research, and public service. The program also creates an awareness of and sensitivity to ethical concerns and accountability issues within the public service arena.
15. One Universal Competency	To articulate and apply a public service perspective.
16. Indicate how the program defines its Academic Year Calendar (for the purposes of the Self Study Year)	Summer 2013, Fall 2013, Spring 2014

Preconditions for Accreditation Review

Program Eligibility:

Preconditions for Accreditation Review

Programs applying for accreditation review must demonstrate in their Self-Study Reports that they meet four preconditions. Because NASPAA wants to promote innovation and experimentation in education for public affairs, administration, and policy, programs that do not meet the preconditions in a strictly literal sense but which meet the spirit of these provisions may petition for special consideration. Such petitions and Self-Study Reports must provide evidence that the program meets the spirit of the preconditions.

1. Program Eligibility

Because an accreditation review is a program evaluation, eligibility establishes that the program is qualified for and capable of being evaluated. The institution offering the program should be accredited (or similarly approved) by a recognized regional, national, or international agency. The primary objective of the program should be professional education. Finally, the program should have been operating and generating sufficient information about its operations and outcomes to support an evaluation.

2. Public Service Values

The mission, governance, and curriculum of eligible programs shall demonstrably emphasize public service values. Public service values are important and enduring beliefs, ideals and principles shared by members of a community about what is good and desirable and what is not. They include pursuing the public interest with accountability and transparency; serving professionally with competence, efficiency, and objectivity; acting

ethically so as to uphold the public trust; and demonstrating respect, equity, and fairness in dealings with citizens and fellow public servants. NASPAA expects an accreditable program to define the boundaries of the public service values it emphasizes, be they procedural or substantive, as the basis for distinguishing itself from other professional degree programs.

3. Primary Focus

The degree program's primary focus shall be that of preparing students to be leaders, managers, and analysts in the professions of public affairs, public administration, and public policy and only master's degree programs engaged in educating and training professionals for the aforementioned professions are eligible for accreditation. Specifically excluded are programs with a primary mission other than that of educating professionals in public affairs, administration, and policy (for example, programs in which public affairs, administration, and policy are majors or specializations available to students pursuing a degree in a related field).

4. Course of Study

The normal expectation for students studying for professional degrees in public affairs, administration, and policy is equivalent to 36 to 48 semester credit hours of study. The intentions of this precondition are to ensure significant interaction with other students and with faculty, hands on collaborative work, socialization into the norms and aspirations of the profession, and observations by faculty of students' interpersonal and communication skills. Programs departing from campus- centered education by offering distance learning, international exchanges, or innovative delivery systems must demonstrate that the intentions of this precondition are being achieved and that such programs are under the supervision of fully qualified faculty. This determination may include, but is not limited to, evidence of faculty of record, and communications between faculty and students.

Special Condition: Fast-tracking Programs that combine undergraduate education with a graduate degree in public affairs, administration, and policy in a total of less than six academic years or the equivalent are not precluded from accreditation so long as they meet the criteria of an accredited graduate degree.

Special Condition: Dual Degrees Programs may allow a degree in public affairs, administration, and policy to be earned simultaneously with a degree in another field in less time than required to earn each degree separately. All criteria of an accredited, professional, graduate degree in public affairs, administration, and policy must be met and the electives allowed to satisfy requirements for the other degree must be appropriate as electives for a degree in public affairs, administration, and policy.

Special Condition: Executive Education Programs may offer a degree in public affairs, administration, and policy designed especially for college graduates who have had at least five years of cumulative experience in public service, including at least three years at the middle-to- upper level. The degree program must demonstrate that its graduates have

emerged with the universal competencies expected of a NASPAA-accredited program, as well as with the competencies distinctive to executive education.

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

If yes,
>   Provide name of accreditor. **Southern Association of Colleges and Schools (SACS)**
>   List year of most recent recognition: **2011**

When was the degree program established? **1966**

If the program is located outside the United States:

Since your last review are there any changes to the relationship between your program and relevant governmental and non-governmental bodies related to accreditation, recognition, or licensure? If so, please explain.

No

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?
If so, please explain.

No

Public Values

Since your last review have there been any changes to the code of conduct or other ethical expectations at your institution (Y/N). Provide links if relevant.

No

Primary Focus

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.

The MPA program prepares students for leadership in policy and management through (1) a formal curriculum of core courses, research methods courses, elective courses, socialization courses, and internships; and (2) an informal learning environment through activities provided by other organizations that surround the program, including the Carl Vinson Institute of Government. Our program serves both pre-service and in-service students who aspire to positions in local, state, and national government, as well as non-profit organizations. Students are able to specialize in various areas of public affairs or obtain a generalist degree in public administration and policy.

Special Note for Programs with Multiple Modalities within a single degree:
Throughout the Self Study Report, the program should pay attention to communicating the comparability of its modalities and offerings. Multiple modalities refers to differing modes of pedagogy within the same program, be they geographic, technological, curricular or temporal. Typical structures that fall in this category are distance campuses, online education, and unique student cohorts. A recommended way to do this would be to enter aggregate quantitative data into the online SSR and then upload a document file(s) within the SSR with the appropriate information differentiated by modality. The Commission seeks information such as, but not limited to, faculty data on who is teaching in each modality and student data (applications, enrollment, attrition, employment outcomes). Qualitative information can be entered in the general text boxes where appropriate and should include information on the mission-based rationale for any modality, any differences between modalities (such as the limited emphasis option for online students), advising and student services for all modalities, assessment of all modalities, administrative capacity to offer the program in all modalities, and evidence of accurate public communication of program offerings.

Does this program offer Executive Education as defined in the NASPAA Standards special conditions? **No**
Is the entire degree devoted to executive education? **N/A**
Does Exec Ed exist as a track within the degree to be reviewed? **N/A**
If a track or concentration, please provide a summary of any policies that differ from the main program, especially with regard to admissions, placement, curriculum and competency assessment, and completion requirements. In the case of significant differences, please explain the rationale for housing both programs in a single degree with regard to the mission.

N/A

Indicate the mode of program delivery that most accurately describes your program. Check all that apply.
> **In person instruction only**

Does the program offer courses at remote sites and locations?
> **Yes**

Gwinnett University Center	The entire program can be completed at this site

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

None

Standard 1. Managing the Program Strategically

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 processes 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

1.1.1 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.

The Master of Public Administration program at The University of Georgia was established on March 9, 1966. The program was located in the Department of Political Science and co-sponsored by the Carl Vinson Institute of Government (CVIOG) through funding utilized to pay part of the program director's salary. The creation of the program was due, in part, to the efforts of the Georgia City-County Management Association, which sent representatives to the State Board of Regents to request that consideration be given to the establishment of such a program due to the increasing need for trained public service personnel. While it was the action of a local government interest group which prompted state funding most directly, during its beginning years, the program was oriented heavily toward fulfilling the personnel needs of the rapidly expanding federal government, especially in the regional offices in Atlanta. This necessity resulted in both a national and local focus in public administration and policy. In addition to the on-campus curriculum, classes were offered over the years in various federal buildings in downtown Atlanta and more recently, in Gwinnett County, a suburb of Atlanta.

During the 1980s and 1990s, the program began attracting more pre-service students as well as a more diverse student body, including higher minority and female enrollment. These trends have continued through the present time. The program has experienced some decline in the number of in-service students in the off-campus program at the Gwinnett University Center. This decrease occurred mainly due to the Board of Regents' decision in 1998 to convert the University System from a quarter to a semester system. This decision lengthened the time for in-service individuals enrolled at the Gwinnett University Center to

complete the program. The change from a quarter to semester system did not affect the completion time for pre-service students on the Athens campus who accommodated the change by increasing the number of courses taken in a term.

In the late 1990s, a group of faculty within the Department of Political Science, including public administration and policy faculty, began developing a proposal for a School of Public and International Affairs at the University of Georgia. Three departments, the Department of International Affairs, the Department of Political Science, and the Department of Public Administration and Policy, were created within the newly-formed School of Public and International Affairs.

The Department of Public Administration and Policy became operational in the fall of 2002. From 2002 through the present, the University invested substantial resources in the School, which have been used to increase the size and quality of the faculty and staff. For instance, from 2002-2007, the Department added eleven new faculty members and more than twelve new courses. The Department also added three new specializations during that period – Nonprofit Administration, Higher Education Administration, and Health Policy and Administration. A national recruitment campaign was initiated which resulted in the number of applicants and students in the MPA program more than doubling (along with an increase in the average GRE scores and undergraduate GPAs of those enrolled). Since 2007, the Department has focused on utilizing existing resources to maintain its current size and specialization offerings while ensuring the highest quality education.

Dr. J. Edward Kellough became the Department Head in 2008 and Dr. Andrew Whitford became the MPA Director in 2012. Kellough's tenure as Department Head will end on August 1, 2014, and Whitford's tenure as MPA Director ended on July 1, 2014. Dr. Deborah Carroll became MPA Director on July 1, 2014. During the 2012-2013 academic year, a search for a new Dean for the School was initiated and from this search Dr. Stephanie A. Lindquist was selected. Dr. Lindquist assumed her responsibilities on August 1, 2013. After a strategic planning initiative in Jan. 2013, the Department decided to collapse the personnel management specialization into the public management/organizational theory specialization to better utilize available resources. Meanwhile, the program has been developing the nonprofit specialization, adding classes to more strongly fulfill the mission. During the SSY, the Department also searched for and hired a new Department Head, Dr. Bradley Wright (who will begin on August 1, 2014), and hired a new budget and finance professor, Dr. Temirlan Moldogaziev (who will start in August 2014).

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 MPA program at The University of Georgia strives to be a leader in educating and

inspiring students for managerial and analytical careers in public service through teaching, research, and service to the community while emphasizing the professional values of ethics and accountability.

The mission is fulfilled by educating and inspiring students for careers in management, administration, and policy analysis in government and nonprofit organizations domestically and abroad. The program produces leaders with a wide range of analytic, communicative, and managerial abilities to meet the demands of contemporary public and nonprofit sectors. The MPA curriculum encourages within students the development of the intellectual capacities and professional skills necessary for the successful performance of critical public service jobs. The program accomplishes these goals by contributing to the advancement of the public administration and policy field through teaching, research, and public service. The program also creates an awareness of and sensitivity to ethical concerns and accountability issues within the public service arena.

Adopted September 20, 2013 during a strategic planning session with the faculty and further revised during the May 9, 2014 MPA Advisory Board meeting.

1.1.3 Attach the URL for the Program mission statement

The program mission statement can be found at: http://padp.uga.edu/degrees_programs/mpa.

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)

<u>Process Used to Develop the Mission Statement</u>
The mission statement of the MPA program at the University of Georgia has been developed through a series of meetings that have involved groups with diverse connections to the program. The faculty of the Department of Public Administration and Policy met several times in 2006 to draft and approve the mission statement of the program. The MPA Advisory Board, which is composed of alumni of the program and employers from local, state, and nonprofit agencies, was also integral in creating the original mission statement. This Board met on August 12, 2006 to review and suggest changes to the mission statement of the program and met again on January 26, 2007 to approve it. More recently, in September 2013, the faculty held a series of meetings to reevaluate and edit the mission statement, which is reflected in the newly approved mission statement described above. The MPA Advisory Board, which was reformed during the SSY, reviewed, amended, and approved this mission statement on May 9, 2014.

<u>How the Mission Statement Influences Decision-Making</u>
The mission statement informs the Department's decision-making in a variety of ways:

Faculty Recruitment and Incentives

The program attracts faculty and staff that will enable the Department to teach the management, administration, and policy skills necessary for today's public administrators. When faculty are recruited, they are told that their employment in the Department carries the expectation that they will contribute to the public good through teaching, research, and service. Each professor is hired to teach a specific area of public administration and policy, and they must demonstrate specialized knowledge in that area to be considered academically qualified. By selecting new faculty based on their background and knowledge, the administration and existing faculty ensure the curriculum reflects the teaching goals found in the mission. In addition, candidates for promotion and tenure must demonstrate substantial achievement in teaching, research, and service. The Department consequently promotes excellence in each of these areas. No faculty member will be nominated for promotion to senior rank or granted tenure without documented and convincing evidence of exceptional teaching, publishing, and community involvement. This emphasis ensures our mission to educate students while advancing the academic field remains the foremost factor in faculty recruitment and tenure considerations. For more information on promotion and tenure processes, see section 3.3.1.

Diversification of the Faculty

Faculty diversity is an important objective of the MPA program at The University of Georgia. Our mission to "be a leader in educating and inspiring students for managerial and analytical careers in public service" requires that students be prepared to successfully interact with people from diverse backgrounds. Exposure to a faculty that is diverse in terms of sex, race, ethnicity, and other attributes is an essential part of that preparation. Accordingly, the Department follows all relevant federal and state laws as well as all equal employment opportunity and diversity policies of the University. Since 2002, the Department has also implemented and followed, consistent with NASPAA Guidelines, the following Plan for Enhancing and Maintaining Faculty Diversity.

The Department of Public Administration and Policy at the University of Georgia is committed to:

- Achieving faculty diversity by proactively recruiting women and people of color during all faculty search processes. To achieve that objective, advertisements for available positions are placed in prominent national outlets accessible to minority and female candidates, direct personal contacts are utilized to encourage qualified minority group members and women to enter the applicant pools, and informal networks of faculty from the program and other institutions are used to target outstanding minority and female applicants. The Department also works aggressively, both with the University administration and independently, to facilitate opportunities for the job placement of partners and spouses of faculty candidates. To the extent possible, the Department also brings women and minorities who are practitioners into the classroom as guest speakers, adjuncts, or part-time faculty.
- Providing a positive and supportive environment in which women, minority group members, and persons with disabilities may excel as teachers and researchers. The Department continues to implement a formal mentoring process for all junior faculty

members that link incoming members of the faculty to senior faculty. This process facilitates the professional socialization of new faculty regarding research, teaching, and other departmental matters. In addition, new faculty members are shielded from service on departmental and other committees to the fullest extent possible to protect their time. The Department is dedicated to providing a curriculum that supports the value of diversity in thought, consideration, and representation. Our complete Diversity Plan, which is attached to Standard 4, fully outlines our commitment to diversity in faculty, student, and curriculum matters.

Diversification of Student Body

The Department stresses the importance of diversity and representativeness as part of the program's public service values. Consequently, the Department of Public Administration and Policy has implemented a Diversity Plan requiring the active recruitment of student applicants from underrepresented groups in order to promote the diversity of the learning environment. Having a diverse student body provides various perspectives and ideas that enhance classroom discussion and enable students to better interact with an extensive variety of stakeholders. The program defines a diverse student body as one that has members from various backgrounds and identities, including geographic location, work experience, gender, racial and ethnic background, socioeconomic status, disability, sexual orientation, and political perspective. Such a broad interpretation is intended to prepare students to serve the public good for all, and not for any one group of individuals.

To increase the diversity of the student body, the Department reaches out to minority-based colleges and utilizes several programs to encourage their enrollment, such as the Future Scholars Visitation Program, the McNair Scholars Program, and the UGA Summer Bridge and Graduate Feeder Programs. Since our mission is to serve in-service as well as pre-service students, the Department also recruits in state and local governmental jurisdictions whose employees may be interested in attending the program while working full-time. This mission is facilitated by the Gwinnett campus, a location that provides access to classes in Atlanta and prevents the excessive commuting. To see more information on student diversity recruitment, please see Standard 4.4.2 or the Diversity Plan attached to Standard 4. Additional information on the facilities and services provided by the Gwinnett campus can be found in Standard 6.1g.

Curriculum Development

Classes and their content are designed to follow the mission of the Department, focusing on management, policy, budgeting, data analysis, and personnel administration. All core classes focus on preparing students for the unique challenges found in the public arena. For example, classes such as Public Administration and Democracy reinforce the public service values of representativeness, equity, and accountability. Public Financial Administration emphasizes governmental accounting in addition to government-wide general accounting standards. Although public personnel administration is no longer its own specialization, every student is required to take the Public Personnel Administration core course to ensure the public service values of due process and the rule of law are followed in all human resource issues. All three courses encourage students to seek the meaning of the public interest, evaluate the role of managers and administrators in

attaining the public interest, and understand the importance of ethics in that process. These and other core courses functioning together impart essential knowledge of the management of financial and human resources, information, and organizations.

In addition to managerial skills, students are required to take research methods classes to enhance their analytical and critical thinking skills. Such training enables students to think independently and objectively when using evidence to support their decisions. Two required courses, Research Methods in Public Administration and Data Applications in Public Administration, benefit students by giving them the research background necessary for understanding the complex challenges in the public and nonprofit sectors. Another core course, Economic Foundations of Policy Analysis, provides each student with the basic analytical skills necessary to understand policy implications. These courses support the leadership and management objective by instilling the practice of critical thinking and evidence-based analysis in students as they prepare for professional roles within complex environments.

Furthermore, the program offers a wide variety of elective courses that address management and leadership issues directly (such as Leadership in Public Service, Ethics in Public Administration, and Public Financial Management). Other elective courses, such as Managing Volunteers and Urban Policy, incorporate management and leadership concepts in policy discussions. Additionally, students have the opportunity to take classes outside of the department as long as the student can demonstrate an applicability of the material to public endeavors. Such flexibility allows students to complement their public administration and policy focus (whether in management, policy, non-profit, etc.) with classes in other disciplines that will enable them to perform effectively in governmental or non-profit agencies.

Assessment of Program
The Department's mission, goals, and public service values drive all program assessments to ensure the resources and activities of the program are delivering the expected outputs and outcomes. The Strategic Management Logic Model attached to Standard 1 provides a visual representation of how all inputs, activities, measurements, and outcomes are connected. Once information is derived from the various assessments, the data are used to make changes and incorporate improvements to better achieve desired results. For instance, the MPA Director has met with the Carl Vinson Institute of Government to discuss creating a shadowing program in which students will work with practicing public administrators. Such an initiative will better prepare students "for careers in government and nonprofit organizations domestically and abroad," furthering our mission through collaborative efforts. Ongoing assessments in the Department include monitoring, evaluating, and improving student learning, administration and governance, student services, faculty performance, and curriculum content. In order to better gauge the effectiveness and viability of the program, the Department draws feedback from faculty, program and university administration, students, employers, and alumni to continue delivering the highest quality education in the public administration and policy field.

Internship Placement

All students are required to complete an internship in a government or nonprofit organization before graduating unless they have equivalent work experience. This expectation helps accomplish our mission to develop the "intellectual capacities and professional skills necessary for the successful performance of critical public service jobs." Students then must write a 15 page Capstone Paper covering the lessons learned while at their internship (or job) and the "analytic, communicative, and managerial abilities" utilized during the experience. The Capstone Paper also asks the student to identify the important skills necessary for successfully completing their job and to assess how the program could adapt to better address those needs. Upon receiving such data, the program administrators and faculty are able to further refine and update the curriculum to better prepare students for careers in public service.

How and to Whom the Program Disseminates the Mission

The program disseminates its mission on the Department's website, where prospective students can read about the activities and offerings of the Department and determine if they would like to be potential candidates. The link to the mission statement and public services values can be found at:

http://padp.uga.edu/degrees_programs/mpa

The MPA Program Guide, which is distributed to all current students, also lists the mission statement and public service values. Consequently, current students have access to both paper booklets and electronic pages to remind them about the program and its resources. The mission is also publicized during the students' week-long orientation seminar in August each year (known as Socialization) where the values and goals of the program are illuminated through various lectures and activities. These events include volunteering at local nonprofits and an ethical dilemma simulation that challenges students to consider the meaning of "the public good."

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

The program's dedication to public values permeates all teaching, curriculum, and conduct of students and faculty. This predominance originates from our mission statement, which emphasizes the following values that distinguish MPA programs from other graduate offerings:

Accountability, Transparency, and Ethical Considerations
Our mission statement specifically identifies the importance of an awareness of ethical concerns and accountability in the public service arena, so the Department operates according to these values. The Department's emphasis on accountability, inclusiveness, and transparency ensure all stakeholders are considered and informed of the processes and outcomes of the program.

Professional Competency and Service to the Public Good

The program emphasizes the necessity of professional skills and intellectual capacities to ensure students are capable of serving in government and nonprofits as leaders exemplifying critical thinking, fairness, and decisiveness. Students are trained in analytic, communicative, and managerial skills that will enable them to become productive public leaders who involve all stakeholders, utilize fact-based evidence to make decisions objectively, and execute public initiatives for the welfare of others.

Upholding Democratic Principles of Equity, Due Process, and Representativeness
Students are trained to appreciate the importance of efficiency and effectiveness in executing public initiatives while maintaining a respect for the rule of law. The program curriculum focuses on the unique concerns and challenges faced by today's public administration and policy leaders, such as diversity and equity concerns, distinctive bureaucratic processes, and serving a variety of stakeholders and constituents.

Describe Program Use of Stakeholders in Mission Development

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

Stakeholder 1.1.6	Frequency of Involvement (drop down menu) ☐ never ☐ every 2-3 yrs ☐ annually ☐ semi-annually or more often ☐ other, Specify: _____	Type of Involvement (drop down menu check all that apply with options: ☐ able to initiate mission review and development ☐ advisory in early stages of mission review and development, ☐ advisory in latter stages of mission review and development, ☐ approval of mission
Students	Never	
Alumni or Alumni Board	2-3 years	Advisory in latter stages of mission review, Approval of mission
Advisory Board*	2-3 years	Approval of mission
Employers	2-3 years	Approval of mission
University Administration	Never	
Faculty	Semi-Annually	Able to initiate mission review, Advisory in early and late stages of mission review and development, Approval of mission
Members from other University Colleges/Schools	Never	
Other (Carl Vinson Institute of Government)	2-3 years	Advisory in latter stages of mission review and development, Approval of mission

* If Advisory Board Contains Alumni, please note that composition here x

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

The mission statement was originally created in 2007-2008 as a guide for the various program goals and public service values that the Department should pursue. During that time, the Department Head convened meetings with the faculty and members of the Carl Vinson Institute of Government (CVIOG) to develop a mission statement that addressed specific intentions for the public administration and policy program while considering its various facets and stakeholders. Then, in January 2013, the faculty attended a Spring Retreat where they edited the mission statement further with CVIOG providing approval thereafter. More recently, in September 2013, the mission statement was reassessed during a strategic planning session with the faculty and administration. A few changes were made, including the removal of the phrase "in democratic societies" and the addition of a reference to the teaching, research, and public service that contribute to the advancement of departmental goals. The newly reformed MPA Advisory Board, composed of employers and alumni, then reviewed the mission statement on May 9, 2014 along with the program goals, public service values, and core competencies. This meeting resulted in the development of a core philosophy as well as ideas for improving programmatic curriculum and initiatives. Ultimately, the faculty has always initiated mission review sessions and provides the main feedback for any necessary changes, with outside stakeholders being recruited to provide an external perspective on the Department's trajectory and effectiveness.

Indicate using the categories provided the program emphasis in public affairs versus policy, the focus on unique populations, unique preparation foci (international, regional, etc) or how contributions it intends to produce advance the knowledge, research and practice of public affairs, administration, and policy.

A. **Overarching Program Emphasis (check all that apply)**
   See Fact Sheet

B. **Program Student Population Emphasis (check all that apply)**
   See Fact Sheet

C. **Program Placement Emphasis (Check all that apply)**
   See Fact Sheet

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 relate 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 following statements detail the program goals that reflect our public service values and further elaborate upon the program mission statement:

<u>Program Goal 1: Prepare Students for Public Service Careers</u>
The MPA program prepares students for careers in all levels of government and the nonprofit sector by accomplishing the following learning objectives:
- Comprehend the theoretical underpinnings of public administration and policy and the practical applications of personnel, financial, managerial, and statistical skills necessary to operate in today's public workforce
- Develop an evidence-based approach to analysis, decision-making, and critical thinking to remain objective and fair in all work
- Apply knowledge and skills to become effective public leaders through experiential learning and interactions with the workforce
- Connect with community leaders in the public administration and policy field through networking and guest lectures
- Develop an appreciation for and consideration of equity, accountability, and public responsibility in one's professional and personal conduct
- Understand the importance of diversity, both in representation and thought

<u>Link to Mission and Public Service Values:</u>
Goal 1 focuses on preparing students for careers in management, administration, and policy analysis in government and nonprofit organizations. The program strongly imbeds democratic ideals of due process, equity, and accountability in the required core curriculum. Furthermore, students learn professional conduct and skills in classes that ensure critical thought and analysis when working in public settings. Program requirements such as the internship experience further these lessons in an applicable setting that enables students to interact in the workforce and discern the skills necessary to become a competent public leader. The Department requires the internship be completed at a nonprofit or governmental entity to ensure that students gain experience contributing to the public good. In addition to classes, program components such as Socialization are intended to create an awareness of the ethical concerns and the stakeholders public administrators must address.

<u>Program Goal 2: Maintain a Talented and Diverse Faculty and Student Body</u>
The program admits high quality students that may be pre-service or mid-career to promote multiple perspectives in classroom discussion. Our goal is to select students with strong motivations for public service who have solid undergraduate preparations. The program strives to enhance the diversity of the program in both the student population and faculty through specific recruitment efforts. The program will continue to have an ethnically and geographically diverse student body by actively recruiting undergraduates from across the United States and

abroad. We will also continue to maintain gender diversity in the Department that proportionately reflects the University's representation. This diversity will enable students to knowledgeably interact with the diverse populations they will serve in their careers.

Link to Mission and Public Service Values:
Goal 2 reflects the program's commitment to recruiting talented, high-quality individuals and to placing those individuals in critical public service jobs. As the demand for leaders in contemporary public and nonprofit sectors grows, the Department strives to create a supply of students who are trained in democratic principles and professional competency so that they might address the managerial, analytic, and communicative problems challenging the public workforce today. By enabling both pre-service and in-service students to attend UGA, the program attempts to offer an equal opportunity for all practitioners and interested parties to benefit from the knowledge and rigor of the program.

Additionally, Goal 2 represents the program's mission to exemplify the teachings and principles of public duty that are taught in our curriculum. The program strives to further increase the diversity of the faculty and students so as to become more representative of the public and to increase the variety of ideas and discussions in the Department. Having a more representative student and faculty population strengthens the program's ability to address the needs of different groups and stakeholders, locally and in the field as a whole. Ensuring that every student has the opportunity to attend the program, regardless of their gender, race, or geographic location, is imperative to maintaining the equality emphasized in the curriculum.

Program Goal 3: Maintain a Highly-Productive Faculty
The University of Georgia's MPA faculty is dedicated to the expansion and advancement of the public administration and policy field through:
- Producing publishable research advancing the theory and practice of public administration and policy
- Maintaining national and international visibility of research and publications
- Providing professional development for public service and nonprofit officials to promote the ideals and practices of public administration and policy
- Upholding excellence in teaching and mentorship through personal attention and challenging curriculum to help all students grow and develop

Link to Mission and Public Service Values:
Goal 3 captures how imperative the faculty is in delivering a strong MPA program that accomplishes the mission and espouses the ideals of public service. The Department has a history of a highly productive and visible faculty that remains accountable to the academic profession through research that is made available to all students and academics. Their work is transparent through its accessibility, including both their findings as well as the data on which their research is based. The Department's faculty encourages the state government to utilize their research to improve policy and administration at the state and local levels, furthering the applicability of their efforts. Additionally, the faculty demonstrates their dedication to serving the public good through their involvement with community initiatives and professional training for local government officials and nonprofit managers. Finally, all nucleus faculty are expected

to teach classes in the Department and often work with students on research projects that benefit either the academic community or local public endeavors.

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

In our program goals we emphasize that the MPA is intended to prepare students for careers as public administrators and policy makers. Specifically, the program is designed to prepare students for jobs that require consideration of public values and serve the public good. This concentration aids employers as we work to create a supply of capable public leaders that can fill positions in government and nonprofits. Our faculty's interactions with employers, as well as our employer and alumni surveys, help inform the Department with information on what skills and knowledge would be most useful to them and their practices. Requiring an internship as part of the program also helps both students and employers, since students gain valuable work experience and employers obtain additional resources to accomplish their objectives.

The Department serves international as well as domestic students. By appealing to students throughout the U.S. and abroad, we are able to have a larger and broader impact on the field of public administration and policy. Furthermore, our goal to increase the gender, racial, ethnic, national, and geographic diversity in the Department has compelled us to recruit students from throughout the nation and abroad. Our program does not distinguish between pre-service and in-service students, a practice that ensures equal opportunity and fair treatment for all students enrolled in the program. We believe having students from a variety of backgrounds and work experiences contributes to thought-provoking discussion and diverse perspectives that better accomplish the learning objectives listed in our goals. While the core curriculum provides a foundation in public values and necessary professional skills, the variety of specializations available to students also allows them to self-select a specific field within public administration and policy that appeals to their talents and sense of duty.

Professionals are served best by the contributions of the faculty to the field, both in their academic research, public service, and professional training. The faculty is dedicated to training future and current public service professionals. The faculty makes their data and publications readily available to local government officials and state legislators, and they often work in concert with governmental entities to produce research that is immediately applicable and helpful to ongoing public projects. Several faculty members serve as advisors to government and nonprofit organizations to further apply their knowledge and expertise to help current professionals. For example, Dr. J. Edward Kellough has provided guidance for the Republic of Georgia and the United Arab Emirates on matters related to public governance. Additional information on faculty contributions to the field can be found in Standard 3.3.3.

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.

The program's mission and goals explicitly state our intention to "contribute to the advancement of the public administration and policy field" through the faculty's teaching, research and publications, and service to the community. All faculty members are expected to publish

research in their various fields, and part of their evaluations depend on their contributions to the field's shared knowledge. As a result, the program has expanded the study of public affairs and cultivated an ongoing sense of exploration. The faculty researches both the theoretical and practical applications of public administration and policy, enhancing academia and the professional competence of ongoing public projects. The program also advances the practice of public affairs through its rigorous training and mentorship of future public leaders. Our curriculum is geared towards preparing students to competently work in public service by giving them an understanding of:

- Diversity, both in representation and thought, and the role it plays in accountability and decision-making
- Equity, accountability, and public responsibility in one's professional and personal conduct
- The theoretical underpinnings of public administration and policy as well as practical applications of necessary personnel, financial, managerial, and statistical skills to operate in today's public workforce
- An evidence-based approach to analysis, decision-making, and critical thinking so as to remain objective and fair in all work

Such skills and knowledge stem from our program mission that states a desire to educate and inspire "leaders with a wide range of analytic, communicative, and managerial abilities" that will be able to analyze, synthesize, and solve the societal issues confronting today's governmental entities and nonprofits. The program is continuously collecting feedback from employers, alumni, and students on what knowledge and skills are most relevant to the current challenges facing the field. The program has and continues to adapt to keep the curriculum current with an evolving environment of new concerns and managerial approaches.

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. Programs should use logic models or other similar illustrations in their Self Study Reports to show the connections between the various aspects of their goals, measurements, and outcomes. The program should relate the information generated by these processes in their discussion of Standards 2 through 5 (how does the program's evaluation of their performance expectations lead to programmatic improvements with respect to faculty performance, serving students, and student learning). The program should

explicitly articulate the linkage between Standard 1.3 and Standard 5.1 (how does the program's evaluation of their student learning outcomes feed into their assessment of their program's performance). The logic model (or similar illustration) should be uploaded at the bottom of the page of the Standard.

For those goals identified in table 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

Goal 1: Student Learning Outcomes

Universal Competencies and Student Performance: The program uses the universal competencies as defined by NASPAA to help determine the core curriculum as well as the available electives. The MPA Director, with input from nucleus faculty, then determines which courses will be offered each semester. Student performance is assessed using in-class assignments, including direct measures in each core competency class that outside stakeholders evaluate, and an Integrative Memo Exercise, which reflects each student's mastery of the skills and knowledge they have acquired throughout the program. Our understanding of the competencies can be found in Standard 5, which describes how each course fits into the overall curriculum and how the different lessons are operationalized.

Graduation Rates: Graduation rates help inform the program on whether it is producing public leaders that will be able to enter the workforce and become competent public administrators and policy analysts. Graduation rates not only identify the number of students to successfully graduate from the program, they also identify the time it took for each student to complete the program. Such outcomes allow administrators and faculty to ensure that there is not any one subgroup of students that is having difficulty graduating.

Internship Placement and Capstone Paper: The MPA Program seeks to prepare students for the public service workforce through the process of experiential learning. Student placement in internships at the federal, state, and local levels of government, as well as in nonprofits across the country, allow students to apply classroom theories to real-world situations. Before they graduate, students are required to complete a Capstone Paper that illuminates their internship or professional work. Students must then describe how courses from the program informed their work, offer a detailed critique of the program noting strengths and weaknesses, judge their mastery of the core competencies, and provide recommendations for program or curriculum improvement.

Job Placement: Placement rates are imperative to judging the program's effectiveness in creating public affairs leaders that are needed to fill critical roles in government and nonprofits. These organizations rely on administrators and analysts that understand the public service values of accountability, transparency, professional competency, equity, and the rule of law. If students are obtaining work in the field of public administration and policy, then the program can be confident that the courses and faculty are preparing students with a rigor that employers find

effective. Tracking job placement also helps indicate if the program is directing students towards positions that serve the public good.

Goal 2: Diversity and Recruitment Outcomes

Diverse Faculty: A diverse faculty will enable the Department to deliver a comprehensive education that presents many different viewpoints and ideas on the topics of public administration and policy. Since concepts in our field often have different approaches and solutions, the Department actively works to create a diversity of ideas, teaching styles, and backgrounds that will develop a variety of intellectual capacities. Professors with different specialties and academic experiences enable the Department to teach a "wide range of analytic, communicative, and managerial abilities," training pre- and in-service students to work in governmental and nonprofit organizations throughout the nation and abroad. Having a diverse faculty also embodies our public service values of representativeness and equity that provide a model for students to emulate.

Diverse Student Body: The Department believes that a diverse environment contributes to the educational experience. Accordingly, a candidate's demographic background may strengthen their application, to the extent that student diversity is enhanced. The Department's MPA Recruitment and Career Services Coordinator travels specifically to historically minority-based colleges and universities to meet with potential applicants. Faculty and staff ensure that the program curriculum is sensitive to the needs of diverse students and reinforces the public service values of equity, fairness, and sensitivity. Furthermore, the program welcomes both pre-service and in-service students, as administrators want the program available to all those highly-qualified individuals who strive to enhance the field of public administration and policy both academically and professionally. Having students with diverse work backgrounds furthers the opportunity to gain a variety of different perspectives and ideas on solving today's public administration and policy issues.

High-Caliber Students: In our mission, the Department states that we look to recruit and train qualified and motivated students to be effective leaders in public administration and policy within all levels of government and nonprofit organizations. Attracting highly-motivated students with rigorous undergraduate backgrounds helps ensure that class discussions and program contributions to the field will meet the highest standards in the discipline. The Department utilizes five factors to evaluate an applicant's qualifications and potential before entering the program. These include their undergraduate transcripts, Graduate Record Examination scores, letters of recommendation, resume/curriculum vitae, personal statement, and background. Excellence and distinction in each criterion is expected. Once students are admitted, the Department utilizes the student learning outcomes to measure student success.

Goal 3: Highly-Productive Faculty Outcomes

Faculty Publications: All faculty members are expected to maintain an active research agenda in public administration, public policy, or a related field. In terms of research productivity, the faculty have achieved an outstanding record and for many years have been one of the very best

research faculties in public administration and policy in the nation. Faculty members have produced significant research efforts across a spectrum of issues that have been published in highly selective academic journals. The production of high quality research for publication in the most visible public administration, public policy, and other social science journals is important for the development of a line of inquiry that may inform administrative and policy practice. Publishing also enables faculty to advance the knowledge of the field while continuously updating and adapting the curriculum to serve the current needs in public administration and policy. More information on faculty research can be found in Standards 3.3.2 and 3.3.3.

Public Service and Professional Training: Members of the faculty nucleus have testified before legislative committees, advised local and state governments, consulted with public and nonprofit agencies, and served in numerous leadership positions in professional organizations. They have also served on a variety of University committees. The Department works in conjunction with the Carl Vinson Institute of Government to educate legislators and local government officials, offer expertise in public initiatives, and involve students in the practice of public administration and policy. Additional information on faculty community service can be found in Standards 3.3.2 and 3.3.3.

Course Offerings and Quality: All faculty are required to teach two courses each semester, unless exempted due to accommodations for newly hired professors or exceptional research demands (see Standard 3.1.5.). Faculty also offer independent studies that enable students to focus on specific areas of interest in public administration and policy, an opportunity that helps students prepare for particular duties in the workforce. As a result of our emphasis on teaching, the Department is able to offer a multitude of classes in the core curriculum and the seven different specializations, fulfilling our goal to teach the "personnel, financial, managerial, and statistical skills necessary to operate in today's public workforce." Additionally, this availability enables students to graduate on time while maintaining a focus that will benefit the managerial or analytical responsibilities of their future careers. Finally, teaching and curriculum quality are ensured through such assessments as course evaluations and assignments with out-of-class evaluations. Providing the best education for students accomplishes student learning goals and outcomes mentioned earlier.

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

<u>Effects of Student Learning Outcomes</u>
Monitoring and evaluating student performance aids the Department in measuring the extent to which students understand, synthesize, and evaluate the material they learn to become the public administrators of tomorrow. While tests are utilized in each class, the Integrative Memo Exercise measures the student's ability to evaluate a real-world challenge and provide solutions through a memo format that appeals to employers' needs for concise, accurate, and sound information. Collecting graduation rates helps the Department assess the effectiveness of the program in creating graduates to fill critical public service jobs. Meanwhile, such data collection also assists the administration in observing any trends in the graduation rates for various sub-groups (such as pre- vs. in-service, ethnicity or gender-based, etc.), ensuring all groups are treated equally according to our public service values.

The MPA program tracks student internships and job placement to gauge whether the curriculum is preparing and encouraging them to enter positions with government or nonprofit entities. The integrated policy memo is also designed to enable students of different public affairs specializations to display their skills. Every student analyzes the same case study so that the assessment is fair and equal; however, students can approach the problem from a public management, public policy, or nonprofit perspective. This opportunity allows for various acceptable responses that incorporate the students' particular skills and knowledge gained through their specialization in the program.

One of the requirements of the Capstone Paper is to report lessons learned from their internship, including the skills and knowledge that were most helpful to successfully executing the position. Employers have the opportunity to provide feedback on how well the student demonstrated certain competencies, the value of the core curriculum, and their overall impression of the student's work. This information helps the administration and faculty adapt the curriculum to the needs of public employers and better prepare our students for the workforce. Because part of our mission is to serve mid-career and in-service students, the Department allows those students to use their experience as the basis for their Capstone Paper. This alternate approach enables current practitioners to continue working without having to take time away to complete an internship.

Effects of Recruitment and Diversity Outcomes
The diversity and quality of the faculty and student body directly affects the effectiveness of the Department. Having professors and students with different backgrounds provides a diversity of thought and perspective that emulates the many different stakeholders students will serve in the public workplace. High quality faculty and students also encourage an environment of academic thought, generating better discussion and more rigorous study. Employers benefit from such quality and variety as they seek candidates who have an appreciation for the public good and can address the needs of various constituents in the public arena.

Effects of Highly-Productive Faculty Outcomes
Requiring faculty members to publish frequently keeps the faculty current in the field of public administration and policy. This departmental expectation benefits the students, since they are learning from teachers who are involved in cutting edge research for their respective fields. Additionally, employers benefit from research-intensive faculty, because such teachers are well prepared to teach future candidates for public service jobs. The faculty's involvement with local government and nonprofit operations (both independently and through the Carl Vinson Institute of Government) also directly benefit the professionals of Athens-Clarke County and other surrounding areas by providing them with relevant knowledge and skills to successfully execute initiatives and improve administrative capacity.

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.

Faculty publications are the most direct contribution the Department makes to advance the knowledge and practice of public administration and policy. Faculty members are expected to

publish frequently and are evaluated in part on this basis. Additionally, faculty participate on local governmental task forces and nonprofit boards to offer their expertise and skills to public initiatives. The Department aids local government and nonprofit administrators through training provided at the Carl Vinson Institute of Government, which cover municipal and state management, finance and budgeting, urban planning, and various leadership and certificate courses.

The internship requirement ensures student involvement and exposure to current problems facing practitioners in public administration and policy. Such experiential learning allows students to begin contributing to the public good while applying their newly learned knowledge and skills from the program. Assistantships through Carl Vinson and other departments on The University of Georgia's campus further increase student involvement in public projects, helping the program to extend its reach throughout the University and within the state of Georgia.

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

With a highly rated MPA program, nationally and internationally known research scholars, and strong students drawn from the U.S. and abroad, the MPA program at The University of Georgia provides a stimulating intellectual community where faculty and students engage with important topics and issues of public and nonprofit affairs. The MPA program at The University of Georgia provides high-quality education and skills to its students by continually reassessing its procedures and goals. Through this process, the program helps meet changing demands within the contemporary public and nonprofit sectors.

The program utilizes assessment processes in several different areas to ensure the program is delivering the educational outcomes stated in the mission and goals.

Student Learning
To assess student learning outcomes, the Department has incorporated direct measures into each of the seven core classes that relate to the five core competencies that are discussed in Standard 5. Student assignments that are evaluated by outside entities include the following:

- Public Administration and Democracy – Policy Memo Final Exam
- Public Personnel Administration – Embedded Questions on Final Exam
- Public Financial Administration – Capital Improvement Project with Memo
- Economic Foundations of Policy Analysis – Policy Evaluation Paper
- Organizational Theory – Pre-test/Post-test Case Study
- Research Methods – Research Design Paper
- Data Applications – Embedded Questions on Midterm and Final Exam

Each of these items is sampled by the Assessment Committee, who use a rubric to identify how well students have mastered the core competencies. Then, the faculty are able to use this feedback to make programmatic decisions that affect the curriculum and instructional approaches.

The Integrative Memo Exercise, which all students take during their final semester in the program, provides further feedback on students' proficiency with the core competencies, enabling the Department to observe its effectiveness in delivering the expected learning outcomes. Students may take three different approaches based on their curriculum focus in the program: public management, public policy analysis, or nonprofit-oriented. The comprehensive exam format was changed in 2010 based on faculty and student feedback, and now the Integrative Memo Exercise presents an administrative scenario which must be analyzed and addressed. In 2013, the memo was further updated from a closed to open exam so that in-service students would have more flexibility in submitting the material. Currently, students are sent the case study two weeks in advance to prepare and write the memo along with two addendums that help illustrate their applied knowledge.

In addition to the in-class assignments and the Integrative Memo Exercise, the Department utilizes indirect measures to ascertain program effectiveness and success. Every class has students complete a course evaluation that is seen by the class instructor and the Department Head. These student evaluations provide specific feedback on course quality and helpfulness, including comments on such factors as course curriculum and instructor clarity. Each student must also produce a Capstone Paper after their internship that addresses the applicability of the curriculum to their work. In this paper, students identify whether they mastered each of the five core competencies and what recommendations they have to improve various aspects of the program. The MPA Director reads the Capstone Papers and utilizes this feedback to adapt the program to identifiable needs.

Faculty Productivity
Since our mission statement requires faculty to apply their efforts to teaching, research, and service, the program's productivity metrics are designed to focus on these areas. The Department's main tool is the Faculty Activity Report (FAR), where every faculty member outlines their efforts in and outside of the classroom over the last one to three years. The FAR provides a list of books, journal articles, or other academic products the faculty member has published as well as the community service the faculty member has been involved with, including work at the Department and University levels, governmental entities, or local nonprofits. Utilizing these data, the Dean and the Department Head observe faculty service and research to advance the field of public administration and policy. To assess the faculty's teaching efforts, the Department Head tracks course loads and student course evaluations to determine instructional effectiveness. These factors, including the FAR, are considered in the Department Head's evaluation of each faculty member, which in turn affects their promotion and tenure status. The University also initiates a program review every seven years that assesses the faculty's teaching, research, and service as well as the Department's Five-Year Plan.

Graduates' Careers
The Department utilizes several different tools to evaluate how well students are finding and completing jobs post-graduation. In their Capstone Paper, students comment on the quality of career and internship services as well as the applicability of their classwork to the work in their internship. Such feedback enables the MPA Director to identify the most relevant skills in the curriculum and which student services are most helpful to students searching for jobs. The

Department also began surveying different populations during the SSY to ascertain the effectiveness of the program. Students complete a survey to complement the Capstone Paper, providing quantifiable data that assesses curriculum applicability. A survey of internship employers provides information on the students' performance in their jobs and their mastery of the competencies necessary to effectively execute their duties. An alumni survey queries past students on what skills have been helpful in their careers and what additions could improve current student prospects at finding jobs. Additionally, the Department also keeps track of the placement rate of graduates to determine the effectiveness of the curriculum and career services. During the SSY, the Department also reformed the MPA Advisory Board to provide feedback on the program's mission, goals, and operations while offering a post-graduation perspective that helps us prepare students appropriately for careers in the field.

Overall Program Assessment
The Department utilizes several governance committees to continually assess the program's operations and curriculum. These committees oversee a different aspect of the program, offering opportunities for faculty involvement in administrative decision-making. The Faculty Executive Committee evaluates various departmental policies, including curriculum and program delivery decisions, and advises the Department Head. The Faculty Search Committees, which are created specifically for each tenure faculty line opening, advertise the positions, review applications, and provide recommendations on the best candidates to maintain a high-quality program. The MPA Committee focuses on admissions and the distribution of financial aid and assistantships to potential applicants. The MPA Committee also reviews in-class direct measures to ascertain students' mastery of the core competencies. Finally, the MPA Advisory Board, which is composed of employers and alumni, provides an external mechanism for evaluating our mission, goals, and processes. Additional information on governance committees and those involved in the decision-making processes of the Department can be found in Standard 2.1.3.

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

As a result of various assessments and stakeholder feedback, the Department has made changes to improve the processes of the program. After reviewing the internship papers, the nucleus faculty restructured the comprehensive examination from an in-class test to an Integrative Memo Exercise. In this assessment, students utilize a case study to produce a memorandum that addresses a particular issue in public administration from a policy, nonprofit, or management perspective. Such an approach enables students to complete their examination by applying their knowledge and skills to real world challenges. Additionally, the Department redesigned the internship paper into a Capstone Paper that includes similar elements but better reflects its purpose of integrating the student's complete experience in the program. The students' impression of their competency masteries and other clarifications were added to address the changes in the NASPAA standards. The Faculty Executive Committee reviewed these modifications and designated Summer 2014 as the semester to begin implementation. The nucleus faculty also voted to divide the two-credit hours previously assigned to Socialization to include the Integrative Memo Exercise and Capstone Paper. This reassignment will more accurately include all student work and will disseminate the cost of the program more evenly.

Based on faculty feedback, the Department added Foundations of Policy Analysis to provide students with a stronger understanding of microeconomics and their ramifications in policy creation and implementation. CVIOG also worked with the faculty to redesign the Local Government Practicum to focus more on the practical applications of local government management. The Department has discussed creating a shadowing program with CVIOG, since students have expressed a desire for more exposure to potential career paths. This program could potentially begin in the next couple years. Furthermore, after meeting with the faculty teaching each core class, the Department adjusted the content of core courses to make the curriculum more uniform across sections. These assessments also aligned in-class metrics to directly measure core competency mastery.

The Office of the Dean created a new website to keep prospective and current students better informed about the Department's mission, outcomes, requirements, and accomplishments. The MPA Committee will also begin including the Personal Potential Index as a requirement for admission to the program. This metric will enable the faculty to better identify which students are likely to thrive and succeed in the program. Dr. Brian Williams is also helping students start an International City/County Management Association chapter at The University of Georgia for those students interested in professional local government management. Finally, the Faculty Executive Committee has been overseeing the faculty searches meant to strengthen the public budgeting and finance specialization and recruit a new Department Head. As a result of our recruitment efforts, Dr. Temirlan Moldogaziev and Dr. Bradley Wright are being hired to address the academic and administrative needs of the Department.

MISSION: To be a leader in educating and inspiring students for managerial and analytical careers in public service through teaching, research, and service to the community while emphasizing the professional values of ethics and accountability.

INPUTS	GOALS	ACTIVITIES	OUTPUTS	ASSESSMENTS	OUTCOMES

INPUTS
- FACULTY
- STAFF
- ADMIN
- SPIA
- CVIOG
- MPA ADVISORY BOARD
- PUBLIC SERVICE VALUES
- FACILITIES
- FINANCIAL RESOURCES

GOALS
- CAREER PREPARATION
- RECRUITMENT & DIVERSITY
- HIGHLY PRODUCTIVE FACULTY

ACTIVITIES

CAREER PREPARATION:
- STUDENT LEARNING
- ORIENTATION
- ADVISING
- ASSISTANTSHIPS
- INTERNSHIP SERVICES
- CAREER SERVICES

RECRUITMENT & DIVERSITY:
- STUDENT & FACULTY RECRUITMENT
- ADMISSIONS
- SOCIALIZATION
- DIVERSITY DEVELOPMENT

HIGHLY PRODUCTIVE FACULTY:
- TEACHING
- RESEARCH
- MENTORING
- PUBLIC SERVICE
- CURRICULUM REVIEW & DEVELOPMENT
- PROGRAM GOVERNANCE

OUTPUTS

- UNIVERSAL COMPETENCY MASTERY
- STUDENT PERFORMANCE
- INTERNSHIP PLACEMENT
- GRADUATION RATE
- CAREER PLACEMENT

- HIGH-CALIBER STUDENT ADMISSIONS
- FACULTY & STUDENT DIVERSITY
- DIVERSITY CURRICULUM
- GUEST LECTURERS
- GSPA EVENTS

- COURSES TAUGHT
- TEACHING QUALITY
- RESEARCH PRODUCTIVITY
- PUBLIC SERVICE ACTIVITIES
- ADMIN, FACULTY, & STAKEHOLDER MTGS

ASSESSMENTS

- IN-CLASS MEASURES
- INTEGRATIVE MEMO EXERCISE
- ALUMNI, EMPLOYER, & STUDENT SURVEYS
- CAPSTONE PAPER

- STUDENT SERVICES
- MPA COMMITTEE

- FACULTY ACTIVITY REPORT
- COURSE EVALUATIONS
- ADMINISTRATION & GOVERNANCE

OUTCOMES

SHORT TERM
- PROFESSIONAL SKILL DEVELOPMENT
- AWARENESS OF ETHICS, ACCOUNTABILITY, & DIVERSITY ISSUES
- PROLIFIC, ACTIVE, & INSPIRATIONAL FACULTY
- STUDENTS FILL CRITICAL PUBLIC SERVICE JOBS

LONG TERM
- STUDENT CAREER SUCCESS
- INCREASE REPRESENTATIVENESS OF PUBLIC & NONPROFIT SECTORS
- ADVANCEMENT OF THE FIELD
- PROGRAM REPUTATION

ASSUMPTIONS

- Socialization activities acclimate students to the program, which improves their overall academic performance.
- Individualized attention from faculty and staff improves student academic progress and career success.
- A large variety of specialization offerings better prepares students to fill critical public service positions.
- Internship experience improves student career opportunity and placement.

- Selective admission practices produce a high-quality student body.
- Highly-qualified undergraduates will perform well as graduate students.
- In-service and mid-career students will enhance classroom discourse.
- A diverse student body and faculty will contribute to a well-informed classroom discourse.
- Diversity awareness and sensitivity prepares students to value representativeness in the public workforce.

- A faculty that produces prolific research will have superior knowledge and will convey that knowledge through teaching.
- A productive faculty and successful students contribute to the program's overall reputation.

EXTERNAL FACTORS

- Economic conditions affect career opportunities and placement rates.
- Students may make the decision to work for private, for-profit organizations rather than fill critical public service jobs.

- Difficult economic conditions can affect recruitment efforts, resulting in a lower number of applicants.
- The state of foreign affairs in certain countries can influence international student admissions.

- Retirement, competing offers from other universities, , and other personal factors can all affect faculty and staff retention.
- The Georgia State Legislature implements budget restraints on the University, affecting faculty and staff salaries and other financial resources.
- The Board of Regents adjusts financial allocations to the program, affecting the program budget.

Curriculum Map
Direct Measures for Core Competency Assessment

	PA&D (6910)	Personnel (6920)	Financial Admin (6930)	Economic Foundations (6950)	Org Theory (6960)	Methods (7110)	Data Apps (7120)	Comps
Direct Assessment Metric	Policy Memo Final	Embedded Questions	Capital Improvement Projects with Memos	Policy Evaluation Paper	Pre-test/post-test Case Study	Research Design Paper	Embedded Questions	
Semester offered	Fall 2013	Spring 2014	Fall 2013 Spring 2014	Fall 2013 Spring 2014	Fall 2013 Spring 2014	Fall 2013 Spring 2014	Fall 2013 Spring 2014	All
Lead/Manage		✓			✓			✓
Policy Process			✓	✓				
Analyze/Synthesize	✓		✓	✓		✓	✓	✓
Public Service Perspective	✓	✓						✓
Communicate/Diversity	✓	✓						

PLAN FOR ASSESSMENT: STUDENT SERVICES

Objectives	Activities	Timeline & Oversight	Assessment	Programmatic Changes
OBJECTIVE 1 Recruitment & Admissions	- Recruit high-quality and diverse student body - Advertise Department and degree - Organize student visitations - Offer admissions and process enrollment - Determine student financial aid and assistantships	[timeline] Overseen by: - MPA Recruitment and Career Services Coordinator - MPA Committee - Applicant and Student Services Coordinator	MPA Committee - Student diversity - Student quality Staff evaluated by MPA Director and Department Head	- Adopted the Personal Potential Index in admissions to better gauge intangible student qualities
OBJECTIVE 2 Orientation & Advisement	- Convey program's mission & public service values - Socialization Seminar - Provide graduation requirements - Formal & informal advisement before the start of each semester - Monitor and enforce student progress	Socialization: Every fall semester Advisement: Each semester during registration Overseen by: - Socialization Committee - MPA Program Director - MPA Advisor - Applicant and Student Services Coordinator	Socialization Exit Survey Graduation Rate & Student Success	- Students must utilize Course History Forms to ensure they graduate on time - Streamlined collection and record-keeping of advisement forms -Added ethics seminar to Socialization
OBJECTIVE 3 Internship Placement	- Provide students with electronic list of available opportunities - Advise students in finding and applying for positions - Provide resume and cover letter workshops - Connect students with potential employers - Monitor internship progress	Continuous Overseen by: - MPA Recruitment and Career Services Coordinator - MPA Advisory Board	Capstone Paper Employer Survey	- Internship Paper redesigned as the Capstone Paper to better reflect the content of the program and incorporate student evaluations of the Universal Required Competencies

OBJECTIVE 4 Career Services	- Provide current and former students with electronic job postings - Advise students in finding and applying for positions - Provide resume, cover letter, and interview workshops - Connect students with potential employers - Maintain alumni database	Continuous Overseen by: - MPA Recruitment and Career Services Coordinator - MPA Advisory Board	Alumni Survey Job Placement Rates	- Began utilizing Constant Contact and social media to keep students informed of opportunities - Reconvened MPA Advisory Board to provide feedback and networking prospects - Added SAKAI (now ELC) career services website w/ internship and job openings and other resources

PLAN FOR ASSESSMENT: ADMINISTRATION AND GOVERNANCE

Governance Body	Objectives & Tasks	Composition	Timeline & Oversight (if applicable)	Programmatic Changes
Department Head	- Manage departmental budget - Faculty performance appraisals - Faculty recruitment process - Interact with Office of the Dean	- Dr. J. Edward Kellough (during the self-study year) - Dr. Bradley Wright (from August 1, 2014)	- Continuous - Reviewed by the Dean	- Changes to core curriculum and comprehensive exam - Restructured the Public Administration and Democracy class - Added Foundations of Policy Analysis to the core
MPA Director	- Graduate Coordinator - Consultation CVIOG - Advisement - Course schedules and teaching assignments - Coordinate Integrative Memo Exercise & graduation requirements	- Dr. Andrew Whitford (during the self-study year) - Dr. Deborah Carroll (from July 1, 2014)	- Continuous - Reviewed by the Department Head - Monitored by Faculty Activity Report	- Reallocated course credits for Socialization to include Integrative Memo Exercise and Capstone Paper based on student feedback - Developed handbook of students' resumes for faculty and CVIOG reference
Nucleus Faculty	- Degree requirements - Curriculum changes - Promotion and tenure decisions - Specialization requirements - Review Integrative Memo Exercise	- 14-16 faculty	- Continuous - Monitored by Faculty Activity Report	- Dr. Brian Williams is working with students to start an ICMA chapter at UGA - Adjusted core course curriculum to better coordinate multiple sections of the same class

Office of the Dean	- Financial and administrative support	- Dean of SPIA - Budget & Finance Director - Director of Public Relations - Director of Development - Alumni Relations Associate - Administrative Assistant	- Continuous - Monitored by Senior Vice President for Academic Affairs and Provost	- Major overhaul to the website to provide more comprehensive info to prospective and current students
MPA Committee	- Recruitment and admissions - Student financial aid - Diversity goals - Policy development - Program planning - Review of in-class deliverables from core and specialization courses	- Chaired by MPA Director - 3 appointed faculty	- Every Semester	- Introduction of the Personal Potential Index to admissions process - Redesigned comprehensive exam into Integrative Memo Exercise
Faculty Executive Committee	-Strategic planning -Personnel, curriculum, and program assessment	- 1 Professor - 1 Assoc. Prof. - 1 Assist. Prof. - 2 representatives at large - Convened by Dept. Head	- Every semester	- Oversaw the Faculty Search Committees for our Public Budgeting and Finance position and Department Head position that hired Dr. Tima Moldogaziev and Dr. Bradley Wright
MPA Advisory Board	- Program assessment - Evaluation of mission, goals, public service values, and student learning outcomes - Connect students with internships and career opportunities	- Program alumni - Local employers	- Every Semester	- Revised the mission statement to include a core philosophy - Revised program goals to be more outcomes oriented

Carl Vinson Institute of Government	- Public service and outreach - Assist instruction with professionally-qualified faculty	- MPA Program Director - Staff of CVIOG	- Continuous	- Redesigned the Local Government Practicum - Possibly add shadowing program in the future

Standard 2.
Matching Governance
with the Mission

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

<u>Self-Study Instructions</u>: In preparing its SSR, the program should

A. Indicate relationship of the program to the institution
  Populated from Program Fact Sheet Pg 3

B. Indicate Modes of Program Delivery
  Populated from Program Fact Sheet Pg 3

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 MPA program at The University of Georgia is delivered only through in-person instruction. All students meet the same degree requirements and master the same competencies. As a result, there is no distinction between pre-service and mid-career students. Classes within the Department are offered in the afternoon and evening so that courses are available to those students who work during the day. In addition to the course offerings at UGA's main campus in Athens, the Department offers courses at UGA's Gwinnett County campus to help interested students, including employees of government and nonprofit agencies in the metro-Atlanta area, attain their educational goals. Currently, two courses are offered in Gwinnett County each fall, spring, and summer semester. Generally, the classes include one core and one elective each semester, although occasionally two core classes will be offered instead. All required classes can be taken at the Gwinnett campus and the faculty is the same at both locations. Curriculum and course assessments also remain the same between the two campuses. Overall, the Gwinnett campus offers the exact same MPA experience as the Athens campus with a more accessible location for those pre-service and mid-career students who live and/or work in Atlanta.

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

The Department of Public Administration and Policy is overseen by the Department Head, Dr. J. Edward Kellough (during the self-study year until August 1, 2014 and Dr. Bradley Wright thereafter), and the MPA program is administered by the MPA Director, Dr. Andrew Whitford (during the self-study year until July 1, 2014 and Dr. Deborah Carroll thereafter). The Department Head is responsible for managing the departmental budget, conducting faculty performance appraisals, managing the faculty recruitment processes, and representing the Department and its interests with the Dean of the School of Public and International Affairs (SPIA).

The MPA Director, who also serves as the Graduate Coordinator, is the main administrator responsible for overseeing the MPA program. The term "Graduate

Coordinator" is an administrative title that is used by the University of Georgia, Graduate School to designate the person serving as liaison between the Graduate School and each department offering graduate programs. The MPA Director is selected by the Department Head and is then expected to serve as a liaison to the Carl Vinson Institute of Government (CVIOG). The Director of the CVIOG also assists the Head of the Department of Public Administration and Policy with the annual performance appraisal of the MPA Director.

The MPA Director's duties address a variety of program needs. The MPA Director manages the advising process and formulates course schedules each semester. He or she submits proposals for new courses, manages the MPA support account, coordinates the Integrative Memo Exercise, validates all student graduation requirements, and performs various duties in support of the program. The MPA Director also meets with prospective students and communicates with them by e-mail and telephone. The position supervises the MPA Recruitment and Career Services Coordinator and the Applicant and Enrolled Student Services Coordinator to ensure all student needs are met. Additionally, the MPA Director supervises the academic advisement of students along with the MPA Advisor.

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

The governance arrangements of the Department provide a structure for decision-making while encouraging a collegial atmosphere where faculty participation and involvement is welcome. An organizational chart is attached to Standard 2 for an overview of the departmental hierarchy. While the staff and administration is charged with running the daily operations of the program, a number of committees are utilized to ensure various aspects of the mission continue to be successful. Since the program is only delivered in-person, all governance committees focus on the educational experiences provided at the Athens and Gwinnett campuses.

The Department utilizes a **Faculty Executive Committee** to discuss strategic planning, and advise the Department Head on various matters. The committee offers faculty the opportunity to be directly involved in overseeing the long-term vision of the program as well as the day-to-day operations. For instance, the FEC has recently decided to form a support committee with representatives of CVIOG to discuss the creation of an online certificate program through CVIOG for governmental officials. Faculty currently serving on the FEC are Dr. Rebecca Nesbit, Dr. Vicky Wilkins, Dr. Lawrence O'Toole, Dr. W. David Bradford, and Dr. Deborah Carroll. This committee is always composed of one full professor, one associate professor, one assistant professor, and two representatives selected at large. The Department Head convenes the meetings and the MPA Director serves in an ex officio capacity.

The MPA Director chairs the **MPA Committee**, which makes decisions regarding admissions and financial aid to ensure the program goal of recruiting a talented and diverse student body is achieved. For example, the Committee added the Personal Potential Index personality test to the admissions process during the SSY to increase the Department's ability to assess student

motivation. This committee is composed of three faculty members appointed by the Department Head, who, during the self-study year, were Dr. Andrew Whitford, Dr. Brian Williams, and Dr. Rebecca Nesbit. As of July 1, 2014, the MPA Committee was comprised of Dr. Deborah Carroll (MPA Director), Dr. Larry O'Toole, and Dr. Rebecca Nesbit. The MPA Committee reviews all student applications and recommends rejection or admission of the candidates. While the MPA Director has primary responsibility for developing general policies and planning for the MPA program, he/she is assisted by the Department Head and the MPA Committee. All of the committee's proposed policies and plans are submitted to departmental faculty members for approval after the committee's considerations.

Another task of the MPA Committee is to serve as an Assessment Committee to review measures of student work to ascertain their mastery of the competencies. The MPA Committee utilizes rubrics (developed by faculty) to evaluate student work and help ensure inter-rater reliability. The Assessment Plan, which is attached to Standard 5, outlines the Department's schedule for assessing the deliverables from each core competency and specialization over the next seven years.

The Department Head utilizes various **Faculty Search Committees**, typically consisting of three individuals, which are responsible for placing advertisements for available faculty positions and conducting an initial screening of faculty candidates. These committees are convened to ensure that the best and most academically and professionally-qualified faculty are selected. At least one member on each committee teaches in the specialization of the position to be filled. After the faculty approves the list of candidates, interviews are held. Following the interviews, the Faculty Search Committee recommends a top candidate and the faculty votes on whether that candidate will be offered an appointment. The appointment also requires approval by the Dean of the School of Public and International Affairs.

The **nucleus faculty**, operating within the rules of the Graduate School, has control over MPA degree requirements and curriculum changes. The faculty decides upon such matters as the number of hours necessary to obtain the degree, the balance between core and elective courses, and any course changes. Requirements are organized to comply with NASPAA standards. New courses are suggested by the faculty members and are approved by the University. All tenured faculty vote on tenure decisions. For faculty promotions, Associate Professors and Professors vote on promotion from Assistant to Associate. Only Professors vote on promotion to the Professor level. Such governance mechanisms ensure the program is designed by trusted and knowledgeable faculty that remain up-to-date on the issues and needs of the field of public administration and policy.

The **Carl Vinson Institute of Government** (CVIOG) works in conjunction with the Department to educate students and provide public service and outreach that improves governance and the lives of people in Georgia and around the world. In carrying out this mission, it uses the knowledge base of The University of Georgia to provide an extensive program of instruction, technical assistance, research and policy analysis, and publications aimed at improving the understanding, administration, and policy making of governments and communities. Although the CVIOG and the Department Public Administration and Policy have always been closely linked, this relationship has been expanded and strengthened over the past five years. The

Director of the MPA program meets regularly with the leadership of CVIOG to discuss current topics related to the program and students. The Institute also provides the MPA program with professionally-qualified professors who assist with teaching in the program.

Since program and curriculum evaluation are imperative to ensuring the success of our mission and goals, the Department has established an **MPA Advisory Board**. The MPA Advisory Board is composed of alumni and employers that provide an external perspective of the program's mission, goals, public service values, and student learning outcomes. Such feedback helps the program deliver an education that is relevant to the needs and challenges of today's critical public service jobs. The MPA Advisory Board also works with the MPA Career Services and Recruitment Coordinator to connect students with internship and job opportunities.

Finally, the **Office of the Dean** for the School of Public and International Affairs (SPIA) is involved in various governance capacities of the Department. The Dean approves major personnel decisions, distributes special monies from the Office of the Provost, and collaborates with the Department Head on issues involving the larger University community. The Office of the Dean provides a $3500 operating budget, with additional allocations to the Department for such circumstances as sponsorship at the ASPA Conference and paying the NASPAA Reaccreditation Fee. SPIA's financial and administrative support enables the Department to address University and community needs while focusing on our mission, goals, and curriculum.

Figure 2.1.3.a
Organizational Chart of the MPA Program within the University

President of University

Vice President for Public Service

Provost

Other Vice Presidents

Director, Carl Vinson Institute of Government

Dean, School of Public and International Affairs

Dean of the Graduate School

Department Head of Public Administration and Policy

MPA Director
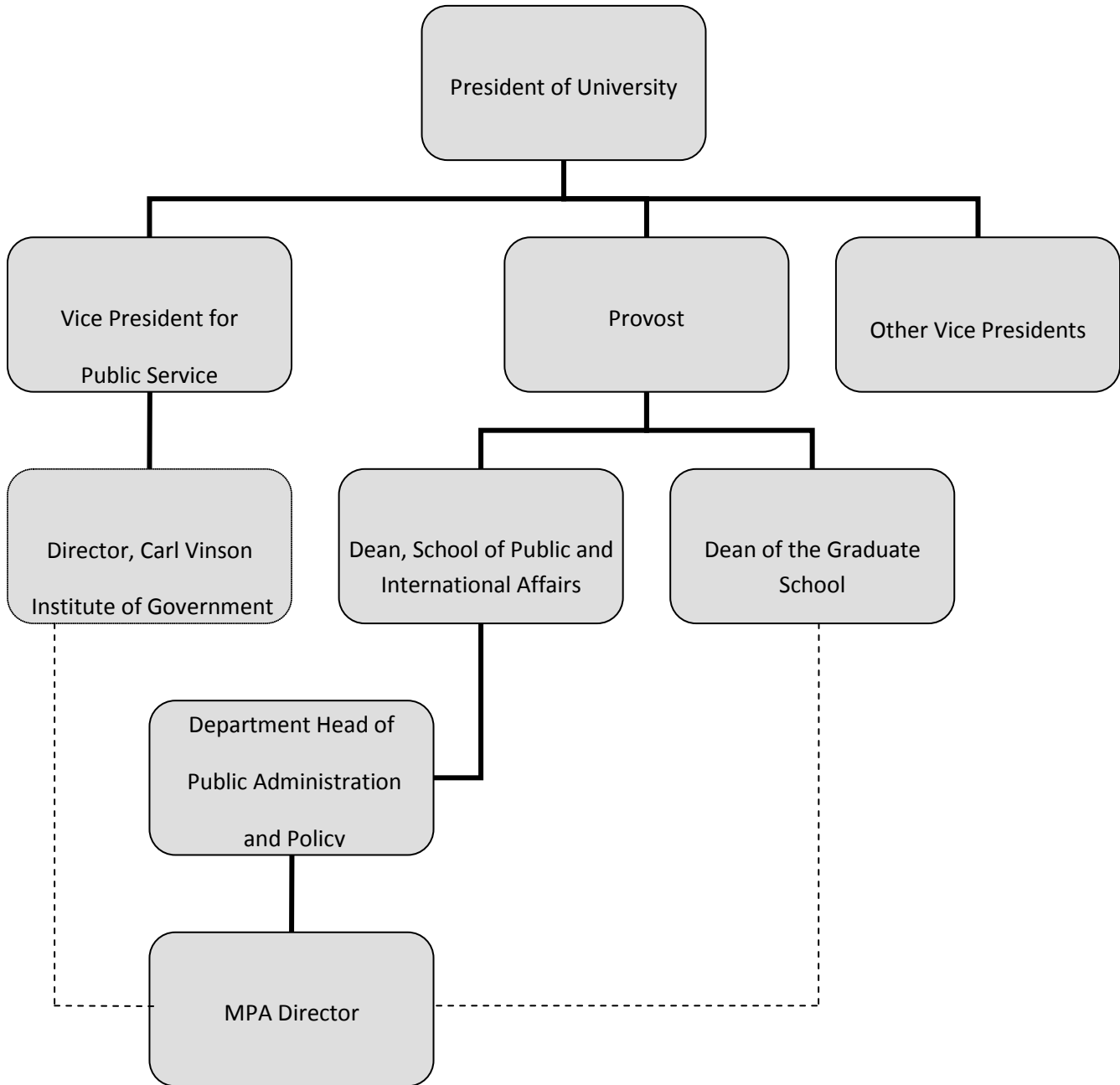
Figure 2.1.3.b
Organizational Chart of the Department of Public Administration and Policy

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                    ┌──────────────────────┐
                    │  Department Head of  │
                    │  Public Administration│
                    │     and Policy       │
                    └──────────────────────┘
                              │
       ┌──────────────┬───────┴───────┬──────────────┐
 ┌───────────┐  ┌──────────────┐ ┌─────────────┐ ┌─────────┐
 │MPA Director│  │Business Manager│ │Administrative│ │ Faculty │
 └───────────┘  └──────────────┘ │  Associate  │ └─────────┘
       │                          └─────────────┘
  ┌────┼─────────────┐
┌─────────┐ ┌─────────┐ ┌──────────────┐
│   MPA   │ │         │ │ Applicant and │
│Recruitment│ │MPA Advisor│ │   Enrolled   │
│and Career│ │         │ │   Student    │
│ Services │ │         │ │   Services   │
│Coordinator│ │         │ │  Coordinator  │
└─────────┘ └─────────┘ └──────────────┘
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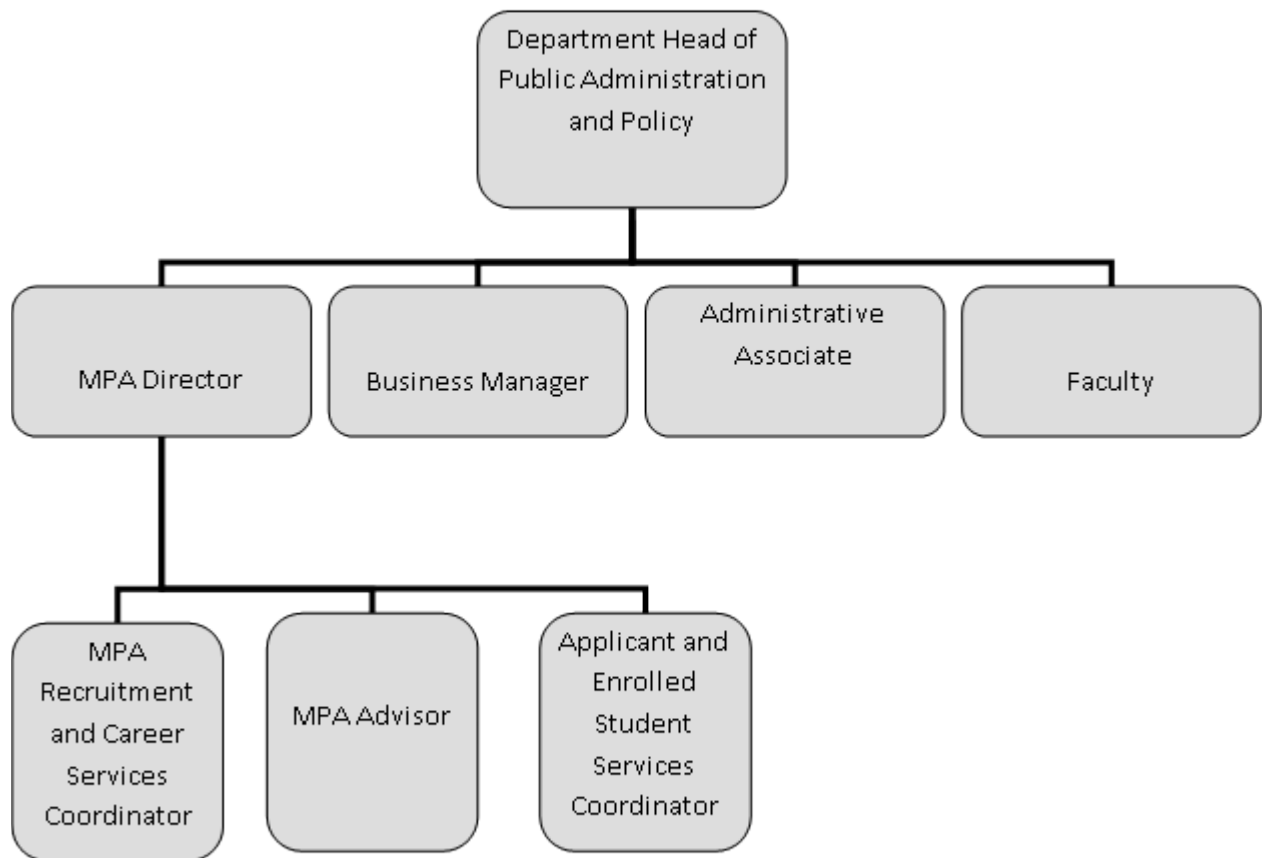
2.2 Faculty Governance: An adequate faculty nucleus—at least five (5) full-time faculty members or their equivalent—will exercise substantial determining influence for the governance and implementation of the program.

There must be a faculty nucleus whom accept primary responsibility for the professional graduate program and exercise substantial determining influence for the governance and implementation of the Program. The program should specify how nucleus faculty members are involved in program governance.

Self-Study Instructions: In preparing its SSR, the program should:

Provide a list of the Nucleus Program Faculty: For the self-study year, provide a summary listing (according to the format below) of the faculty members who have primary responsibility for the program being reviewed. This **faculty nucleus** should consist of a minimum of five (5) persons who are full time academically/professionally faculty members or their equivalent at the university and are significantly involved in the delivery and governance of the program.

When completing the Self Study Report in the online system programs will enter each faculty member and their corresponding data individually (under Standard 3). This data will then populate the tables located below and those listed in standard 3 in the Faculty Reports section of the online system. This will allow COPRA to collect all the faculty information requested without programs having to re-enter the same data in multiple tables.

FACULTY NUCLEUS & GOVERNANCE

2.2.1a Please note the total number of nucleus faculty members in the program for the Self Study Year.

The Department had 14 nucleus faculty at the beginning of our self-study year, and currently has 13 with the departure of Dr. Angela Fertig. We normally have 16 tenure-track lines available and are utilizing two temporary faculty this year.

2.2.1 Name	Rank	Tenure Status	Faculty Nucleus Qualification	Degree	Field	How Involved in program? (Check all that apply)
W. David Bradford	Professor	Tenured	Academically Qualified	Ph. D.	Other	Teaching, Governance, Public Affairs Research, Community Service
Deborah Carroll	Assoc. Prof.	Tenured	Academically Qualified	Ph. D.	PS	Teaching, Governance, Public Affairs Research, Community Service
Robert Christensen	Assoc. Prof.	Tenured	Academically Qualified	Ph. D.	PA	Teaching, Governance, Public Affairs Research, Community Service
Robert Greer	Assist. Prof.	Tenure Track	Academically Qualified	Ph. D.	PA	Teaching, Governance, Public Affairs Research, Community Service
J. Edward Kellough	Professor	Tenured	Academically Qualified	Ph. D.	PS	Teaching, Governance, Public Affairs Research, Community Service
Rebecca Nesbit	Assist. Prof.	Tenure Track	Academically Qualified	Ph. D.	PA	Teaching, Governance, Public Affairs Research,

						Community Service
Laurence O'Toole	Professor	Tenured	Academically Qualified	Ph. D.	PA	Teaching, Governance, Public Affairs Research, Community Service
Hal Rainey	Professor	Tenured	Academically Qualified	Ph. D.	PA	Teaching, Governance, Public Affairs Research, Community Service
Andrew Whitford	Professor	Tenured	Academically Qualified	Ph. D.	PS	Teaching, Governance, Public Affairs Research, Community Service
Vicky Wilkins	Assoc. Prof.	Tenured	Academically Qualified	Ph. D.	PS	Teaching, Governance, Public Affairs Research, Community Service
Brian Williams	Assoc. Prof.	Tenured	Academically Qualified	Ph. D.	PS	Teaching, Governance, Public Affairs Research, Community Service
Angie Fertig	Assoc. Prof.	Tenured	Academically Qualified	Ph. D.	PA	Teaching, Public Affairs Research, Community Service
Jerome Legge	Professor	Tenured	Academically Qualified	Ph. D.	PS	Governance, Public Affairs Research, Community Service
Jeffrey Wenger	Assoc. Prof.	Tenured	Academically Qualified	Ph. D.	Other	Teaching, Governance, Public Affairs Research, Community Service

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

	1 None	2 Low	3 Medium	4 High	Who Participates (check all that apply)
					Dean or Higher Authority All Dept. Faculty All Program Faculty Nucleus Faculty Subset of Nucleus Faculty Program Director Other
Program and policy planning				4	Dean or Higher Authority All Dept. Faculty Program Director Other (Carl Vinson, Head)
Establishing degree requirements				4	All Dept. Faculty
Making and implementing recommendations regarding admission of students setting quota				4	Subset of Nucleus Faculty
Advising Students				4	All Dept. Faculty

					Program Director Other (MPA Advisor)
Specifying curriculum and learning outcomes				4	All Program Faculty Program Director Other (Head)
Evaluating student performance and awarding degrees				4	Program Director
Appointing, promoting faculty				4	Dean or Higher Authority Subset of Nucleus Faculty
Participating in defining and assuring faculty performance				4	Program Director Other (Head)

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.)

Defining Substantial Determining Influence
The program defines "substantial determining influence" as the ability to assess the effectiveness of the program and to make changes that directly affect its design or outcome. Because the Department's faculty and administration are given opportunities to review program aspects and offer their own ideas, they are considered to have significant influence on determining the vision and operation of the program. The various committees allow faculty the opportunity to influence the decision-making process in such areas as admission requirements, student learning outcomes, hiring and promotions, program assessments, and curriculum changes. Outside stakeholders are also involved, such as the MPA Advisory Board, but they exert less influence on the final decisions and outcomes of the Department.

Additional Faculty Governance Explained
Within The University of Georgia, the Department of Public Administration and Policy is organized as an academic unit within the School of Public and International Affairs. The Department manages its own operating budget generated through MPA tuition and has authority over faculty/staff hiring and promotion decisions. The Department also has responsibility over the MPA curriculum and learning outcomes, student advisement, teaching assignments, class scheduling, student admissions, the distribution of assistantships and other financial assistance, and awarding degrees. This arrangement gives the Department and its faculty substantial determining influence over the all aspects of the program, which in turn ensures that we are able to maintain a focus on the program's mission, goals, and outcomes.

Standard 3
Matching Operations with the Mission:
Faculty Performance

3.1   Faculty Qualifications: The Program's faculty members will be <u>academically</u> or <u>professionally</u> qualified to pursue the program's mission.

<u>Self-Study Instructions:</u>

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. (See also Page 44 of Appendix A)

Provide information on all Faculty who have provided instruction in the program for the self-study year and the year prior to the self-study. (Data repopulated from previous tables where available).

Special Note: When completing the Self Study Report in the online system, programs will enter each faculty member and their corresponding data individually (under Standard 3). This data will then populate the tables located below and those listed in standard 3 in the Faculty Reports section of the online system. This will allow COPRA to collect all the faculty information requested without programs having to re-enter the same data in multiple tables.

Standard 3.1.1 Name	Rank	Tenure Status	Full or Part time	Academically Qualified, Professionally Qualified, or Other	Highest degree earned • Ph.D. • DPA • MPA • MA • MS • JD • Other	Demonstrate their Academic or Professional Qualifications • Publishes in area of program responsibility • Attends annual conferences and/or workshops associated with area of program responsibility • Provides community or professional service in the area of program responsibility • Is currently or previously employed in field associated with area of program responsibility • Maintains professional certification in area of program responsibility • Other, please specify
W. David Bradford	Professor	Tenured	FT	AQ	Ph. D	• Publishes in area of program responsibility • Attends annual conferences and/or workshops associated with area of program responsibility • Provides community or professional service in the area of program responsibility
Deborah A. Carroll	Assoc. Prof.	Tenured	FT	AQ	Ph. D	• Publishes in area of program responsibility • Attends annual conferences and/or workshops associated with area of program responsibility • Provides community or professional service in the area of program responsibility
Robert K. Christensen	Assoc. Prof.	Tenured	FT	AQ	Ph. D	• Publishes in area of program responsibility • Attends annual conferences and/or workshops associated with area of program responsibility • Provides community or professional service in the area of program responsibility
Angela Fertig	Assoc. Prof.	Tenured	FT	AQ	Ph. D	• Publishes in area of program responsibility • Attends annual conferences and/or workshops associated with area of program responsibility • Provides community or professional service in the area of program responsibility

Robert Greer	Assist. Prof.	Tenure Track	FT	AQ	Ph. D	• Publishes in area of program responsibility • Attends annual conferences and/or workshops associated with area of program responsibility • Provides community or professional service in the area of program responsibility
J. Edward Kellough	Professor	Tenured	FT	AQ	Ph. D	• Publishes in area of program responsibility • Attends annual conferences and/or workshops associated with area of program responsibility • Provides community or professional service in the area of program responsibility
Joan Prittie	Affil. Prof.	Non-Tenure Track	PT	PQ	J.D.	• Is currently or previously employed in field associated with area of program responsibility
Ted Baggett	Affil. Prof.	Non-Tenure Track	PT	PQ	J.D.	• Is currently or previously employed in field associated with area of program responsibility • Maintains professional certification in area of program responsibility
Rebecca Nesbitt	Assist. Prof.	Tenure Track	FT	AQ	Ph. D	• Publishes in area of program responsibility • Attends annual conferences and/or workshops associated with area of program responsibility • Provides community or professional service in the area of program responsibility
Laurence J. O'Toole	Professor	Tenured	FT	AQ	Ph. D	• Publishes in area of program responsibility • Attends annual conferences and/or workshops associated with area of program responsibility • Provides community or professional service in the area of program responsibility
Hal G. Rainey	Professor	Tenured	FT	AQ	Ph. D	• Publishes in area of program responsibility • Attends annual conferences and/or workshops associated with area of program responsibility • Provides community or professional service in the area of program responsibility

Jeffrey B. Wenger	Assoc. Prof.	Tenured	FT	AQ	Ph. D	- Publishes in area of program responsibility - Attends annual conferences and/or workshops associated with area of program responsibility - Provides community or professional service in the area of program responsibility
Andrew B. Whitford	Professor	Tenured	FT	AQ	Ph. D	- Publishes in area of program responsibility - Attends annual conferences and/or workshops associated with area of program responsibility - Provides community or professional service in the area of program responsibility
Vicky M. Wilkins	Assoc. Prof.	Tenured	FT	AQ	Ph. D	- Publishes in area of program responsibility - Attends annual conferences and/or workshops associated with area of program responsibility - Provides community or professional service in the area of program responsibility
Brian N. Williams	Assoc. Prof.	Tenured	FT	AQ	Ph. D	- Publishes in area of program responsibility - Attends annual conferences and/or workshops associated with area of program responsibility - Provides community or professional service in the area of program responsibility
Gene A. Brewer	Professor	Non-Tenure Track	FT	AQ	Ph. D	- Publishes in area of program responsibility - Attends annual conferences and/or workshops associated with area of program responsibility - Provides community or professional service in the area of program responsibility
J. Michael Martinez	Affil. Prof.	Non-Tenure Track	PT	AQ	Ph. D	- Is currently or previously employed in field associated with area of program responsibility - Maintains professional certification in area of program responsibility
Grace Adams	Visiting Assist. Prof.	Non-Tenure Track	FT	AQ	Ph. D	Publishes in area of program responsibility

Daniel Fay	Visiting Assist. Prof.	Non-Tenure Track	FT	AQ	Ph. D	• Publishes in area of program responsibility
Gary L. Hollibaugh, Jr.	Visiting Assist. Prof.	Non-Tenure Track	FT	AQ	Ph. D	• Publishes in area of program responsibility
Rob Gordon	Affil. Prof.	Non-Tenure Track	PT	PQ	J.D.	• Provides community or professional service in the area of program responsibility • Is currently or previously employed in field associated with area of program responsibility • Maintains professional certification in area of program responsibility
Joe Whorton	Professor	Tenured	FT	AQ	Ph.D.	• Publishes in area of program responsibility • Attends annual conferences and/or workshops associated with area of program responsibility • Provides community or professional service in the area of program responsibility
Barry Bozeman	Professor	Tenured	FT	AQ	Ph.D.	• Publishes in area of program responsibility • Attends annual conferences and/or workshops associated with area of program responsibility • Provides community or professional service in the area of program responsibility
Yilin Hou	Assoc. Prof.	Tenured	FT	AQ	Ph.D.	• Publishes in area of program responsibility • Attends annual conferences and/or workshops associated with area of program responsibility • Provides community or professional service in the area of program responsibility

Check this box if this faculty member has received their PhD within the last five years and you are using that criteria to claim he/she is Academically Qualified. ☐

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 University of Georgia's MPA program only hires faculty who are considered academically and/or professionally qualified. This policy ensures that faculty members possess the skills and knowledge necessary to teach high-quality courses and publish research for students and the larger academic field.

The Department defines academically and professionally qualified faculty as follows:

Academically-qualified (AQ) faculty members must have a PhD in Public Administration, Political Science, or a field specifically related to the curriculum s/he teaches. The faculty member must demonstrate expertise in his/her particular field so that s/he is able to teach classes related to that subject. Applied research, publications, conference presentations, and prior teaching experience all demonstrate a faculty member's expertise. Since the last self-study in 2007, no academically-qualified faculty have been hired with an incomplete dissertation (ABD). All professors must be academically-qualified to be considered for a nucleus faculty position.

Professionally-qualified (PQ) faculty must have a terminal degree and at least five years of experience in the area in which they plan to teach. Faculty who meet these requirements but are not currently practicing in the field are considered professionally-qualified as long as they served in the relevant capacity within the last five years. All PQ faculty serve on a part-time basis, only teaching one to two classes each year. The Department recruits PQ faculty when their outstanding professional experience provide unique foundational knowledge and practical skills to the student body.

The Department's mission to prepare students for critical public service jobs motivates us to recruit PQ professors so that students learn vital skills and are aware of the on-going challenges facing current practitioners. The program's goals also outline the importance of real-world exposure, stating that students should "apply knowledge and skills…through experiential learning and interaction with the workforce." Consequently, the Department has leveraged its relationship with the Carl Vinson Institute of Government to recruit Ted Baggett, Esq., and Rob Gordon, Esq., to teach the Local Government Practicum and Debt Management, respectively. Additionally, Joan Prittie, Esq., has taught Introduction to Nonprofit Administration and Grant Writing, utilizing her current position as the Executive Director of the nonprofit Project Safe to enhance her perspective and curriculum.

3.1.3 Provide information about how faculty qualifications match the competencies within the curriculum.

Standard 3.1.3 Name	Academically or Professionally Qualified	Highest Degree Held	Areas of Specialization relevant to program List of areas of specialization	Competency Coverage List of competencies	Relevant Course(s) and Required/Elective in program List of courses or a single course as relevant. Programs should list the full title of the course, not just course number (for example, PUAD 606 Research Methods)
David Bradford	AQ	Ph. D	Health Policy & Admin Public Policy	Policy Process Analyze/Synthesize	6950: Found. Policy Analysis
Deb Carroll	AQ	Ph. D	Pub Budget/Finance Admin Nonprofit Admin Local Government Admin	Policy Process Analyze/Synthesize	6930:Pub Financial Admin 9200: Economic Development 8430: Pub Financial Mgmt. 8220: NP Financial Admin 9200: State & Local Taxation
Rob Christensen	AQ	Ph. D	Nonprofit Admin. Local Government Admin Public Mgmt./Org Theory	Analyze/Synthesize Public Service Persp. Communicate/Diversity	8240: NPs in Global Persp. 6910: PAD 7220: NP Governance 9200: Intergovernmental Relations 9200: Bids and Contracting 7210: Intro to NP Admin 7500: Local Govt. Mgmt.

Angela Fertig	AQ	Ph. D	Public Policy Higher Education Admin	Policy Process Analyze/Synthesize	6950: Found. Policy Analysis 8670: Policy Analysis I
Rob Greer	AQ	Ph. D	Pub Budget/Finance Admin	Policy Process Analyze/Synthesize	6930: Public Financial Admin 7120: Data Applications
Ed Kellough	AQ	Ph. D	Public Mgmt./Org Theory	Lead/Manage Public Service Persp. Communicate/Diversity	6920: Pub Personnel Admin
Joan Prittie	PQ	J.D.	Nonprofit Management		7210: Intro to NP Mgmt. 8220: Grant Writing
Ted Baggett	PQ	J.D.	Local Government Admin		9200: Municipal Law 7580: Local Govt. Practicum
Rebecca Nesbit	AQ	Ph. D	Nonprofit Admin Public Mgmt./Org Theory		7900: Managing Volunteers 7210: Intro to NP Admin
Larry O'Toole	AQ	Ph. D	Public Policy	Analyze/Synthesize Public Service Persp. Communicate/Diversity	6910: PAD 8630: Policy Implementation
Hal Rainey	AQ	Ph. D	Public Mgt/Org Theory Higher Education Admin	Lead/Manage	8420: Leadership in Public Service 6960: Org Theory 8460: Org Behavior
Jeff Wenger	AQ	Ph. D	Public Policy	Policy Process Analyze/Synthesize	6950: Found. Policy Analysis
Andy Whitford	AQ	Ph. D	Public Mgmt./Org. Theory	Analyze/Synthesize	7120: Data Applications

Vicky Wilkins	AQ	Ph. D	Public Mgmt./Org Theory Higher Education Admin	Lead/Manage Public Service Persp. Communicate/Diversity	9200: Labor Relations/Conflict Resolut. 6920: Pub Personnel Admin 7920: EEO and Diversity
Brian Williams	AQ	Ph. D	Public Mgmt./Org Theory Local Government Admin Public Policy	Lead/Manage Analyze/Synthesize Public Service Persp. Communicate/Diversity	6960: Org Theory 7380: Ethics in PA 7930: Human Services Admin 6910: PAD 7520: Urban Policy
Gene Brewer	AQ	Ph. D	Public Mgmt./Org Theory	Analyze/Synthesize Lead/Manage Public Service Persp. Communicate/Diversity	7110: Research Methods 6960: Org Theory 7360: Managing Govt. Performance 6920: Pub Personnel Admin
Michael Martinez	PQ	Ph. D	Public Mgmt./Org Theory Public Policy		6490: Administrative Law 8620: Policy Process 7380: Ethics in PA
Grace Adams	AQ	Ph. D	Health Policy & Admin Higher Education Admin Public Policy	Analyze/Synthesize	8640: Program Evaluation 7110: Research Methods 8650: Social Insurance
Daniel Fay	AQ	Ph. D	Public Policy Higher Education Admin	Analyze/Synthesize	8670: Policy Analysis I 7120: Data Applications 8650: Higher Ed. Admin
Gary Hollibaugh	AQ	Ph. D		Policy Process Analyze/Synthesize	6950: Found. Policy Analysis

Rob Gordon	PQ	J.D.	Local Government Admin Public Budget/Finance Admin		8650: Debt Management
Joe Whorton	AQ	Ph. D	Nonprofit Admin Local Government Admin		8220: Collaborative Community Building 8580: Local Govt. Practicum 7500: Local Govt. Mgmt. 8560: Downtown/Urban Planning
Barry Bozeman	AQ	Ph. D	Higher Education Admin	Analyze/Synthesize	7110: Research Methods 8650: Policy Sem. In Higher Education
Yilin Hou	AQ	Ph. D	Public Budget/Finance Admin	Policy Process Analyze/Synthesize	6930: Pub Financial Admin 8840: Metro Fiscal Problems 7110: Research Methods 8830: Sem. In Pub Budgeting

3.1.4 Provide the percentage of courses in each category that are taught by nucleus and full-time faculty in the self-study year. Please upload a separate table for each location and modality, if appropriate. * The total across all rows and columns will not add to 100%

3.1.4. Athens	N=	Nucleus Faculty	Full Time Faculty	Academically Qualified	Professionally Qualified
All Courses	Fall – 23 Spring – 20 Summer – 2 Total - 45	Fall – 14 Spring – 12 Summer – 2 Total – 28 Percent = 62%	Fall – 20 Spring – 17 Summer – 2 Total – 39 Percent = 87%	Fall – 21 Spring – 19 Summer – 2 Total – 42 Percent = 93%	Fall – 2 Spring – 1 Summer – 0 Total – 3 Percent = 7%
Courses delivering required Competencies	Fall – 11 Spring – 9 Summer – 1 Total - 21	Fall – 7 Spring – 5 Summer – 1 Total – 13 Percent = 62%	Fall – 10 Spring – 7 Summer – 1 Total – 18 Percent = 86%	Fall – 11 Spring – 9 Summer – 1 Total – 21 Percent = 100%	Fall – 0 Spring – 0 Summer – 0 Total – 0 Percent = 0%

3.1.4. Gwinnett	N=	Nucleus Faculty	Full Time Faculty	Academically Qualified	Professionally Qualified
All Courses	Fall – 2 Spring – 2 Summer – 2 Total - 6	Fall – 1 Spring – 1 Summer – 0 Total – 2 Percent = 33%	Fall – 1 Spring – 2 Summer – 0 Total – 3 Percent = 50%	Fall – 2 Spring – 2 Summer – 2 Total – 6 Percent = 100%	Fall – 0 Spring – 0 Summer – 0 Total – 0 Percent = 0%
Courses delivering required Competencies	Fall – 1 Spring – 2 Summer – 1 Total - 4	Fall – 1 Spring – 1 Summer – 0 Total – 2 Percent = 50%	Fall – 1 Spring – 2 Summer – 0 Total – 3 Percent = 75%	Fall – 1 Spring – 2 Summer – 1 Total – 4 Percent = 100%	Fall – 0 Spring – 0 Summer – 0 Total – 0 Percent = 0%

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)

All members of the faculty are expected to be active and productive researchers and the Department has various strategies in place to ensure faculty remain current and successful in their field. The normal course load for full-time faculty members is two courses per semester or four courses per academic year. New faculty members are spared service on departmental and university committees to the fullest extent possible to protect their time. If a faculty member would like to teach during the summer session, they can request to teach a course in addition to their expected commitment. Typically, however, only four courses are offered each summer, so these teaching opportunities are limited. To increase faculty incentives to engage in research for public institutions outside of the University, faculty are allowed to buy-out one course per year with research grant funding. Faculty may also apply for a leave from teaching for a semester once every five years, provided their research productivity has been evaluated as satisfactory. In addition to providing financial support for career and research advancement, the Department

works to offer faculty members the time needed to adequately teach, research, and serve in the community. For instance, faculty members with administrative responsibilities receive reduced class workloads to allow sufficient time to manage departmental matters.

Every member of the faculty has a financial support account for travel and research purposes, enabling professors to connect with scholars around the world and to gain access to the most current technology for data analysis. New faculty start with $5,000, a baseline amount that has the potential to increase as needed based on time spent in the Department and other considerations. Endowed professorships are available to faculty, offering additional allowances that range from $15,000 to $50,000. Currently, Dr. Andrew Whitford, Dr. David Bradford, and Dr. Lawrence O'Toole possess endowed professorships and are only expected to teach three courses per academic year so that they may focus on their research projects. The Provost's Office also offers a Summer Research Grant for faculty who are interested in pursuing a particular project during the summer months.

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

<u>Self-Study Instructions</u>

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 Provide a list of program-specific strategies used in recruitment and retention that describe practices designed to help the program achieve inclusiveness within its legal and institutional environment.

3.2.1 Strategies used in **recruitment** (check all that apply)	Strategies used in **retention** (check all that apply)	Other **strategies** used to assure students are exposed to diverse views and experiences
Advertisement includes statement welcoming diverse applicants consistent within legal and institutional environment	There is a new faculty orientation that provides information on the promotion and tenure process	Use of part time instructors
Advertisement is placed in publications and on listservs that serve diverse audiences	New faculty are assigned to a faculty mentor	Use of guest lecturers
Phone calls are made to program directors from schools with a diverse graduate student body to encourage applications from potential candidates	New faculty are provided information about employee resource groups and contact numbers for the chair or facilitator.	

Phone calls or recruitment letters made to women and minorities known by program faculty to encourage application	New faculty regularly meet with the program director to discuss progress vis a vis the tenure and promotion process
Faculty, administrators, women, and professional staff of color to help uncover the available pool.	New faculty regularly meet with the program director or chair to discuss issues and needs.
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	

3.2.3a 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):

Please check one: US Based Program ✓   Non-US Based Program ☐
Legal and institutional context of program precludes collection of diversity data ☐

US-based

3.2.3 a Faculty Diversity	FT		PT		Total
	M	F	M	F	
Black or African American, non-Hispanic	1				1
American Indian or Alaska Native, non Hispanic/Latino					0
Asian, non Hispanic/Latino					0
Native Hawaiian or other Pacific Islander, non Hispanic/Latino					0
Hispanic/Latino			1		1
White, non-Hispanic/Latino	12	5	2	1	20

Two or more races, non Hispanic/Latino					0
Nonresident alien					0
Race and/or Ethnicity Unknown					0
Total					22
Disabled					

3.2.4 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 program's unique mission and environment, for how the program promotes diversity and a climate of inclusiveness.

The Department of Public Administration and Policy strives to recruit and retain a well-qualified faculty who are diverse in terms of race, ethnicity, gender, and disability status. Faculty diversity is an important objective of the MPA program at The University of Georgia. Our mission of "educating and inspiring students for careers…in government and nonprofit organizations domestically and abroad" requires that students be prepared to successfully interact with people from widely diverse backgrounds. Exposure to a faculty that effective in the classroom and diverse in terms of sex, race, ethnicity, and other attributes is an essential part of that preparation. Accordingly, the Department follows all relevant federal and state laws as well as equal employment and diversity policies of the University.

The Department is committed to achieving faculty diversity by proactively recruiting women and underrepresented populations during faculty search processes. To achieve this objective, our Faculty Search Committees advertise available positions in prominent national outlets accessible to minority and female candidates, make direct personal contact to encourage qualified minority group members and women to enter the applicant pool, and utilize informal faculty networks with other institutions to identify outstanding minority and female applicants. In 2013, the Department hired Dr. Rebecca Nesbit to strengthen the nonprofit specialization, and this year Dr. Temirlan Moldogaziev (from Kyrgyzstan) was hired to focus on Public Budgeting and Finance. Additionally, the Department works aggressively, both independently and with University administration, to facilitate opportunities for the placement of partners and spouses of faculty candidates. And to the greatest extent possible, the Department brings women and minority practitioners into the classroom as guest speakers, adjuncts, or part-time faculty.

The Department is dedicated to providing a positive and supportive environment in which women, minority group members, and persons with disabilities may excel as teachers and researchers. The Department continues to implement a formal mentoring process for all junior faculty members that links incoming faculty with more senior members. This process facilitates the professional socialization of new faculty regarding research, teaching, and other departmental matters.

Furthermore, the Department provides a curriculum that supports the value of diversity.

The faculty incorporate diversity into their activities and curriculum in a number of ways. All Public Administration and Democracy classes are taught by three professors, providing various perspectives and specializations from which students can learn the importance of diversity. The Equal Employment Opportunity, Affirmative Action, and Diversity class also exclusively addresses the importance of incorporating and respecting diversity in organizational environments and policies. Other efforts towards incorporating diversity in the program can be found in the Diversity Plan, which is attached to Standard 4.

Faculty are also involved with ensuring fair treatment of all individuals on campus. For example, Dr. J. Edward Kellough chaired the University's Internal Review Committee to assess internal operations of UGA's Equal Opportunity Office, providing recommendations that improved their operations and enhanced the University's mission. Furthermore, the Department sponsors socialization events to increase the cohesiveness and inclusiveness within the faculty; Brown Bag research discussions, holiday gatherings, and the Spring Banquet are all held to encourage discussion and interaction among the faculty. Finally, to retain talented faculty from underrepresented groups, the Department holds a policy of making competitive counteroffers that include salary raises, increased research support, and/or increased travel budgets.

3.2.5 Describe how the diversity of the faculty has changed in the past 5 years. (Limit 250 words)

The composition of faculty diversity has changed over the last five years as various members have left the University for personal and professional opportunities at other institutions. The Department has continued to pursue a diverse faculty to increase representation and introduce a variety of perspectives into the curriculum. In SSY-4, Dr. Anthony Bertelli, Dr. Aparna Lhila, and Dr. Keely Jones-Stater all pursued teaching opportunities at other universities. As a result, the Department hired Dr. Chao Guo and Dr. W. David Bradford to fill two tenure-track positions, with Joan Prittie, Esq. hired as an Affiliate Professor to teach the nonprofit specialization classes vacated by Dr. Jones-Stater. In SSY-3, the faculty expanded further, hiring more tenure-track positions. Dr. Angela Fertig was hired to teach Health Policy and Economics, and Dr. Robert Christensen was hired to teach Local Government, Nonprofit, and Intergovernmental Relations courses. Furthermore, Dr. J. Michael Martinez was recruited as an Affiliate Professor to teach Administrative Law and Ethics. In SSY-2, no changes in the faculty membership occurred.

In SSY-1, Dr. Chao Guo pursued other opportunities at the end of the school year, as did Dr. Barry Bozeman and Dr. Yilin Hou. In that same year, Dr. Joe Whorton retired. Consequently, in the self-study year, the Department hired Dr. Rebecca Nesbit and Dr. Robert Greer to assume two tenure-track positions to replace those vacated the year before. The Department also hired Dr. Grace Bagwell-Adams and Dr. Daniel Fey as one-year Visiting Assistant Professors until more faculty could be recruited for tenure-track positions. Furthermore, Dr. Angela Fertig left the University in September to pursue other opportunities, so the Department hired Dr. Temirlan Moldogaziev to replace her beginning in Fall 2014. We also interviewed several candidates for a tenure-track professor who would serve as Department Head, and Dr. Bradley Wright was selected to fill this position in July 2014.

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.

<u>Self Study Instructions</u>

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).

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

<u>Program Mission and Commitment to Public Service</u>
Candidates for promotion and tenure must demonstrate substantial achievement in teaching, research, and service to the community.   The program's mission statement directly states that the program is designed to advance the field "through teaching, research, and public service," and as a result, the Department's promotion and tenure process utilizes these areas to evaluate the success of its faculty. Because of our public focus, the Department believes that faculty have a duty to utilize their expertise to benefit the students, their colleagues in academia, and the greater community. This responsibility can be found in our public service values as well, which highlight the importance of serving the public good as a driving force behind intentions and actions.

Because teaching, research, and service are vital to our core mission, the Department has specific expectations for faculty in each area. The Department's criteria to determine faculty effectiveness and success are listed below:

<u>Evaluation of Teaching</u>
Teaching constitutes a central function of the Department. The Department consequently promotes excellence in teaching at all levels. No faculty member will be nominated for promotion to senior ranks or granted tenure without documented and convincing evidence of exceptional teaching. The Department distinguishes between routine classroom performance and exceptional teaching contributions that draw upon the teacher's depth and breadth of scholarship. Teaching not only includes formal classroom instruction, but the advising and mentoring of students as well. Effectiveness in teaching is reflected in student learning, the educational environment, and the curriculum. Evidence of teaching effectiveness may include, but is not limited to, any combination of the following sources:

1. Effectiveness shown by student evaluations and accomplishments
    a. A list of courses and information from student questionnaires designed to reflect teaching effectiveness and creativity, rather than popularity
    b. Representative student comments that attest to a teacher's ability to arouse student interest and to stimulate their work
    c. Performance of students on uniform examinations or in standardized courses
    d. Accomplishments of the teacher's present and former students, including student success in both learning the subject matter of the discipline and in pursuing it to a point of intellectual significance
    e. Evidence of students coming from other institutions, especially to study with the teacher
    f. Successful direction of individual student work such as independent studies, special student projects, and student seminars
    g. Evidence of effective advisement of students

2. Effectiveness shown by peer evaluation of expertise in instruction
    a. Peer evaluations by colleagues/supervisors who are familiar with the professor's teaching, have team-taught with the professor, used instructional materials designed by the professor, or have taught the professor's students in subsequent courses
    b. Selection for teaching special courses and programs
    c. Participation in special teaching activities outside the University, including international assignments, special lectureships, panel presentations, seminar participation, and international study and development projects
    d. Membership on special bodies concerned with teaching, such as accreditation teams and special commissions
    e. Invitations to testify before academic or governmental groups concerned with educational programs

3. Development or significant revision of programs and courses
    a. Preparation of innovative teaching materials, instructional techniques, curricula, or programs of study
    b. Collaborative work on interdisciplinary courses, programs, and curricula within the University or across institutions
    c. Description of new courses and/or programs developed, including service-learning and outreach courses at home or abroad, where research and new knowledge are integrated

4. Successful integration of teaching and research or teaching and service in ways that benefit students

5. Honors or special recognitions for teaching accomplishments

Evaluation of Research
Research and scholarship are documented through a professor's curriculum vitae and Faculty Activity Report. Professors are expected to present a record of outstanding scholarly achievement, since ensuring quality research benefits the Department's standing and learning environment. Consequently, faculty are expected to conduct research appropriate to the public administration and policy field and disseminate that work through the appropriate mediums.

Interdisciplinary and collaborative works are considered valid forms of scholarly activity as long as the professor offers clear evidence of his/her participation in each instance. Faculty whose work assignments include research should demonstrate high quality in their publications, conference materials, and other academic outputs. The Department distinguishes between routine and outstanding work by utilizing the professor's peers at other public administration and policy programs. Evidence of research and scholarship includes, but is not limited to, the following sources:

1. Research and/or scholarly publications, especially those that are peer-reviewed
    a. Books, parts of books, reviews, book reviews, articles, and other scholarly works published in refereed journals, articles published in professional publications, and research notes
    b. Adoption of a candidate's textbooks, especially repeated adoption, by institutions
    c. Scholarly reviews of the professor's publications

2. Presentation of research papers before technical and professional meetings, as well as records of participation in conferences, seminars, and workshops

3. Funded projects, grants, commissions, and contracts completed or in progress

4. Application of research scholarship in the field, including new applications developed and tested; new or enhanced systems and procedures demonstrated or evaluated for government agencies, professional and industrial associations, or educational institutions

5. Other evidence of impact on society of research scholarship and creative accomplishment

6. List of honors or awards for scholarship

The production of high quality research for publication in the most visible public administration, public policy, and other social science journals is important for the development of a line of inquiry that may inform administrative and policy practice. All faculty members are expected to maintain an active research agenda in public administration, public policy, or a related field. In terms of research productivity, the faculty have achieved an outstanding record, and have been for many years one of the best research faculties in public administration and policy in the nation. Some members of the faculty have funded their research using grants and contracts awarded to them, and all have produced significant research across a spectrum of issues that have been published in highly selective academic journals.

Evaluation of Service
The Department considers service to the community as any activity that benefits the University, the academic profession, or the greater public. Service to the University includes, but is not limited to, participating in departmental, school, and/or University committee work and/or governance; contributing to administrative support work (such as serving as a college representative on a major University committee or task force); and developing, implementing, or managing academic programs or projects.

Service to the profession includes, but is not limited to, offices held and committee assignments performed for professional associations and learned societies; development and organization of professional conferences; editorships and the review of manuscripts in professional association and learned societies publications; and review of grants applications.

Service to the greater public refers to the function of applying academic expertise to the direct benefit of external audiences in support of departmental and University missions. It can include applied research, service-based instruction, and program/project management.

Evidence of a faculty member's service efforts includes, but is not limited to, the sources listed below:

1. Documentation of candidate's role in committee work at departmental, school/college, and/or University levels, including work with governance bodies

2. Testifying before legislative committees, advising governments, consulting with public and nonprofit agencies, and other activities in which there was significant use of professor's expertise

3. Program and project development, implementation, or management, including study-abroad initiatives and service-based instructional activities

4. Election to offices, committee activities, and other important service to professional associations and learned societies, including membership on editorial boards reviewing publications

5. Applied research, including books, book chapters, articles and scholarly papers, that relate to public service

6. Contracts, grants, and gifts to fund innovative teaching activities, fund stipends for students, finance development and delivery of service innovations, or fund research projects

7. Honors, awards and special recognition for service activities

Promotion and Tenure
Faculty members are promoted based on their years in rank and their level of performance in the aforementioned areas of teaching, research, and service. Generally, permanent faculty members are hired to tenure-track positions and are awarded tenure when they become Associate Professors. Consequently, the expectations and criteria for conferring tenure are similar to that of Associate Professor promotions. When a faculty member requests promotion and/or tenure consideration, the Department Head appoints a committee to evaluate the candidate's credentials and to serve as an advisory group to the candidate. Departmental recommendations on promotion and tenure must be approved by the School of Public and International Affairs, the University, and ultimately the Board of Regents of the University System of Georgia. Tenured faculty members are subjected to a Post-Tenure Review process every five years. This process is coordinated within the School of Public and International Affairs.

Appointment as Assistant Professor – To be appointed as an Assistant Professor, faculty must have a Ph.D. appropriate to the discipline in which they teach. There is no minimum experience required, and all Assistant Professors recruited to the Department are hired to tenure-track lines. If they do have prior experience at another university, the period prior to their Associate Professor promotion may be shortened. Faculty must show promise of moving toward excellence in the areas of teaching, research, and service to be considered for an Assistant Professor position. All tenured or tenure-track faculty vote on all hiring decisions.

Promotion to Associate Professor – To be promoted to Associate Professor, faculty must serve five years as an Assistant Professor and have a significant teaching and publication record. The faculty member must also demonstrate a strong commitment to community service. They must show clear and convincing evidence of emerging stature as a regional or national authority in their respective field. A third year review exists to indicate the steps necessary to receive tenure at the end of five years. Faculty who vote on Associate Professor promotions are those of Associate rank or higher. Faculty are generally afforded tenure upon promotion to Associate Professor. However, separate votes may be taken on promotion and tenure decisions.

Promotion to Professor – To be promoted to Professor, faculty must serve at least five years as an Associate Professor. They must also demonstrate clear and convincing evidence of high levels of attainment in teaching, research, and service. Faculty who vote on Professor promotions are those who have achieved the rank of Professor.

3.3.2 Provide <u>ONE</u> 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).

3.3.2 Name	Research or Scholarship	Community Service	Efforts to Engage Students
W. David Bradford	"Can Credence Advertising Effects Be Isolated? Can They Be Negative?: Evidence from Pharmaceuticals," *Southern Economic Journal*, 78(1): 167-190, 2011, with A.N. Kleit.	Organized joint UGA/Georgia State/Emory Health Economics Research Conference, UGA Gwinnett Campus, Apr. 2013	Faculty advisor to UGA PADP student team to the Fels Institute National Policy Invitational Challenge
Deborah Carroll	Book Review: Bowman, W. (2011). Finance Fundamentals for Nonprofits: Building Capacity and Sustainability.	Athens-Clarke Safe Cycling Association, Inc. (Bike Athens) Board Member Treasurer Finance Committee	Judge, Georgia Students for Public Administration, University of Georgia, Policy Competition, 2013 & 2014

	Hoboken, NJ: John Wiley & Sons, Inc. (Published August 9, 2011). *Nonprofit and Voluntary Sector Quarterly*. (2012).	member Executive Committee member (2011-Present)	
Robert Christensen	"Race and Gender Bias in Three Administrative Contexts: Impact on Work Assignments in State Supreme Courts," *Journal of Public Administration Research and Theory,* 22(4), (2012), pp. 625-648, with John Szmer and Justin Stritch. Lead Article	Editorial Board member of the *Public Administration Review* (2014-Presnt) and the *Journal of Public Administration Research and Theory* (2014-Present)	Led two independent studies in Bids and Contracting and Public Service Motivation
J. Edward Kellough	*The New Public Personnel Administration*, 7th edition, (Boston: Wadsworth, Cengage Learning, 2014) with Lloyd G. Nigro.	International Consultant: United Arab Emirates (2012) and the Republic of Georgia (2011)	Department Head
Laurence O'Toole	"In Defense of Bureaucracy: Public Managerial Capacity, Slack, and the Dampening of Environmental Shocks," *Public Management Review* 12, 3 (May 2010): 341-61.	Since 2008, has served on the editorial board of the *International Review of Public Administration*	Funding from at least 4 grants have supported or are supporting PADP graduate students, as follows: 08/09: 5 students 09/10: 5 students 10/11: 2 students
Hal Rainey	*Understanding and Managing Public Organizations*, 5th edition. San Francisco: Wiley/Jossey-Bass, 2014.	Participated in an invited talk and discussion for the Scientific Management Review Board, National Institutes of Health, Bethesda, Maryland (2010) "Managing	Organized brown bag lunches for discussion of professional development topics

		Large Scale Organizational Change"	
Jeffrey Wenger	"Attitudes about Hard Work: A Global Perspective on the Beliefs of Government Employees," *International Public Management Journal* (forthcoming) with Justin Bullock and Vicky M. Wilkins.	Member of the UGA Investment Committee, 2007-2013	
Andrew Whitford	"Disorder, Dictatorship, and Government Effectiveness: Cross-national Evidence," *Journal of Public Policy*, 32(1), (2012), pp. 5-31, with Soo-Young Lee. Lead article	Faculty instructor for "Policy Analysis" course at the CDC University	Faculty Advisor for the Georgia Students for Public Administration (GSPA) during the self-study year.
Vicky Wilkins	"More Similarities or More Differences? Comparing Public and Nonprofit Managers' Job Motivations," *Public Administration Review*, (2011), with Young-Joo Lee.	Board of Books for Keeps	Former MPA Director (advisement and assistantships)
Brian Williams	"Racial Profiling (Biased Policing)." In Patrick L. Mason, editor in chief, *Encyclopedia of Race and Racism, 2nd edition*. (MacMillan-Cengage Learning, pp. 401-406).	Pro bono work with Athens Police Department	Independent studies
Robert Greer	"Does intrastate competition in segmented municipal bond markets affect interest costs? An	Member of faculty search committee for a public budgeting and finance faculty hire	Organizing and running a brown bag seminar series for students, with Dr. Carroll

	Empirical test of the Preferred Habitat Hypothesis" forthcoming in *Municipal Finance Journal.* with Dwight Denison		
Rebecca Nesbit	"Projections and Policies for Volunteer Programs: The Implications of the Serve America Act for Volunteer Diversity and Management" *Nonprofit Management and Leadership*, 24(1): 3-21, (2013) with Jeffrey L. Brudney.	Reviewer for the *Public Administration Review,* the *Nonprofit and Voluntary Sector Quarterly,* and the *Review of Public Personnel*	
Angela Fertig	"Benefits and Costs of a Free Community-Based Primary Care Clinic," *Journal of Health and Human Services Administration,* 34(4), (2012), with P. Corso and D. Balasubramaniam.		Funded three graduate assistantships between 2010 and 2012
Jerry Legge	Jerome S. Legge, Jr., "Resisting a War Crimes Trial: The Malmédy Massacre, the Churches, and the U.S. Army Counterintelligence Corps," Holocaust and Genocide Studies 26 (2012): 229-260.	Serves as the Associate Provost for Academic Planning for The University of Georgia	

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

Research and Scholarship:

The MPA program at The University of Georgia encourages faculty members to be leaders in the field in terms of scholarship and research. This dedication to research is evidenced in the wide variety of exemplary activities and significant outcomes demonstrated by the nucleus faculty. For example, Dr. W. David Bradford won the 2012 Georgescu-Roegen Prize, presented for the best academic paper published in the *Southern Economic Journal*, for his article "Can Credence Advertising Effects Be Isolated? Can They Be Negative?: Evidence from Pharmaceuticals" published in 2011. Also, Dr. Laurence O'Toole received the Routledge Award for the best article in the *Public Management Review* for "In Defense of Bureaucracy: Public Managerial Capacity, Slack, and the Dampening of Environmental Shocks," published in 2010.

In addition to receiving acclaim for individual publications, several faculty members have been awarded honors for their current and past contributions to the field of public administration and policy. Dr. Hal Rainey was awarded the Dwight Waldo Award for Career Contributions in Scholarship by the American Society for Public Administration in 2009. Dr. Andrew Whitford received the 2013 SPIA Award for Excellence in Research, selected by faculty of the School of Public and International Affairs at UGA. Dr. Robert Greer has also received recognition as the recipient of the 2012 NASPAA Emerging Scholar Award.

Every faculty member publishes high-quality research through such mediums as articles, books, conference papers, book reviews, encyclopedia references, monographs, or chapters for edited books. For example, Dr. Andrew Whitford and Dr. Robert Christensen have produced lead articles for the *Journal of Public Policy* and the *Journal of Public Administration Research and Theory,* respectively. Dr. J. Edward Kellough is celebrating the seventh edition of his book, *The New Public Personnel Administration*, while Dr. Hal Rainey's *Understanding and Managing Public Organizations* is in its fifth edition. These two texts are used in campuses across the world and have been published in several languages. The Department's research and scholarship have had a global impact and continue to influence academic thought in the field of public administration and policy.

Community Service:

Faculty members are encouraged to participate in a wide variety of community service activities that benefit the Department, the University, the Athens community, the State of Georgia, and the public administration and policy community as a whole. Several faculty members participate in departmental and University governance committees, including Dr. Jeffrey Wenger (UGA Investment Committee) and Dr. Robert Greer (MPA Faculty Search Committee). The Department's presence in the community is best personified by Dr. Deborah Carroll and Dr. Vicky Wilkins, who act as board members for the Athens-Clarke Safe Cycling Association and Books for Keeps, respectively. These two faculty members bring their knowledge and experience to these organizations, enhancing the non-profit organizations' abilities to administer their programs and finances effectively.

At the state level, Dr. Brian Williams has worked closely with the Athens-Clarke County Police Department and other local police officials to assess the organizational challenges found in Georgia's police force. Together with Dr. Andrew Whitford, Dr. Williams authored a report called "In Focus: Exploring the Challenges and Related Implications Facing Georgia's Sheriffs" that was presented at the 2012 Annual Meeting of the Academy of Criminal Justice Sciences in New York. This report included a discussion on the particular issues facing Georgia's sheriffs as well as several examples and implications for other state police forces. Another faculty contribution to the community at the national level is Dr. Robert Christensen's article "Race and Gender Bias in Three Administrative Contexts: Impact of Work Assignments in State Supreme Courts" (2012), which is included as part of the National Center for State Courts Appellate Procedure Resource Guide. Internationally, Dr. J. Edward Kellough has acted as a consultant for the United Arab Emirates and the Republic of Georgia, working to establish connections and inform the practice of public administration in these countries.

In addition to these activities, most faculty members are on editorial boards for several public administration and policy journals. Examples include the *Public Administration Review,* the *Journal of Public Administration Research and Theory,* the *International Review of Public Administration,* the *Nonprofit and Voluntary Sector Quarterly,* and the *Review of Public Personnel*. Faculty members have also contributed to the related field of heath policy and administration through a variety of activities. Dr. W. David Bradford organized a Health Economics Research Conference that brought together researchers from The University of Georgia, Georgia State University, and Emory University; Dr. Hal Rainey participated in a forum for the Scientific Management Review Board at the National Institutes of Health in Bethesda, Maryland; and Dr. Andrew Whitford has taught classes in Policy Analysis for the Centers for Disease Control in Atlanta. Working with outside institutions such as these ensures faculty members are up-to-date in their field of research and are able to interact closely with members of the greater public administration academic and professional communities.

Efforts to Engage Students:

In addition to their teaching, research, and community service responsibilities, MPA faculty at The University of Georgia make special efforts to engage with students outside of the classroom. For the past two years, Dr. W. David Bradford has been the faculty advisor for UGA students competing in the Fels Institute National Policy Invitational Challenge. In both years, the student teams were semi-finalists and returned to UGA with $5000 prizes. Dr. Deborah Carroll and Dr. Robert Greer offer a Brown Bag Lecture Series that discusses professional development topics and practices. Several faculty members, including Dr. Robert Christensen and Dr. Brian Williams, have led independent studies for students, covering courses such as Bids and Contracting and Public Service Motivation. Dr. Andrew Whitford was the faculty advisor (until 07/01/14) for the Georgia Students for Public Administration (GSPA), a student-led organization that provides for informal interaction between faculty and students. After July 1, 2014, Dr. Deborah Carroll was the GSPA advisor. Dr. Carroll has been a judge for the GSPA Policy Competition also, where teams from UGA, Georgia Tech, and Georgia State compete to present the best public policy initiative. Other GSPA events that involve faculty participation include the annual Socialization Seminar, which enables students to become familiar with the program and faculty, and the Spring Banquet, where the

Department gathers to honor the achievements of the students and faculty from throughout the year. These events allow students to build strong relationships with the faculty and gain insight into academic pursuits and career opportunities outside of the classroom.

In addition to these informal activities, Dr. J. Edward Kellough and Dr. Andrew Whitford, in their respective roles as Department Head and MPA Director, provided formal supervision and advisement for students' academic careers. These faculty members work with the MPA Recruitment and Career Services Coordinator and the MPA Advisor to offer professional development skills and advise students on courses, assistantships, internships, and job placement. Finally, several faculty members aid students by funding assistantships through their grants. For instance, Dr. Laurence O'Toole and Dr. Angela Fertig funded 15 graduate assistantships between 2008 and 2012.

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.

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.

4.1.1 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 Department of Public Administration and Policy looks to recruit and train qualified and motivated students to be effective leaders in public administration and policy within all levels of government and nonprofit organizations. As a result, we recruit "students with strong motivations for public service who have solid undergraduate preparations." This statement includes both pre-career and mid-career students who bring a diversity of backgrounds and experiences and provide insight into the various perspectives and mindsets of the public.

The program recruits students from colleges throughout Georgia, the United States, and other countries, as well as individuals working in governmental and nonprofit organizations who want to continue their education while remaining in their current positions. In order to stay connected to these populations, the program utilizes Constant Contact web newsletters to send updates on current information and provide direct access to the Department. We also welcome students who would like to learn more about the program and visit the campus. For instance, a Spring Visitation Day is held every year for potential students to meet with faculty, staff, and current students to learn more about the Department and how the degree is designed. During the fall term, general information sessions are held by the MPA Recruitment and Career Services Coordinator for anyone thinking of applying to the program. The Department also reaches out to students who visit the Graduate School's website and request more information about the program.

The Department publicizes the program through several organizations and publications tailored to the public administration and policy field. These communication mediums enable the Department to reach potential students who are not current undergraduates. The program sponsors advertisements in publications by NASPAA, the American Political Science Association, the American Society for Public Administration, the Association for Budgeting and Financial Management, the Association for Public Policy Analysis and Management, and the

Public Management Research Conference to increase the caliber and diversity of the applicant pool. Additionally, the program advertises in ASPA's and APPAM's yearly conference programs. The MPA Recruitment and Career Services Coordinator participates in Idealist.org college fairs in Washington D.C., Raleigh-Durham, Charlotte, Atlanta, and Miami; these fairs are mass-marketed to the entire city and reach undergraduates as well as mid-career professionals.

The cost of attaining the degree can be found online at http://www.reg.uga.edu/tuition. This website outlines the cost of each credit, as well as student fees, in the Master of Public Administration program at The University of Georgia. The MPA website also features a link to the current tuition and fees at http://padp.uga.edu/degrees_programs/mpa under the "Tuition" tab. Making tuition information available online ensures all information is accurate and up-to-date.

4.1.2a and b: 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.)

4.1.2a Applicant Type	Self-Study Year Minus 1	Self-Study Year
Full-Time	257	206
Part-Time	53	34
Total	310	240

4.1.2b Applicant Type	Self-Study Year Minus 1	Self-Study Year
In-Service	161	121
Pre-Service	149	119
Other	0	0
Total	310	240

*Applicants with one year or less of professional work experience are considered "pre-service".

4.1.3 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.

Applications have fluctuated from our last self-study report to the current year. For instance, in SSY-6 we received 240 applications, which then rose to 310 in SSY-1 and dropped back to 240 in SSY. This decrease is in line with our expectations because of the tight budgets many students are experiencing in the current economy. However, our admissions have grown over the years, from 125 students in SSY-6 to 154 students in the present SSY. This increase occurred due to our efforts to keep each enrolled class the same size (mid to high 60s), which we believe fulfills our mission to provide a quality education through classes small enough for individualized attention but large enough to provide a diversity of thought and representation. Raising the admittance rate to ensure a consistent class size also helps us meet the necessary budgetary requirements to maintain program quality.

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

<u>Self-Study Instructions</u>

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-à-vis the program mission.

4.2.1a How do your admission policies reflect your program mission? Limit 250 words.

The departmental MPA Committee is charged with creating and implementing student admissions policies and standards. The committee consists of the MPA Program Director (Chair) and two faculty members appointed by the Department Head. After each application is reviewed, committee members recommend rejecting or admitting the candidates. A simple majority is required for admission to the program. Additionally, the committee determines what level of financial assistance an admitted applicant will be offered.

To evaluate an applicant's qualifications and potential, the MPA Committee examines their academic and professional record, Graduate Record Examination scores, letters of recommendation, and written statements explaining their motivations for joining the program. Since the Department believes a diverse environment contributes to the educational experience, a candidate's demographic background may strengthen their application to the extent that student diversity is enhanced. Starting in Fall 2014, students will be required to take the Personal Potential Index (PPI) to help the Department judge such intangible qualities as student perseverance. This additional test will help the MPA Committee select students with "strong motivations for public service" that will likely flourish in the program and excel in future public service careers. No minimum score requirement will exist for the PPI, but will instead be considered along with the other aforementioned factors when determining student eligibility.

The Graduate School has minimum requirements for the Graduate Record Exam and student GPA (300 and 3.0, respectively). The Department does not have any minimum score requirements beyond those of the Graduate School. This lack of a requirement is a result of our mission to attract mid-career students who may have professional skills and experiences that add to their academic resume. However, accepted students generally meet the Graduate School expectations, since program goal #2 aims to "admit high quality students" with "solid undergraduate preparations."

4.2.1b Please fill out the following table:

Bachelors Degree:	Required	Optional	N/A
Letter of Recommendation:	Required	Optional	N/A
Resume:	Required	Optional	N/A

Standardized Tests   Required   Optional   N/A
    GRE
    Minimum Total Score: 300
    TOEFL
    Minimum Score: 80
Other Standardized Test (please specify name and score): PPI (no minimum)
GPA   Required   Optional   N/A
    Minimum Required: 3.0
Statement of Intent   Required   Optional   N/A
Essay/Additional Writing Sample   Required   Optional   N/A
Professional Experience   Required   Optional   N/A
    Number of years of Professional Experience :
Interview   Required   Optional   N/A
Special Mission Based Criteria   Required   Optional   N/A
Prescribed Undergraduate Major   Required   Optional   N/A
Other (specify)   Required   Optional

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.)

The MPA program does not admit any full-time or part-time students on a probationary basis. There are no alternate paths for being admitted to the program; mid-career students are held to the same admission standards as pre-service students. These expectations include having a GRE score that has been achieved within five years of the student entering the program. All students are expected to provide a record of their academic and professional work, their motivations for public service, standardized test scores, and letters of recommendation so that the Department can ascertain their qualifications for the program.

4.4.2a Enumerate full, conditional or probationary admissions to the program, using the table below, for the self-study year and the previous academic year.

4.2.2a Admission Numbers	Admits	
	Self-Study Year Minus 1	Self-Study Year
Full Admission of FT Students	126	134
Conditional Admission of FT Students	0	0
Full Admission of PT Students	23	20
Conditional Admission of PT Students	0	0
Total	149	154

Admits	Self-Study Year Minus 1	Self-Study Year
Full Admission of In Service Students	79	72
Conditional Admission of In Service students	0	0
Full Admission of Pre-Service Students	70	82
Conditional Admission of Pre-Service Students	0	0
Other	0	0
Total	149	154

4.2.2b Please enter the number of students admitted, who actually enrolled in the program, during the Self-study year and the previous academic year.

4.2.2b Enrollment Numbers	Enrolled Students	
	Self-Study Year Minus 1	Self-Study Year
Full Enrollment of FT Students	48	51
Conditional Enrollment of FT Students	0	0
Full Enrollment of PT Students	16	15
Conditional Enrollment of PT Students	0	0
Total	64	66

Enrollment	Self-Study Year Minus 1	Self-Study Year
Full Enrollment of In Service Students	30	27
Conditional Enrollment of In Service students	0	0
Full Enrollment of Pre-Service Students	34	39
Conditional Admission of Pre Service students	0	0
Other	0	0
Total	64	66

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

The number of admitted students and the balance between full-time and part-time students has remained fairly consistent with the program's growth since the last self-study report in 2007. Furthermore, student enrollment each year has remained consistent: 66 students enrolled in SSY-6, 64 enrolled in SSY-1, and 66 enrolled in the current SSY. These figures reflect the program's mission to provide the best education possible by ensuring the student population does not outgrow the faculty and available resources. If we are to "be a leader in educating and inspiring students," we must ensure that our class sizes enable professors to provide individualized attention. The class size must also be significant enough to provide a diversity of ideas and a better representation of the general public, and as a result the Department has continued to enroll a sufficient number of students to accomplish this goal.

Additionally, part-time students have maintained a similar percentage of total enrollment, with 24% in SSY-6, 25% in SSY-1, and 23% in the SSY. Enrolling a significant number of part-time students ensures the fulfillment of Program Goal #2, which aims to recruit "students that may be pre-service or mid-career." Since part-time students are generally representative of those who are in-service, we believe the part-time figures speak to our dedication to offering an education to those practicing in the field. As a result of our recruitment efforts, in-service students composed 47% of enrolled students in SSY-1 and 41% of students in SSY. Not only do these efforts ensure the fulfillment of our goals, they also provide a unique and applicable discourse in the classroom that comes from in-service students' experiences.

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 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 MPA Director is responsible for managing all processes associated with program advisement, course selection, and academic progress. An orientation and sequence of socialization seminars are held at the beginning of each academic year to familiarize new students with the program and its requirements. At the required two-credit orientation, students are introduced to the curriculum, the specializations offered, and the academic policies of the Department and the University. Advisement on course selection is held prior to the beginning of

each term for new students and in the middle of the fall and spring terms for continuing students. This process is managed by the MPA Director with the assistance of the MPA Advisor, an advanced PhD student selected by the Director in consultation with the Department Head. The MPA Advisor provides information about course offerings and makes a preliminary review of each student's class schedule. Students may also schedule appointments with the MPA Director, who is available to address any unusual circumstances that may arise. The MPA Director must review and sign off on every student's program of study before they are allowed to graduate. If they do not meet the necessary requirements, the MPA Director contacts them directly to identify the steps needed to complete the program.

Additionally, the program releases an MPA Program Guide every year that is distributed to the student body and made available by request in the departmental office. The MPA Program Guide contains requirements and graduation standards for incoming and current students, including contact numbers, an outline of the curriculum, unique specialization requirements, internship and Capstone Paper requirements, the academic honesty policy, admission policies, and faculty biographies.

A total of 41 semester hours are needed for the completion of the MPA program. A mandatory socialization sequence and five core courses introduce the student to the various fields of public administration and the economic foundations of public policy. In addition, two required courses in research methods assist students in developing a familiarity with quantitative techniques in public decision making. Students must also select six courses from a number of available elective specializations to complete their degree.

The following provides an outline of the MPA curriculum:

1. MPA Socialization Sequence (2 semester hours)
PADP 6980   Socialization Seminar

2. Public Management Core (15 semester hours)
PADP 6910   Public Administration and Democracy
PADP 6920   Public Personnel Administration
PADP 6930   Public Financial Administration
PADP 6950   Economic Foundations of Policy Analysis
PADP 6960   Organizational Theory

3. Research Methods Sequence (6 semester hours)
PADP 7110   Research Methods in Public Administration
PADP 7120   Data Applications in Public Administration

4. Electives (18 semester hours)
A number of elective courses are offered. A student must choose either to specialize in a single area of study or to complete a generalist degree. Areas of specialization include the following:
- Health Policy and Administration
- Higher Education Administration
- Local Government Administration

- Nonprofit Administration
- Public Budgeting and Finance Administration
- Public Management/Organization Theory
- Public Policy

To achieve a concentration in an area of specialization, an MPA student must take four courses in that area. To complete a generalist degree, students must choose a minimum of two courses from within at least two of the specified areas of specialization. The areas of concentration are listed in the MPA Guide which contains a list of possible courses for each specialization. This list is fluid as courses are added or subtracted by the Department and others. Courses not listed in the MPA Guide may be taken with approval of the MPA Program Director.

5. Capstone Paper

6. Integrative Memo Exercise

All information and requirements can also be found online at:

http://padp.uga.edu/degrees_programs/mpa.

Our widely-available and explicit program requirements ensure students understand the program's expectations and can take the necessary steps to successfully complete the degree. This transparency helps fulfill the program's mission to ensure students graduate on time and with the skills necessary to perform critical public service jobs in the future.

4.3.2 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)

Student progress in the program is monitored utilizing the advising sessions. Students who receive academic warnings from the University because of poor performance or those who are placed on academic probation are required to meet with the MPA Director to devise an individually-tailored educational plan for academic improvement, which is then filed with the Graduate School. Furthermore, individual faculty members provide informal advisement on courses and specializations. Faculty and staff within the Department closely monitor the academic and professional progress of each student. If a student develops a problem, the faculty and staff are available to help them develop a solution.

4.3.3a Below, using the SSY-5 cohort[1], 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.

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[1] SSY-5 cohort is the group of students who entered the program in the academic year that began 5 years before the self study year. Programs unable to use this cohort as a basis for calculating completion rates should explain their approach for calculating a completion rate in the text box.

4.3.3a	Initially Enrolled	Graduated within Degree Program Length	Graduated in 150% of Degree Program Length	Graduated in 200% of Degree Program Length
Number of Full-Time Students in the SSY-5 Cohort	63	59	62	62
Number of Part-Time Students in the SSY-5 Cohort	17	0	10	12
Total Number of Students in the SSY-5 Cohort	80	59	72	74

4.3.3b 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 MPA degree is designed to be a two-year program with three classes each semester and one in the summer semester. Our completion rate of 94% in the two-year period for full-time students demonstrates the success our students have had in executing the program in the expected timeframe. The 0% completion rate in two years for part-time students is expected given their part-time status. Students attending part-time usually take two classes each semester, so the completion rate for these students in four years (200% degree program length) is 71%. The Department allows mid-career students to use their past or current work experiences to fulfill the internship requirement and graduate in a timely fashion.

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

MPA students rely on the Department's MPA Recruitment and Career Services Coordinator for internship and career assistance as well as professional development resources. This full-time staff member offers individualized and group counseling to assist students in locating and securing internships and employment. To help students identify internship and employment opportunities, the MPA Recruitment and Career Services Coordinator provides a weekly updated electronic list of internship and employment announcements. This important resource includes local, state, federal, and nonprofit organizations throughout the country and abroad, reflecting the program's mission to connect graduates with careers at all levels of the government and nonprofit sectors. Close contact is kept with several of these organizations to ensure that information is kept up-to-date. The MPA Recruitment and Career Services Coordinator also arranges information sessions that connect employers with current MPA students. Recent information sessions have included representatives from the U.S. Department of Health and Human Services, the Georgia Emergency Management Administration, and the Georgia Office of Planning and Budgeting.

The MPA Recruitment and Career Service Coordinator also helps students improve their résumés, cover letters, and application materials. Each student's academic and professional qualifications are carefully reviewed to ensure quality presentation. Preparation for interviews and employment tests are also offered. This service is especially helpful for students applying to the Presidential Management Fellowship.

Additionally, The University of Georgia Career Center provides a complete range of services and materials in the areas of career development, career counseling, resume building, interview workshops, and direct assistance in job searches. To assist MPA students, the Career Center provides a staff member as a liaison to the Department of Public Administration and Policy. The liaison helps MPA students by organizing public sector recruitment visits and employment fairs. Past fairs have involved federal, state, and local government institutions and nonprofit organizations. Exposure to potential employers is an important component of the Department's and the University's efforts to advance each student's career.

4.3.4a(1) 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. (Limit 250 words) If available, provide a LINK to these policies on the program's website.

Prior to graduating from the MPA program, each student without sufficient prior public service or administrative experience must complete a public service internship. Students with prior experience in a professional position with a government agency or nonprofit organization may submit a waiver from the internship requirement. Students desiring an exemption submit an Internship Waiver Form to the MPA Director, providing a detailed description of their past work and responsibilities. The MPA Director then decides whether the applicant's experience meets departmental requirements, specifically work experience equal to or greater than the 300 hours required for the internship credit. Exemption from the internship does not, however, eliminate the requirement for the Capstone Paper. This paper is based on the internship experience (or documented prior work experience) and requires the student to describe their work experience, discuss how the work related to MPA coursework, provide a self-assessment of their mastery of the core competencies, and offer a critique of the strengths and weaknesses of the MPA program.

All internships used to fulfill the requirement must be completed at a government agency or nonprofit organization. Students must intern for a minimum of 300 hours at the same agency. This requirement helps to ensure that the degree candidate can perform responsibly and proficiently at a professional or managerial level. Additionally, the internship provides students with an experiential basis for linking coursework to their future careers as public service professionals. Full-time students typically complete the internship by working through the summer between their two academic years in the program, though some opt to intern part-time during the fall or spring semesters. Although students are required to complete only one internship, some students complete more than one while in the program. Students have completed internships in a wide variety of federal, state, and local government agencies and nonprofit organizations, engaging in such work as program evaluation, research on policy initiatives, and special event coordination and fundraising.

There are no prerequisites for beginning an internship; however, the MPA Recruitment and Career Services Coordinator works with students to select courses that will give them the necessary academic preparation to compete for internships. While the internship is required for graduation, students do not receive course credit for completing an internship and cannot count any experience for which they received course credit as an internship.

All pertinent information and requirements for the internship experience is available for incoming and current students at: http://padp.uga.edu/degrees_programs/mpa.

4.3.4a(2) Indicate the number of internships, by type, and the number of internship waivers granted during the self-study year and the previous year.

4.3.4a(2) Internship Participation	Self-Study Year Minus 1		Self-Study Year	
	Pre-Service	In-Service	Pre-Service	In-Service
National or central government in the same country as the program	1	2	4	1
State, provincial or regional government in the same country as the program	8	4	6	1
City, County, or other local government in the same country as the program	7	2	4	0
Foreign government (all levels) or international quasi-governmental	0	0	0	0
Nonprofit domestic-oriented	12	0	10	0
Nonprofit/NGOs internationally-oriented	2	1	0	1
Private / Business sector	0	0	0	0
Internship Waivers Granted to Students (who would normally be required to complete one)	3	21	2	13
Other (specify)	0	0	0	0
Total	**33**	**30**	**26**	**16**

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 MPA Recruitment and Career Services Coordinator assists students in identifying and applying for internships. Students must apply and go through the employment interview process as they would in any other job search during their career. Students are counseled individually on résumé and cover letter preparation as well as internship search strategies. A detailed weekly listing of available internships is made available by the MPA Recruitment and Career Services Coordinator. This list presents opportunities nationwide and is assembled based on recommendations from alumni and employers who have hired UGA students in the past. The MPA Recruitment and Career Services Coordinator also encourages students to seek out

internships not covered in the listing and coordinates information and recruitment sessions hosted by prospective employers.

If a student or his/her internship employer have questions or concerns about the experience, the MPA Recruitment and Career Services Coordinator is available to receive feedback. Pay is at the discretion of the employing agency, and the Department provides no financial assistance for unpaid internships. However, for those students who are unable to bear additional financial burden, the Department tries to connect them with local internships that do not require travel or additional lodging expenses. At the end of the internship experience, supervisors are asked to complete an Exit Interview Form and an Employer Survey to evaluate the intern's overall performance and work habits. Student completion of the Capstone Paper also offers an overview of the internship experience, including tasks and transferable skills that correlated with their academic training.

4.3.4a(4) Briefly discuss how the distribution of internships reflects the program mission. Limit 250 words.

The internship requirement has been designed by the faculty and is reflective of the mission of the program to develop intellectual capacities and professional skills as well as to introduce, through real world experiences, accountability issues and ethical concerns. Because one of the program's goals is to "prepare students for careers in all levels of government and the nonprofit sector," students are connected with internships in federal, state, and local government entities. Furthermore, students find internships at domestic and international nonprofit organizations to further their experience in this particular field of public administration. Reflecting the program's public service orientation, students cannot complete internships with private, profit-oriented businesses and all organizations must be non-partisan and non-sectarian. Finally, many students choose to waive the internship and use their prior professional experience to satisfy the requirement, a result of the Department's many active professionals who have returned to school to enhance their skills and become more adept in the field of public administration and policy.

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.)

4.3.4b Employment Statistics	Self-Study Year Minus 2		Self-Study Year Minus 1	
	Pre-Service	In-Service	Pre-Service	In-Service
National or central government in the same country as the program	3	5	1	4
State, provincial or regional government in the same country as the program	5	6	6	14
City, County, or other local government in the same country as the program	5	7	2	4

Foreign government (all levels) or international quasi-governmental	1	2	0	0
Nonprofit domestic-oriented	8	6	5	11
Nonprofit/NGOs internationally-oriented	1	0	0	0
Private Sector - Research/Consulting	0	1	0	0
Private Sector but not research/ consulting	7	1	2	0
Obtaining further education	2	2	5	3
Unemployed	0	0	2	0
Status Unknown	6	1	1	1
Total Number of Graduates	38	31	24	37

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)

The program strives to maintain an environment in which individuals from all backgrounds can flourish. The program works with The University of Georgia's Office of Institutional Diversity and the Graduate School's Office of Outreach and Diversity, who implement programs to foster diversity sensitivity and awareness. Students can pursue Graduate Recruitment Opportunities Assistantships that are designed to fund entering graduate students who are considered first generation, educationally or economically disadvantaged, or who have uniquely diverse backgrounds that add to their discipline of study. Classes on diversity awareness and supporting the LGBT community are freely available for faculty, staff, and students. Additionally, the Department strives to provide a supportive environment for students with disabilities. Faculty and staff accommodate such students by increasing accessibility to facilities and faculty offices.

In past years, classrooms have been altered, parking permits provided, and special appointment times and locations offered to students with disabilities.

The University's international student cohort has been an important resource of the program to increase awareness of various world perspectives and make connections with other international schools. The Department encourages international students to attend the International Student Orientation held by the Office of Multicultural Services and Programs to help with the transition from living abroad to residing in Athens. Through the Disability Resource Center, students who are learning English or may be unable to take notes quickly can request a note-taker for class lectures.

Required courses in the Department, such as Public Administration and Democracy and Public Personnel Administration, reinforce principles of equity, fairness, and sensitivity. For each entering cohort, a required three-day Socialization Seminar introduces key public service values and engenders cohesion among the students. During this seminar, activities are held to promote a positive, safe, and nurturing environment. Panel discussions, group activities, and lectures familiarize students with the expectations and processes of the program. Several classes feature guest lecturers to provide a diversity of thought in the classroom and various perspectives from practicing public administrators. While the faculty provide foundational knowledge and context for current issues in public administration, guest lecturers offer additional insight and application by representing different interests in various managerial and policy areas. These lecturers also help fulfill program goals by connecting students to community leaders and career opportunities in the field. Examples of guest speakers can be found in the Diversity Plan, which is attached to Standard 4.

The Department also hosts a student organization, Graduate Students for Public Administration (GSPA), which increases the cohesion and solidarity amongst the cohorts by offering monthly and holiday gatherings for students to socialize with fellow colleagues and professors. GSPA events also allow students of all backgrounds to come together to increase their awareness of and interactions with diverse populations throughout The University of Georgia and the Athens community. The group holds service events each month with local nonprofits such as the Athens Land Trust, the Northeast Georgia Food Bank, and Books for Keeps, an organization headed by a UGA MPA alumnus that provides free books to children from all socio-economic backgrounds.

4.4.2 Program Recruitment Diversity Activities: 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 Department of Public Administration and Policy has implemented a student diversity plan requiring the active recruitment of student applicants from underrepresented groups to promote the diversity of the learning environment. The Department's MPA Recruitment and Career Services Coordinator travels to historically minority-based colleges and universities, such as Morehouse College and Spelman College, to meet with potential applicants. Additional recruitment visits occur in Washington D.C. and throughout the Southeast. The University of

Georgia's Office of Institutional Diversity and the Graduate School's Office of Outreach and Diversity (OOD) further support minority recruitment. Each office develops pre-collegiate programs to familiarize historically underrepresented students with the opportunities provided by The University of Georgia. For example, the MPA Recruitment and Career Services Coordinator has worked closely with OOD to recruit students from underrepresented populations through the Future Scholars Visitation Program (FSVP). This program offers prospective graduate students the opportunity to visit The University of Georgia campus and learn about the various programs available. Graduating seniors and prospective students who have completed their undergraduate degree are invited to apply.

The Future Scholars Visitation Program is an excellent opportunity for students who are seriously considering The University of Georgia's Graduate School to come to campus and visit their department of interest. The goal of this visitation is to allow students to meet with faculty, administrators, and students in their specific area of academic interest while learning more about graduate school in general. During the three day program, students:

  * Network with fellow prospective students,
  * Attend informational sessions with Graduate School representatives,
  * Receive feedback on their application and statement of purpose,
  * Learn more about funding opportunities,
  * Participate in social events, and
  * Tour the UGA campus and City of Athens

The Office of Outreach and Diversity also coordinates the McNair Scholars Program, which waives the application fee for underrepresented populations, and the Graduate Feeder Program, which is available to students currently attending or graduated from the following five minority-based institutions: Albany State University, Florida Agricultural & Mechanical University, Fort Valley State University, Morehouse College, and Spelman College. Prospective graduate students from these institutions have the opportunity to participate in the FSVP and the Summer Bridge program. Benefits of participation in the Graduate Feeder Program include an application fee waiver for the Graduate School and consideration for an assistantship if admitted to the University. The assistantship includes a reduced matriculation fee, a monthly stipend, and a strong peer mentorship component. In addition to the efforts of the Graduate School, the Department has also established an endowed account funded through alumni donations in support of minority students.

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

Check appropriate box: US Based Program ✓   Non-US Based Program □

Check here if applicable - Legal and institutional context of program precludes collection of any "diversity" data. □

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

4.4.3a 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."

4.4.3a Ethnic Diversity – Enrolling Students	Self-Study Year Minus 1		Self-Study Year		Total	
	Male	Female	Male	Female	Male	Female
Black or African American, non-Hispanic	6	4	2	5	8	9
American Indian or Alaska Native, non Hispanic/Latino	0	0	0	0	0	0
Asian, non Hispanic/Latino	3	3	2	2	5	5
Native Hawaiian or other Pacific Islander, non Hispanic/Latino	0	0	0	0	0	0
Hispanic/Latino	1	1	1	1	2	2
White, non-Hispanic/Latino	19	21	19	22	38	43
Two or more races, non Hispanic/Latino	0	0	1	2	1	2
Nonresident alien	3	3	1	6	4	9
Race and/or Ethnicity Unknown	2	2	0	0	2	2
Total	34	34	26	38	60	72
Disabled	0	0	1	0	1	0

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

The Department's Diversity Plan, which is attached to Standard 4 as a supplemental document, outlines the program's many efforts to support diversity in the student body, the results of which can be seen in Table 4.4.3a. In AY 06-07, 24% of the enrolled student population was non-Caucasian. As a result of our diversity recruitment efforts, the number of enrolled students that were non-Caucasian increased to 41% in AY 12-13 and 35% in AY 13-14. These particular recruitment efforts include holding a Visitation Day each year since AY 08-09, which allows underrepresented populations to get acquainted with the campus, faculty, staff, and student body. Such visits enable students to feel welcome in an environment that embraces and encourages diversity as part of its mission. We have also worked to build an international presence in our student body, recruiting students from China, South Korea, the Republic of Georgia, and other countries around the world to provide additional insight and unique perspectives to our classroom discourse. Nearly 10% of our student body is composed of students studying from abroad, a figure important to the program's overall goal of providing an MPA degree with a domestic and international scope.

The University of Georgia
School of Public and International Affairs
Department of Public Administration
Diversity Plan

The University of Georgia Mission Statement

The MPA program at The University of Georgia strives to be a leader in educating and inspiring students for managerial and analytical careers in public service through teaching, research, and service to the community while emphasizing the professional values of ethics and accountability.

The mission is fulfilled by educating and inspiring students for careers in management, administration, and policy analysis in government and nonprofit organizations domestically and abroad. The program produces leaders with a wide range of analytic, communicative, and managerial abilities to meet the demands of contemporary public and nonprofit sectors. The MPA curriculum encourages within students the development of the intellectual capacities and professional skills necessary for the successful performance of critical public service jobs. The program accomplishes these goals by contributing to the advancement of the public administration and policy field through teaching, research, and public service. The program also creates an awareness of and sensitivity to ethical concerns and accountability issues within the public service arena.

Diversity Plan

The University of Georgia MPA program places a strong emphasis on diversity in its faculty, student body, and curriculum since diverse perspectives provide a rich learning environment that considers the effects of government and policy on all people. Students must learn to appreciate different backgrounds if they are to successfully engage the public. Furthermore, the Department believes a representative public service is necessary to include the needs and viewpoints of all groups, so the program should reflect this belief in its composition and practices. Consequently, the diversity plan is addressed in four self-study standards: Managing the Program Strategically and Matching Operations with the Mission for Faculty, Students, and Learning. Goals, implementation, and outcomes are observed in the following sections, including how recruitment, retention, a climate of inclusion, ongoing activities, and the curriculum create and maintain diversity in the program.

Standard 1: Managing the Program Strategically

Program Goal 2: Maintain a Talented and Diverse Faculty and Student Body
The program admits high quality students that may be pre-service or mid-career. Our goal is to select students with strong motivations for public service who have solid undergraduate preparations. The program strives to enhance the diversity of the student population and faculty through specific recruitment efforts. The program will continue to have an ethnically and geographically diverse student body by actively recruiting undergraduates from across the United States and abroad. We will also work to maintain student gender diversity in the Department that proportionately reflects the University's representation.

Goal 2 reflects the program's commitment to recruiting talented, high-quality individuals and to placing those individuals in critical public service jobs. As the demand for leaders in contemporary public and nonprofit sectors grows, the Department strives to create a supply of students who are well trained and professionally competent so that they might address the managerial, analytic, and communicative problems challenging the public workforce today. By enabling both pre-service and in-service students to attend UGA, the program attempts to offer an equal opportunity for all practitioners and interested parties to benefit from the knowledge and rigor of the program.

Additionally, Goal 2 represents the program's mission to manifest the teachings and principles of public service that are taught in the curriculum. The program strives to further increase the diversity of the faculty and students so as to become more representative of Georgia's public and to increase the variety of ideas and discussion in the Department. Having a more representative student and faculty population strengthens the program's ability to address the needs of different groups and stakeholders, locally and in the field. Ensuring every student has the opportunity to attend, regardless of their gender, race, or geographic location, is imperative to maintaining the equality emphasized in the curriculum.

Program Goal 2: Diversity Performance Outcomes
Diverse Faculty: A diverse faculty will enable the Department to deliver a comprehensive education that presents many viewpoints and ideas concerning the topics of public administration and policy. Since concepts in our field often have different approaches and solutions, the Department actively works to create a diversity of ideas, teaching styles, and backgrounds that develop a variety of intellectual capacities. Professors with different specialties and academic experiences enable the Department to teach the "wide range of analytic, communicative, and managerial abilities" that pre- and in-service students need to work in governmental and nonprofit organizations throughout the nation and abroad. Having a diverse faculty also embodies the public service values of representativeness and equity, providing a model for students to emulate.

Diverse Student Body: The Department believes that a diverse environment contributes to the educational experience. Consequently, a candidate's demographic background may strengthen their application to the extent that student diversity is enhanced. The Department's MPA Recruitment and Career Services Coordinator travels to historically minority-based colleges and universities to meet with potential applicants. Faculty and staff ensure the program is sensitive to the needs of diverse students and reinforces the principles of equity, fairness, and sensitivity. Furthermore, the program welcomes both pre-service and in-service students since administrators want to make the program available to all highly-qualified individuals who strive to enhance the field of public administration and policy both academically and professionally. Having students with diverse work backgrounds furthers their opportunities to gain a variety of different perspectives and ideas on solving today's public administration and policy issues.

Standard 3: Matching Operations with the Mission – Faculty Performance

Program Mission for Faculty Diversity
The Department of Public Administration and Policy strives to recruit and retain a well-qualified faculty who are diverse in terms of race, ethnicity, gender, and disability status. Faculty diversity is an important objective of the MPA program at The University of Georgia. Our mission to be a leader in "educating and inspiring students for careers in management, administration, and policy analysis in government and nonprofit organizations domestically and abroad" requires that students be prepared to successfully interact with people from widely diverse backgrounds. Exposure to a faculty that is not only productive in research and effective in the classroom, but also diverse in terms of sex, race, ethnicity, and other attributes, is an essential part of that preparation. Accordingly, the Department follows all relevant federal and state laws as well as all equal employment opportunity and diversity policies of the University while striving to recruit a diverse faculty.

Faculty Recruitment Strategies
The Department is committed to achieving faculty diversity by proactively recruiting women and underrepresented populations during faculty search processes. To achieve this objective, our Faculty Search Committees advertise available positions in prominent national outlets accessible to minority and female candidates, make direct personal contact to encourage qualified minority group members and women to enter the applicant pool, and utilize informal faculty networks with other institutions to identify outstanding minority and female applicants. In 2013, the Department hired Dr. Rebecca Nesbit to strengthen the nonprofit specialization, and this year Dr. Temirlan Moldogaziev (from Kyrgyzstan) was hired to focus on Public Budgeting and Finance. Additionally, the Department works aggressively, both independently and with University administration, to facilitate opportunities for the placement of partners and spouses of faculty candidates. And to the greatest extent possible, the Department brings women and minority practitioners into the classroom as guest speakers, adjuncts, or part-time faculty.

Faculty Retention and Climate of Inclusion
The Department is dedicated to providing a positive and supportive environment in which women, minority group members, and persons with disabilities may excel as teachers and researchers. The Department continues to implement a formal mentoring process for all junior faculty members that links incoming faculty with more senior members. This process facilitates the professional socialization of new faculty regarding research, teaching, and other departmental matters. Furthermore, the Department provides a curriculum that supports the value of diversity. To retain talented faculty from underrepresented groups, the Department has a policy of making competitive counteroffers that include salary raises, increased research support, and/or increased travel budgets. Faculty members are also involved with ensuring fair treatment of all individuals on campus. For example, Dr. Edward Kellough chaired an Internal Review Committee to assess the operations of UGA's Equal Opportunity Office, providing recommendations that worked to improve their operations and enhance the University's mission.

Standard 4: Matching Operations with the Mission – Serving Students

Student Recruitment Diversity Activities
The Department of Public Administration and Policy has implemented a student diversity plan requiring the active recruitment of student applicants from underrepresented groups to promote the diversity of the learning environment. The Department's MPA Recruitment and Career Services Coordinator travels to historically minority-based colleges and universities, such as Morehouse College and Spelman College, to meet with potential applicants. Additional recruiting visits occur in Washington D.C. and throughout the Southeast. A Spring Visitation Day was started in 2008 for students from all backgrounds to meet the faculty and the current student body so that they could become more comfortable with the program. The introduction of this Visitation Day notably increased the diversity of students in the program at both the Athens and Gwinnett locations; consequently, the Department has continued to host the event every year. The Department has also established an endowed account funded through a private alumnus donation in support of minority students.

The program works with The University of Georgia's Office of Institutional Diversity (OID) and the Graduate School's Office of Outreach and Diversity (OOD) to further support minority recruitment. Each office has developed pre-collegiate programs to familiarize historically underrepresented students with the opportunities provided by The University of Georgia. For example, the Recruitment and Career Services Coordinator has worked closely with the Graduate School's Office of Outreach and Diversity to recruit students from underrepresented populations through the Future Scholars Visitation Program (FSVP). This program serves as a recruitment tool to attract prospective graduate students to The University of Georgia campus and increase campus diversity. Graduating seniors and prospective students who have completed their undergraduate degree are invited to apply. The Office of Outreach and Diversity also coordinates the McNair Scholars Program, which waives the application fee for underrepresented populations, and the Graduate Feeder Program, which is available to students currently attending or graduated from five minority-based institutions.

Ongoing Student Diversity Activities
The Department of Public Administration and Policy promotes a supportive environment for minorities, women, and individuals with disabilities. For each entering cohort, a three-day Socialization Seminar is held to raise the level of understanding and cohesion amongst students. During this seminar, activities are held to promote a positive, safe, and nurturing environment. Panel discussions, group activities, and lectures familiarize students with the expectations and processes of the program. The Department works to promote the development of a diverse faculty who can understand the needs of a diverse student population. Required classes offered by the Department, such as Public Administration and Democracy and Public Personnel Administration, reinforce principles of equity, fairness, and sensitivity.

In addition to our curriculum, the program works with OID and OOD to implement programs to foster diversity sensitivity and awareness. For instance, Graduate Recruitment Opportunities Assistantships are offered to assist students who: 1) are considered first generation graduate students, 2) are educationally or economically disadvantaged, or 3) who have a unique background that adds to their discipline of study. The Department has vigorously pursued these

assistantships for those students who identify with underrepresented groups. OID and OOD also ensure program curricula and educators are sensitive to the needs of diverse students. Classes on diversity awareness and supporting the LGBT community are freely available for faculty, staff, and students.

An international student cohort has been important for increasing awareness of world perspectives and for connecting the Department with other international schools. The Department encourages foreign students to attend the International Student Orientation held by the Office of Multicultural Services and Programs to help with the transition from living abroad to residing in Athens. Through the Disability Resource Center, students who are learning English or may be unable to take notes quickly can request a note-taker for class lectures. Additionally, the Department strives to provide a supportive environment for students with disabilities. Faculty and staff accommodate such students by increasing accessibility to facilities and faculty office hours. In past years, classrooms have been altered, parking permits provided, and special appointment times and locations have been offered to students with disabilities.

Standard 5: Matching Operations with the Mission – Student Learning

Diversity Learning Goals
Master of Public Administration students at The University of Georgia will exhibit knowledge of principles and practices associated with effective public personnel management. Such skills will include the ability to recognize, consider, and respect differing points of view in administrative and policy decisions. Students will execute specific strategies to enhance equity within and representativeness of the public workforce to ensure all people within a government's jurisdiction are well served. Finally, students will demonstrate an appreciation for diversity and be able to work productively in teams by displaying composure, professionalism, and effective communication skills.

Diversity in the Curriculum
The faculty incorporates diversity into their activities and curriculum in a number of ways. Several core classes address the importance of diversity and working with a variety of stakeholders. All Public Administration and Democracy classes are taught by multiple faculty, providing various perspectives and backgrounds from which students can learn. The Public Personnel Administration class addresses the constitutional protections intended to ensure equal protection of the law and examines affirmative action and equal employment opportunity policies in action. Organizational Theory also dedicates a portion of the class to studying teamwork and understanding group communication and conflict. If students have a particular interest in diversity issues, several elective courses enable students to delve deeper into their diversity and communication studies. The Department offers an EEO, Affirmative Action, and Diversity class that provides students with the additional knowledge and understanding required to meet the challenges of our increasingly diverse society. A Special Topics on Urban Administration: Poverty class looks at how such factors as race, class, gender, equity, education, workforce development, housing, and transportation affect an individual's ability to maintain a reasonable quality of life. Human Services Administration also teaches the importance of workforce diversity and a representative bureaucracy to provide a variety of perspectives on organizational issues.

Several classes feature guest lecturers to provide a diversity of thought and feature various perspectives from practicing public administrators. While the faculty provides foundational knowledge and context of current issues in public administration, guest lecturers offer additional application and represent different interests in particular policy areas. Guest speakers also help fulfill our program goals by connecting students to community leaders and career opportunities in the field. A sample of guest lecturers from some of our classes and events include:

- ❖ Human Services Administration – Fenwick Broyard III, MSW, the Executive Director of Community Connection of Northeast Georgia, came to speak about the program planning and management of his nonprofit, which connects citizens with local nonprofit community services (Spring 2014).
- ❖ Urban Policy – Katherine Dunn, JD, the Program Officer for the Southern Education Foundation, came to speak about challenges in advancing equity and excellence in education in the American South (Spring 2014).
- ❖ Nonprofit Governance: An Introduction to Nonprofit Law – Rachel Spears, JD, the Executive Director of Pro Bono Partnership of Atlanta, spoke about her work to maximize the impact of pro bono engagement by connecting a network of volunteer attorneys with nonprofits in need of free business legal services (Spring 2013).
- ❖ Public Administration and Democracy – Whitney Alfonso, Ph.D., an Assistant Professor of Public Administration and Government at the University of North Carolina Chapel Hill, came to speak about finance and budgeting at the federal level (Fall 2013).
- ❖ Nonprofits in a Global Perspective & the Spring Banquet – Derreck Kayongo, MALD, the Founder of the Global Soap Project, spoke about his innovative NGO that takes partially used bars of soap from hotels and recycles them so that they can be redistributed to vulnerable populations around the world (Spring 2012).
- ❖ Public Administration and Democracy – Joseph Lumpkin, MPA, the Chief of Police for Athens-Clarke County, came to speak about the importance of accountability and equity in serving the public and creating a safe city for all groups (Fall 2011).

Diversity Assessment Framework

Goal 1: Expand the level of diversity in the faculty and staff through various recruitment and retention efforts

Rationale: Exposure to a faculty that is not only productive in research and effective in the classroom, but also diverse in terms of sex, race, ethnicity, and other attributes, is essential. Having a more representative student and faculty population strengthens the program's ability to address the needs of different groups and stakeholders, locally and in the field. A diverse faculty enables the Department to deliver a comprehensive education that presents many viewpoints and ideas concerning the topics of public administration and policy. Since concepts in our field often have different approaches and appeal to different stakeholders, the Department actively works to create a diversity of ideas, teaching styles, and backgrounds that develop a variety of intellectual capacities. Having a diverse faculty also embodies the public service values of representativeness and equity, providing a model for students to emulate.

Methods to Accomplish Goal:
- ➢ Design and target advertisements so that they specifically encourage women and under-represented populations to apply for faculty and staff positions
- ➢ Utilize informal faculty networks with other institutions to identify outstanding minority and female applicants and encourage them to apply for faculty and staff positions
- ➢ Make competitive counteroffers that include salary raises, increased research support, and/or increased travel budgets to retain faculty from underrepresented groups
- ➢ Work independently and with University administration to facilitate opportunities for the placement of partners and spouses of faculty candidates
- ➢ Continue to implement a formal mentoring process for all junior faculty members that links them with more senior members to provide guidance

Measures:
- Track the level of diversity in the composition of the faculty and staff
- Record the number of offers made to potential faculty members

Outcomes:
- ❖ Targeted advertising for faculty and staff positions ensures underrepresented populations are aware of the program and are encouraged to apply
- ❖ A diverse faculty and staff demonstrates our commitment to the public service values of representativeness and equality and help the Department serve all populations effectively
- ❖ Mentoring, counteroffers, and spousal placements retain talented faculty and staff from underrepresented populations to ensure their unique perspectives and talents remain in the Department

Goal 2: Expand the level of diversity in the student body through specific recruitment efforts

Rationale: Since equal opportunity and representation are imperative to public administration, the Department strives to attract and retain a diverse student body. Having students with diverse backgrounds (including race, sex, ethnicity, religion, disability, nationality, sexual preference, or other characteristics) furthers their opportunities to gain a variety of different perspectives and ideas on solving today's public administration and policy issues. Consequently, the Department works to hone recruitment materials so that potential applicants will see a commitment to maintaining a diverse student body. The Department also works to engage potential students at international universities and minority-based colleges to increase awareness about the program.

Methods to Accomplish Goal:
- ➢ Design recruitment materials that demonstrate the diversity of our student body

➢ Continue hosting a Visitation Day each spring so that students can experience the culturally open and hospitable environment our program offers
➢ Recruit students at historically minority-based institutions and career fairs to encourage underrepresented groups to apply
➢ Utilize the endowed account funded through private alumni donations to support scholarships for minority students
➢ Utilize the Future Scholars Visitation Program, the Graduate Feeder Program, and the Graduate Recruitment Opportunities Assistantships to attract students with diverse backgrounds
➢ Continue building relationships with foreign universities to increase the presence of international students and guest lecturers in the program

Measures:
- Track the level of diversity in the composition of the student body
- Record the number of students admitted to the program with diverse backgrounds
- Track the number of students attracted to the program through the Future Scholars Visitation Program, the Graduate Feeder Program, and the Graduate Recruitment Opportunities Assistantships
- Have the Dean, administration, and staff of the Department review the new brochures and website for diversity sensitivity and awareness

Outcomes:
❖ Redesigning the website and program brochure encourages diverse students to apply
❖ Visitation Day and open houses enables students to develop a familiarity and comfort with our faculty, students, and campus, encouraging them to apply and accept their admission
❖ Recruiting potential students at minority-based institutions increases program awareness among underrepresented populations
❖ Financial assistance ensures all students from underrepresented populations have the potential to enroll in the program
❖ Introductory programs increase awareness of the opportunities available to help students succeed
❖ Maintaining international visibility and relationships with such institutions as the University of Seoul increases the presence of international students in the program

Goal 3: Foster a learning and work environment that is hospitable and open to people of diverse backgrounds so that they may achieve their full potential

Rationale: Creating an environment where differences are welcome and celebrated ensures a free exchange of ideas and an acceptance of others that is pivotal to addressing the needs of the

public. Encouraging all faculty and students to participate in the life of the program ensures a climate of inclusion that prevents the isolation of any one group. As a result, the Department strives to create a sense of community through formal and informal events that bring students, faculty, and staff together. Issues of equity, diversity, representation, and cultural awareness are integrated into both required and optional curriculum and workshops. In addition to emphasizing cross-cultural competence, the Department also supports a diversity of thought that exposes students and faculty to a wide variety of perspectives. This approach stresses the importance of considering all options and respecting others' opinions, which are essential aspects of conducting oneself professionally and ethically.

Methods for Accomplishing Goal:
➢ Continue to implement a formal mentoring process for all junior faculty members that links them with more senior members to provide guidance
➢ Promote workshops offered by the Office of Institutional Diversity and the Office of Outreach and Diversity on diversity awareness and supporting the LGBT community
➢ Discuss the importance of diversity and equity yearly at faculty meetings
➢ Continue offering events throughout the year that encourage formal and informal interactions between faculty, staff, and students
➢ Include a cultural competence segment as part of students' Socialization Seminar to raise the level of understanding and cohesion amongst students
➢ Reinforce principles of equity, fairness, and sensitivity in the core curriculum to ensure public service values are instilled in all students
➢ Admit both pre-service and mid-career students to obtain diverse perspectives and experiences that enhance classroom discussion
➢ Utilize various professors to teach in the same classroom to increase student exposure to different viewpoints, ideas, and teaching styles
➢ Bring women and minority practitioners into the classroom as guest speakers, adjuncts, or part-time faculty

Measures:
• Track the amount of faculty turnover in the Department
• Utilize the Capstone Paper to gain a qualitative perspective on the culture and environment of the program from students' perspectives
• Items in the Student Exit Survey provide quantitative feedback on students' views on the program's hospitable environment and inclusion of diversity issues
• Analyze deliverables of core curriculum to gauge student mastery of diversity competencies

Outcomes:

- ❖ Mentoring enables faculty from underrepresented populations to acclimate to their new positions comfortably and remain appraised of the necessary steps to gain tenure
- ❖ Offering formal and informal events for faculty and students outside of the classroom creates a sense of community and a climate of inclusion
- ❖ Including cultural competency lessons in Socialization and in the core curriculum ensures students are taught the importance of equity, representativeness, social justice, and a respect for all people
- ❖ Having a diverse student body provides a diversity of thought and background that increases the value and quality of classroom discussion
- ❖ Integrating multiple teachers into classes (such as Public Administration and Democracy) enables students to familiarize themselves with the faculty, encouraging more interaction and a stronger sense of community
- ❖ Having guest speakers from diverse backgrounds and occupations increases student exposure to the ideas and concerns of the populations they will interact with as public administrators and policymakers

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 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 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.**

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. COPRA requests that programs submit within their Self Studies, a written plan or planning template that addresses how they plan to assess each competency, when they will be assessing each competency, who is responsible for assessing each competency, and what measures will be used to assess each competency. The plan may be articulated within the appropriate text boxes and questions below or uploaded as a pdf at the bottom of the online web form. The plan should be connected to the program's overall mission and goals and should be sustainable given the resources available to the program.

PART A. Defining competencies consistent with the mission

Section 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.

Competency #1: To lead and manage in public governance

Operational Definition:
Students in the Master of Public Administration program at The University of Georgia will learn the implications of the unique political and legal environment in the public sector and its human management implications. They will be able to understand the importance and dynamics of working in groups or teams to make collaborative decisions, incorporate diverse viewpoints, and create a cohesive and professional product. Furthermore, students will be equipped to identify leadership and management demands across sectors, particularly in the public and nonprofit sectors, including their similarities and differences as well as unique intergovernmental and inter-organizational challenges.

Connection to Mission:
The mission statement explicitly states that the program strives to "be a leader" in educating students to inspire those we teach to take initiative and confront the challenges facing the field today. Since managerial and communication skills are imperative to effectively leading an organization, our program emphasizes these aspects and incorporates them into all classes. The faculty believes that the ability to work with many different stakeholders and appreciate various perspectives enables public administrators to democratically manage their organizations. Consequently, Program Goal #1 includes an emphasis on diversity and personnel management, teaching students how to work with and lead others through their example and consideration of others.

Justification of Definition:
"Students in the Master of Public Administration program at The University of Georgia will learn the implications of the unique political and legal environment in the public sector and its human management implications."

The faculty believe the human element of an any organization is an important aspect of understanding how to lead and manage. As a result, the program expects students to gain a comprehension of personnel management, including equal opportunity employment, performance appraisals, recruitment and selection, pay for performance, labor and employee relations, affirmative action, and compensation. Since the program focuses on human management in the public sector, classes have a particular emphasis on constitutional protections and case law that influence how public entities interact with their employees.

"They will be able to understand the importance and dynamics of working in groups or teams to make collaborative decisions, incorporate diverse viewpoints, and create a cohesive and professional product."

Training students to "lead and manage" provides the skills necessary to accomplish goals while

working with others and respecting the public service values of equity and representativeness. Consequently, students must develop the ability to work with others when writing reports, solving problems, or presenting their findings to colleagues. Creating a clear and concise memo or presentation is vital to garnering support for an issue and providing a clear path to achieve goals. Additionally, since value tradeoffs are frequently present in the field of public administration, different groups may benefit more than others from policy decisions. Consequently, the administrator's responsibility must be to incorporate various perspectives and alternatives to consider all stakeholders. Thus, the inclusion of different perspectives helps public administrators make the most ethical and democratic choices.

"Furthermore, students will be equipped to identify leadership and management demands across sectors, particularly in the public and nonprofit sectors, including their similarities and differences as well as unique intergovernmental and inter-organizational challenges."

In order to lead and manage, students must utilize specific skills to motivate others and accomplish organizational goals. Therefore, the faculty believe that students should understand the important components and dimensions of organizations, leadership, and management to develop a sense of how one effectively administrates. Particular skills that the program emphasizes include leading change and strategic decisions, influencing organizational culture, motivating employees, designing organizations, and addressing other challenges that leaders face. Students should master classical and contemporary concepts and topics, such as span of control, total quality management, organizational culture, reinventing government, the learning organization, the President's Management Agenda, the Program Assessment Rating Tool, the Balanced Scorecard, and the Human Capital movement in government.

Competency #2: To participate in and contribute to the public policy process

Operational Definition:
Students in the Master of Public Administration program at The University of Georgia will understand the public policy process at the federal, state, and local levels, including formulating, implementing, and evaluating policy. They will develop the ability to interpret and persuasively communicate information regarding policy alternatives through memoranda and presentations. Additionally, students will analyze policy alternatives using quantitative and qualitative tools to evaluate decisions and explain potential ramifications for diverse constituencies. They will learn to manage financial resources and develop a comprehensive budget proposal to achieve organizational goals.

Connection to Mission:
As a public administration and policy institution, the Department expects all students to develop an understanding of the public policy process. Our mission statement states that the Department trains students for careers in policy analysis, specifically emphasizing the analytical aspects necessary to anticipate consequences and ethically serve the public. To successfully perform critical public service jobs, students must also be able to clearly and succinctly relay their findings through multiple communication mediums. The Department's focus on policy provides a theoretical foundation that enables students to approach practical challenges with innovative solutions that come from a full understanding of the particular problem.

Justification of Definition:
"Students in the Master of Public Administration program at The University of Georgia will understand the public policy process at the federal, state, and local levels, including formulating, implementing, and evaluating policy."

Students at The University of Georgia are being prepared for careers at all levels of government because the faculty believe that students should understand the differences in processes, revenue sources, and budgetary challenges that exist between the levels of government. Furthermore, identifying and understanding the politics associated with each stage in the policy process enables students to navigate the complex network of stakeholders and institutions involved with crafting and implementing policies.

"They will develop the ability to interpret and persuasively communicate information regarding policy alternatives through memoranda and presentations."

Relaying findings and analyses is pivotal to applying research to practical challenges, so students of public administration should know how to present policy options through written and oral communication. Consequently, the program integrates policy memoranda into several classes and requires students to present research both as individuals and as part of a team.

"Additionally, students will analyze policy alternatives using quantitative and qualitative tools to evaluate decisions and explain potential ramifications for diverse constituencies."

As advocates for the public good, public administration students should make impartial, empirically-based decisions to remain objective and fair in their work. As a result, the program expects students to learn fundamental economic concepts so that they understand the consequences and tradeoffs of various policy choices. These ideas include theories on scarcity, opportunity costs, consumer and producer surpluses, perfect competition, contracting, and market failure. The Department believes market failure is of unique importance to public administrators because it concerns challenges specifically faced by the government, such as negative externalities, monopolies, and public goods. Students are frequently exposed to such inherently "public" problems and need an economic background to understand them.

"They will also learn to manage financial resources and develop a comprehensive budget proposal to achieve organizational goals."

As part of managing any organization, students require instruction on how to manage finances that fund initiatives and achieve organizational goals. Students must have an understanding of the processes, structures, and underlying logic of financial administration in the public sector. These aspects include revenue generation through taxes, capital budgeting, debt management, and economic development. To demonstrate their mastery of the basic principles of public finance, government accounting, and the economics related to public budgeting, students are required to produce a five-year Capital Improvement Plan at the end of their Public Financial Administration class suggesting budgeting approaches to improve a small city's finances and outlook.

Competency #3: To analyze, synthesize, think critically, solve problems and make decisions

Operational Definition:
Students in the Master of Public Administration program at The University of Georgia will utilize various methods and analytical tools to analyze and interpret data to provide effective reasoning for decision-making and policy creation. Students will learn to effectively and concisely inform the public and other stakeholders of decisions and initiatives through the presentation of data and research findings. Furthermore, they will produce policy papers involving the synthesis of information, evaluation, and analysis of critical questions or problems currently facing the field of public administration and policy.

Connection to Mission:
The faculty believe a key characteristic of effective administration is making impartial decisions based on empirical evidence that ensures the most fair and equitable choices are reached for the public. Consequently, analytical ability is highly valued in the program, as is the ability to integrate that analysis into a cohesive product that concisely provides options while weighing the benefits and disadvantages of each. Therefore, our mission statement identifies analytical abilities and intellectual capacities as essential elements of the program. Additionally, the Department's public service values include professional competency, which is defined as critical thinking skills, fairness, objectivity, and fact-based decision-making. Program Goal #1 also references these qualities, citing the importance of "remaining objective and fair in all work" to ensure public administrators make decisions for others based on balanced reasoning and not the interests of one group over another.

Justification of Definition:
"Students in the Master of Public Administration program at The University of Georgia will teach students to utilize various methods and analytical tools to analyze and interpret data to provide effective reasoning for decision-making and policy creation."

The Department covers fundamental issues in research design and evaluation and introduces the logic and application of statistical methods to problem solving. Consequently, students should be able to assess the nature, strength, and limitations of evidence-based claims that are advanced in the political, administrative, nonprofit, and policy arenas. The faculty aim for students to be able to discern quality research and determine the extent to which findings possess external validity. Additionally, the program aims to teach students how to calculate and interpret probability distribution, regression analysis, means testing, and significance tests so that students can utilize raw data to develop their own understanding of the evidence.

"Students will learn to effectively and concisely inform the public and other stakeholders of decisions and initiatives through the presentation of data and research findings."

Students should be able to synthesize their research into reports that others can quickly and clearly digest. When presenting findings and information to others, students should outline possible options and concisely explain their reasoning to help the reader arrive at a logical and fact-based conclusion that provides the best solution. However, if making the decision

themselves, students should be able to justify their judgment to others to ensure transparency and accountability to the public.

"Furthermore, they will produce policy papers involving the synthesis of information, evaluation, and analysis of critical questions or problems currently facing the field of public administration and policy."

Memorandum assignments and finals are often expected of students, requiring them to utilize analytical skills to solve various challenges in public administration. These assignments can include taking raw data and research, analyzing it using various statistical, economic, and/or managerial techniques, and then providing potential solutions to organizational challenges or policy issues. The faculty believe such skills are essential to critical public service jobs that rely on making well-informed, effective decisions that are understandable and fair to the public.

Competency #4: To articulate and apply a public service perspective

Operational Definition:
Students in the Master of Public Administration program at The University of Georgia will understand and appreciate the intellectual history of American public administration, competing ideological frameworks, and major issues or controversies that have emerged over time. They will learn to apply the profession's code of ethics to decisions and value conflicts unique to the public sector, ensuring practices remain accountable and transparent. Moreover, students will demonstrate an appreciation of the complex legal/political/fiscal environment of public management.

Connection to Mission:
As an academic program with practical application, the MPA program at The University of Georgia strives to provide a strong intellectual foundation and the skills necessary to perform well in critical public administration and policy careers. While other academic programs may take a similar approach, our program is distinct from other fields in that its curriculum focuses on those considerations relevant to the public arena. Specifically, our public service values address the unique concerns of government and non-profit entities, such as transparency, due process, representativeness, equity, and the public good. Consequently, these considerations are incorporated into our mission, program goals, and curriculum, providing students with an understanding of the ethics and challenges of representing a diverse constituency in managerial, fiscal, and political matters.

Justification of Definition:
"Students in the Master of Public Administration program at The University of Georgia will understand and appreciate the intellectual history of American public administration, competing ideological frameworks, and major issues or controversies that have emerged over time."

Students in the MPA Department are taught how the field of public administration has evolved over time and what actors have contributed to our understanding of today's theories and challenges. Such knowledge provides a foundational context from which students can appreciate how ideas are formed, with the aim that they may learn to form their own ideas and conceptions

in the future. Historical knowledge also provides an identity for our profession and helps students envision their role in the academic and professional workforce.

"They will learn to apply the profession's code of ethics to decisions and value conflicts unique to the public sector, ensuring practices remain accountable and transparent."

As future public administrators, the program expects students to practice ethical decision-making and conduct, both in their personal and professional lives. The Department believes that our students will be held to the highest standard when entrusted with public responsibilities, so the program teaches how internal and external accountability measures should be used to ensure ethical and democratic outcomes. Furthermore, the program teaches students that they will be required to represent many different stakeholders who hold various interests. Consequently, students must understand the tradeoffs between choosing one solution over another and the ramifications affecting each constituency.

"Moreover, students will demonstrate an appreciation of the complex legal/political/fiscal environment of public management.

Because working in the public arena involves many different entities and initiatives, the program educates students on judicial, legislative, executive, and bureaucratic institutions as well as the processes involved in policy-making, budgeting, governance, contracting, and regulation. Oftentimes, various organizations must collaborate to solve complex public problems, so students must understand how to navigate the political landscape to achieve the desired result. The Department believes knowledge of the problem, political actors, and available options enable students to take advantage of policy windows to advance the public interest.

Competency #5: To communicate and interact productively with a diverse and changing workforce and citizenry

Operational Definition:
Students in the Master of Public Administration program at The University of Georgia will exhibit knowledge of principles and practices associated with effective public personnel management. Such skills will include the ability to recognize, consider, and respect differing points of view in administrative and policy decisions. Students will execute specific strategies to enhance equity within and representativeness of the public workforce to ensure all people within a government's jurisdiction are well served. Finally, students will demonstrate an appreciation for diversity and will be able to work productively in teams by displaying composure, professionalism, and effective communication skills.

Connection to Mission:
Communication, both written and oral, is considered an essential skill for public administrators who wish to convey their findings and lead others. Consequently, the mission statement, public service values, and program goals all emphasize its importance. The program's mission statement specifically refers to the necessary communicative abilities required to meet the demands of today's public and nonprofit sectors. As public administrators work to inform the public of their initiatives and the subsequent results, communication becomes an important

aspect of transparency and accountability. The Department also emphasizes practicing effective communication by encouraging connections with community leaders and requiring an internship to help begin translating such skills into practical application.

Justification of Definition:
"Students in the Master of Public Administration program at The University of Georgia will exhibit knowledge of principles and practices associated with effective public personnel management."

Public personnel management is critical to the successful implementation of government programs because it involves the administration of, and policymaking for, people and positions in the public sector. Therefore, students should build the necessary foundation for performing human resource management tasks. The program covers topics such as: core personnel management concepts and tasks (the merit system, recruitment, selection, promotion, and compensation and benefits) and employment relations (collective bargaining, affirmative action, anti-harassment, disability policy, training, performance evaluation, and discipline). Students should obtain an understanding of the legal, political, and practical issues facing public personnel managers to be ready for today's administrative challenges.

"Such skills will include the ability to recognize, consider, and respect differing points of view in administrative and policy decisions."

Public administrators must balance the needs of many different constituencies. Consequently, an open-minded approach is essential to incorporate several viewpoints and provide a representative and democratic voice in government. Therefore, the program highlights the tradeoffs that result from making policy and administrative decisions, teaching students the importance of considering the interests of all groups that may be affected. These considerations include balancing the impact of policy and minimizing the unintended negative consequences facing each population. Furthermore, the program encourages students to appreciate various political ideologies, emphasizing the fact that each prioritizes certain values. Such a perspective enables students to understand the political views of others and to navigate the political arena with respect to the various party affiliations.

"Students will execute specific strategies to enhance equity within and representativeness of the public workforce to ensure all people within a government's jurisdiction are well served."

Over the past several decades, public opinion has called for government to place greater value on equal opportunity and social equity for women, minorities, the disabled, and other marginalized populations. As the nation's largest employer and the enforcer of its laws, government organizations and their employees have a particular responsibility to ensure that their conduct respects equal opportunity rights. Therefore, students should be equipped with the knowledge and understanding required to meet the challenges presented by our increasingly diverse society. Students should understand the role the Courts have played in defining legal rights in such important diversity-related areas as sexual harassment, affirmative action, and disability policies. Students should be aware that constitutional constraints on the public sector may impose different requirements than those imposed on the private sector, and in some cases, state and

local governments are held to different standards than the federal government.

"Finally, students will demonstrate an appreciation for diversity and will be able to work productively in teams by displaying composure, professionalism, and effective communication skills."

The MPA program at The University of Georgia highly values written and oral communication skills and teaches students to convey information and decisions in a clear, concise, and organized fashion. Since professional competency is a core public service value of the program, students are expected to work effectively with others on memos, reports, and presentations to produce high-quality deliverables. Furthermore, students will develop the ability to present information through multiple mediums for various colleagues and learn how to tailor their presentations to fit their audiences' interests and knowledge.

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

Section 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 (beyond those competencies entered in 5.1 on universal competencies), then for each one offered please describe how it supports the program mission and state least one specific student learning outcome expected of all students in that required competency. (Limit 500 words) *If none, please state "none."*

None.

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

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.

If your program offers any mission-specific elective competency (such as a track, concentration, option, or specialization), then for at least one offered please describe how it supports the program mission and state least one specific student learning outcome expected of all students in that elective competency. *If none, please state "none."*

University of Georgia's Seven Specializations

In The University of Georgia MPA program, students have the ability to select from a list of pre-approved courses from the MPA Guide to apply to certain specializations. Flexibility in the coursework allows students to customize their specialization to fit their specific interests and needs. This flexibility is an essential quality of the MPA program since our mission is to prepare students for critical public service careers at all levels of the government and nonprofit sectors. Since public administration spans many different skills and intellectual capacities, the specializations allow students to focus on particular areas of application while developing the broad, essential knowledge in the core classes. Consequently, students in the same specialization develop comparable skills that reflect their selected focus.

Specialization #1: Local Government Management

The Local Government specialization requires students to take at least four courses from the following options: Local Government Management, Local Government Practicum, Debt Management, Downtown and Urban Planning, Municipal Law, Public Financial Management, Urban Policy, State and Local Taxation, Human Services Administration, Economic Development Policy and Financing, Metropolitan Fiscal Problems, and a special topics course on Urban Administration in Seoul that has students travel abroad to study the Seoul Metropolitan Government's governance reforms while meeting with various administrative directors. In our mission and program goals, we state that our aim is to "prepare students for careers in all levels of government," so offering local government as a specialization allows students to focus on the skills and intellectual capacities necessary to tackle challenges at the county and city levels.

MPA students specializing in Local Government will learn the theoretical foundations of local government management and administration. Students draw comparisons between academic research and practical applications of policy at the local level, including an understanding of the various challenges and strategic issues commonly faced by public officials. Students have the opportunity to gain an understanding of taxation as it applies to budget planning and execution, revenue generation, capital budgeting, and debt management. Additionally, students may develop skills to analyze financial control strategies, including accounting, financial reporting, and auditing. The specialization further hones skills for effectively and ethically managing human service organizations as well.

Specialization #2: Nonprofit Administration

The Nonprofit Administration specialization requires students to take at least four courses from the following preapproved list: Introduction to the Nonprofit Sector, Nonprofit Governance and Management, Nonprofit Financial Administration, Nonprofits in a Global Perspective, Social Entrepreneurship, Grant Proposal Writing, Leadership in Public Service, and Managing Volunteers in the Public and Nonprofit Sectors, among others. Because our mission states that we intend to inspire students for careers in government and nonprofit organizations, the program offers the nonprofit specialization as a way for students to learn about the unique administrative and financial attributes of nonprofit entities.

Students in the Nonprofit Administration specialization will learn about the history, development, and scope of the nonprofit sector and the economic, social, organizational, political

and philanthropic theories that explain the existence of the sector. Through courses in the specialization, students will be able to explain the distinctive contributions nonprofit organizations make to our society and the relationships between and among the nonprofit, public, and business sectors. Students will be able to discuss the major contemporary issues facing the nonprofit sector. They will also develop the skills necessary to contribute to the effective management of nonprofit organizations.

Specialization #3: Public Budgeting and Financing

The Public Budgeting and Finance Administration specialization requires students to take at least four courses from the following list: Public Financial Management, Metropolitan Fiscal Problems, Urban Policy, Quantitative Analysis for Public Decision-Making, Debt Management, Nonprofit Financial Administration, State and Local Taxation, Economic Development Policy and Financing, and the Budgeting Seminar, among others. While the core classes of the program provide a broad, comprehensive approach to financial management, this specialization allows students to focus on the financial challenges of managing governmental and nonprofit organizations. Part of our mission is to prepare students for the financial responsibilities of administrators, and this specialization works to provide a thorough, robust understanding of today's financial challenges.

Through this specialization, students are exposed to the major topics in public finance at the federal, state, and local levels. Courses approach the material from theoretical and applied perspectives, equipping students with a general framework for public budgeting and finance. Students are exposed to the rationale, tools, and issues of the field, particularly in policy, taxation, expenditure, and budgeting. Topics and skills that students learn include the federal budget process, economic development, budget planning and execution, debt management, funds management and investment, accounting, reporting, and auditing. Courses in this specialization build on the foundations developed by the core classes, particularly Public Financial Administration.

Specialization #4: Public Management/Organizational Theory

The Public Management/Organizational Theory specialization requires students to take at least four courses from the following options: Organizational Behavior, Human Services Administration, Managing Government Performance, Equal Employment Opportunity and Diversity, Administrative Law, Labor Relations and Conflict Resolution, Quantitative Analysis for Public Decision-Making, Bids and Contracting, State and Local Law and Policy, Managing Volunteers in the Public and Nonprofit Sectors, Ethics in Public Administration, Leadership in Public Service, and Urban Administration in Seoul, among others. Since our mission is to educate and inspire students for careers in management, this specialization enables students to further the "analytic, communicative, and managerial abilities" gained from the core classes to prepare them as future leaders in public administration.

The primary goal of this specialization is to expose students to the challenges and requisite skills needed to effectively manage and administer organizations in the public and non-profit sectors. Students will master such topics as organizational structure and design, formal and informal structure, organizational goals and missions, leadership and management, strategy and decision-making, and other related topics. The public management specialization also focuses on the

human element of organizations, emphasizing the importance of a skilled and motivated staff, competent and ethical leaders, a strong culture, and a salient mission to operate an organization effectively. Therefore, students explore the behavioral aspects of personnel management such as motivation, performance, satisfaction, commitment, leadership, power, and conflict to prepare them to lead in the public sector. A case-based approach to learning is utilized to develop solutions from theoretical concepts and produce practical solutions.

Specialization #5: Public Policy

Students pursuing the Public Policy specialization must take at least four courses from the following preapproved list: Policy Process, Policy Analysis I & II, Policy Implementation, Quantitative Analysis for Public Decision-Making, State and Local Law and Policy, Economics of Health Policy, Demand-Side of Health Economics, Program Evaluation, Debt Management, Urban Policy, and Administrative Law, among others. Because our mission states that one of the program's goals is to educate and inspire students in policy analysis, this specialization offers students the opportunity to build on the foundations of the core classes and develop specific competencies necessary for understanding the policy process, analyzing policy, and evaluating policy effectiveness.

The Public Policy specialization exposes students to the entire policy process through courses that explore policy from concept to reality. Students study federal, state, and local levels of policy development and are taught to recognize particular administrative and political contexts. Students develop and analyze policy utilizing such criteria as equity, security, liberty, efficiency, and sustainability as well as technical, financial, and political feasibility to provide evaluations on social and economic policies. Furthermore, students will gain an understanding of how policy alternatives are identified and evaluated, covering such topics as forecasting, cost-benefit, cost-effectiveness, risk, and sensitivity analysis. Students will also learn the rulemaking and adjudication processes that are inherent in the implementation of policy, providing a complete understanding of the policy process and its execution by bureaucratic organizations.

Specialization #6: Higher Education Administration

Students specializing in Higher Education Administration must take at least four courses from the Department's preapproved list of acceptable courses. These courses, which are from our Department and the Institute of Higher Education, include the following: Equal Employment Opportunity, Affirmative Action, and Diversity; Leadership in Public Service; Program Evaluation; Policy Analysis I and II; History of American Higher Education; Finance of Higher Education; Organization and Governance in Higher Education; Strategy and Management of Higher Education; Critical Issues in Higher Education; Institutional Research; Applied Project in Higher Education; Policy Studies in Higher Education; and Higher Education in the United States. Since our mission is to prepare students for all types of public service, the Higher Education Administration specialization specifically empowers students to tackle the unique administrative and managerial challenges of the educational sector.

The Higher Education Administration specialization enables students to apply organizational theory, personnel management, policy analysis, and financial administration to the unique demands of the higher education sector. Students will learn about the evolution of organizational structures, cultures, and decision-making processes in higher education and explore the various

forms of governance in contemporary public and private universities. In this specialization, students will study the interactions between government and higher education, including the financial and managerial constraints faced by public institutions. Classes will help students become familiar with significant emerging issues in higher education and teach them to effectively lead in a university setting and/or interact with university leadership.

Specialization #7: Health Policy and Administration

The Health Policy and Administration specialization requires students to take at least four courses from a preapproved departmental catalogue. Courses from our Department and the College of Public Health are available to students, including: Economics of Health Policy, Demand-Side of Health Economics, Program Evaluation, Introduction to Health Policy and Management, Policy and Economic Analysis in Public Health, Healthcare Finance, Management of Public Health Organizations, Leadership in Public Health, Special Topics in Health Administration, Practice Management Consulting in Healthcare, Resource Development and Implementation in Health Promotion, Program Evaluation in Health Promotion and Health Education, and Community Health. Because our mission is to develop students' managerial and analytical skills to prepare them for critical public service jobs, the Health Policy and Administration specialization provides additional knowledge and skills in the critical area of public health, which is especially imperative considering its growing challenges in the United States and abroad.

Students specializing in Health Policy and Administration will learn and apply the core principles, theories, methods, and tools of management specifically within the context of public health and health care organizations. They will explore the role of government in improving public health and providing access to health care. Additionally, students will evaluate the intended and unintended effects of health care policies from various perspectives. They will examine the roles and influences of key actors/stakeholders in the healthcare environment and gain an understanding of the theoretical and practical bases for developing policies to improve health outcomes in a variety of settings. This specialization will illuminate contemporary issues and challenges in public health at all levels of government and teach students to present administrative and policy memoranda that will influence the decision-making process.

✓ **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.

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	List what required courses cover this competency* (listed separate of table in online system)
1. To lead and manage in public governance	✓	✓	✓	✓	Public Personnel Administration (PADP 6910) Organizational Theory (PADP 6960)
2. To participate in and contribute to the public policy process	✓	✓			Public Financial Administration (PADP 6930) Economic Foundations of Policy Analysis (PADP 6950)
3. To analyze, synthesize, think critically, solve problems and make decisions	✓	✓			Public Administration and Democracy (PADP 6910) Public Financial Administration (PADP 6930) Economic Foundations of Policy Analysis (PADP 6950) Research Methods (PADP 7110) Data Applications (PADP 7120)
4. To articulate and apply a public service perspective	✓	✓	✓	✓	Public Administration and Democracy (PADP 6910) Public Personnel Administration (PADP 6910)
5. To communicate and interact productively with a diverse and changing workforce and citizenry.	✓	✓	✓	✓	Public Administration and Democracy (PADP 6910) Public Personnel Administration (PADP 6910)
6. Specialization: Local Government	✓				4 of the following: Local Government Management, Local Government Practicum, Debt Management, Downtown and Urban Planning, Municipal Law, Public Financial Management, Urban Policy, State and Local Taxation, Urban Administration in Seoul, Human

					Services Administration, Economic Development Policy and Financing, Metropolitan Fiscal Problems
7. Specialization: Nonprofit Administration	✓				4 of the following: Introduction to the Nonprofit Sector, Nonprofit Governance and Management, Nonprofit Financial Administration, Nonprofits in a Global Perspective, Social Entrepreneurship, Grant Proposal Writing, Leadership in Public Service, Managing Volunteers in the Public and Nonprofit Sectors
8. Specialization: Public Budgeting and Finance Administration	✓				4 of the following: Public Financial Management, Metropolitan Fiscal Problems, Urban Policy, Quantitative Analysis for Public Decision-Making, Debt Management, Nonprofit Financial Administration, State and Local Taxation, Economic Development Policy and Financing, and the Budgeting Seminar
9. Specialization: Public Management/Organizational Theory	✓				4 of the following: Organizational Behavior, Human Services Administration, Managing Government Performance, Equal Employment Opportunity and Diversity, Administrative Law, Labor Relations and Conflict Resolution, Quantitative Analysis for Public Decision-Making, Bids and Contracting, State and Local Law and Policy, Managing Volunteers in the Public and Nonprofit Sectors, Ethics in Public Administration, Leadership in Public Service, Urban Administration in Seoul
10. Specialization: Public Policy	✓				4 of the following: Policy Process, Public Policy Analysis I&II, Policy Implementation, Quantitative Analysis for Public Decision-Making, State and Local Law and Policy, Economics of Health Policy, Demand-Side of Health Economics, Program Evaluation, Debt Management, Urban Policy, Administrative Law

11. Specialization: Higher Education Administration	✓					4 of the following: EEO, Affirmative Action, and Diversity, Leadership in Public Service, Program Evaluation, Policy Analysis I and II, History of American Higher Education, Finance of Higher Education, Organization and Governance in Higher Education, Strategy and Management of Higher Education, Critical Issues in Higher Education, Institutional Research, Applied Project in Higher Education, Policy Studies in Higher Education, Higher Education in the United States
12. Specialization: Health Policy and Administration	✓					4 of the following: Economics of Health Policy, Demand-side of Health Economics, Program Evaluation, Introduction to Health Policy and Management, Policy and Economic Analysis in Public Health, Healthcare Finance, Management of Public Health Organizations, Leadership in Public Health, Special Topics in Health Administration, Practice Management Consulting in Healthcare, Resource Development and Implementation in Health Promotion, Program Evaluation in Health Promotion and Health Education, Community Health

Use the box below to provide any additional information on the above table:

The above table displays all the core competencies and specializations offered by The University of Georgia's MPA program. We have completed the assessment cycle for three core competencies and have begun collecting evidence in other competency areas for future analysis and program improvement. Information on the core classes' relationship to the five universal competencies can be found in the Curriculum Map, which is attached to Standard 5. For each of our specializations, students must take four classes from a pre-approved departmental list to satisfy the requirement. Consequently, every class from which they can choose is listed in the table to provide an overview of the potential curriculum path a student could pursue. This flexibility enables the Department to provide instruction in a wide range of disciplines within public administration and policy, an essential element in accomplishing our mission to educate and inspire students for careers in management, administration, and policy analysis in both governmental and nonprofit organizations.

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

Universal Required Competency #1 Assessment Cycle: Lead and Manage

For the self-study narrative, the program should describe, for <u>three</u> 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.

1. Definition of student learning outcome for the competency being assessed:

The faculty selected "to lead and manage in public governance" as an important competency to measure because our mission identifies "managerial abilities" as skills necessary to meet the demands of the public and nonprofit sectors. In addition, our definition of the public service values highlights several leadership and managerial skills, including "critical thinking, fairness, and decisiveness." References to management are also found in the program goals, specifying managerial and networking capabilities as a core component of the curriculum.

Competency #1 is operationally defined as: Students in the Master of Public Administration program at The University of Georgia will learn the implications of the unique political and legal environment of the public sector and its management implications. They will be able to understand the importance and dynamics of working in groups or teams to make collaborative decisions, incorporate diverse viewpoints, and create a cohesive and professional product. Furthermore, students will be equipped to identify leadership and management demands across sectors, particularly in the public and nonprofit sectors, including their similarities and differences as well as unique intergovernmental and inter-organizational challenges.

2. Evidence of learning that was gathered:

The new MPA Committee (Drs. Carroll, O'Toole, and Nesbit) functioned as our Assessment Committee and assembled information relevant to Competency #1. Data were collected from the Capstone Paper, the Alumni Survey, and the Employer Survey (see the discussion of our Assessment Plan under Standard One above). These data provided insight from three distinct perspectives. In addition, the faculty teaching courses that correspond with Competency #1 (Public Personnel Administration and Organizational Theory) met and discussed potential methods by which student learning could be measured. The faculty from each class selected different techniques to collect data to form the basis of the assessment. In Public Personnel Administration, the faculty agreed to embed several short essay questions addressing the "unique legal environment in the public sector," since an understanding of that environment is necessary to properly manage human resources in government where Constitutional constraints on government authority (e.g., guarantees of freedom of speech, the right to privacy, and due process) can limit actions taken by public managers. In Organizational Theory, the faculty chose to use a consistent case study across all classes that would elicit students' understanding of leadership and management practices. The case study was administered as a pre-test at the beginning of the class and as a post-test during the final week of the semester so that the progression of students' knowledge can be measured.

3. How evidence of learning was analyzed:

The new MPA Director (Dr. Deborah Carroll) analyzed data from the Capstone Paper, the Alumni Survey, and the Employer Survey through use of a modified SWOT Analysis procedure looking for evidence of strengths, weaknesses, opportunities, and threats associated with the program. In addition, faculty teaching the classes associated with Competency #1 developed customized assessment rubrics to judge students' mastery of the material. The full Assessment Committee (Drs. Carroll, O'Toole, and Nesbit) then used those rubrics to review a sample of five essays from Public Personnel Administration and eight pre/post-test case studies from Organizational Theory.

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

Under our process our Assessment Committee (the MPA Committee), reviews all assessment data from samples of student work from the relevant core classes looking for evidence of strengths and weaknesses of the program, as noted above. The MPA Director also examines student Capstone Papers, the Alumni Survey, and the Employer Survey. If the Director finds evidence of problems, they are brought to the attention of the Committee. If the Committee as a whole determines on the basis of any of the evidence that problems or areas where improvements can be made are significant, those concerns are brought to the faculty at our annual fall faculty meeting (held in August each year) or at a faculty meeting in January. At that point, the faculty as a whole consider the issues raised and make a determination of whether or not to implement changes. In the past we have made changes to the MPA comprehensive examination process and to courses that comprise our core curriculum following this general type of procedure. As a result of the assessment conducted at the conclusion of our self-study year the Committee determined that no significant problems existed related to Competency #1that warranted changes to the program and no changes were recommended to the faculty.

    However, the Committee developed recommendations for consideration by individual faculty members teaching the core courses associated with Competency #1. For example, in Organizational Theory, the Committee believed that there could be a greater emphasis of course content on analytical sophistication and critical thinking. In Public Personnel Administration, the Committee thought that course content and assignments could possibly address the complex political environment of public organizations more thoroughly. The Committee acknowledged that these impressions were formed on the basis of a small sample of student work and that they are offered only for the consideration of the faculty involved in the courses. The suggestions were forwarded to the appropriate faculty members.

Universal Required Competency #4 Assessment Cycle: Public Service Perspective

For the self-study narrative, the program should describe, for <u>three</u> 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 <u>program</u> improvement.

1. Definition of student learning outcome for the competency being assessed:

The faculty selected Competency #4, "To articulate and apply a public service perspective," as the second competency to address in the self-study year. Competency #4 directly addresses the public service values of upholding democratic principles of equity, fairness, and representativeness to accomplish the public good. This competency also helps to fulfill our program mission of creating "an awareness of and sensitivity to ethical concerns and accountability issues within the public service arena."

Competency #4 is operationally defined as: Students in the Master of Public Administration program at The University of Georgia will understand and appreciate the intellectual history of American public administration, competing ideological frameworks, and major issues or controversies that have emerged over time. They will learn to apply the profession's code of ethics to decisions and value conflicts unique to the public sector, ensuring practices remain accountable and transparent. Moreover, students will demonstrate an appreciation of the complex legal/political/fiscal environment of public management.

2. Evidence of learning that was gathered:

The new MPA Committee (Drs. Carroll, O'Toole, and Nesbit) functioned as our Assessment Committee and assembled information relevant to Competency #4. Data were collected from the Capstone Paper, the Alumni Survey, and the Employer Survey (see the discussion of our Assessment Plan under Standard One above). These data provided insight from three distinct perspectives. In addition, the faculty teaching courses that correspond with Competency #4 (Public Administration & Democracy and Public Personnel Administration) met to determine which assignments should be used to gauge students' mastery of the competency. Professors in Public Administration & Democracy agreed to administer the same case study as the final exam, requiring students to produce a policy memo addressing a particular public service challenge. In Public Personnel Administration, the faculty agreed to embed several-short answer questions that would be identical across classes and capture the students' comprehension of the law surrounding human resource management.

3. How evidence of learning was analyzed:

The new MPA Director (Dr. Deborah Carroll) analyzed data from the Capstone Paper, the Alumni Survey, and the Employer Survey through use of a modified SWOT Analysis procedure looking for evidence of strengths, weaknesses, opportunities, and threats associated with the program. In addition, faculty teaching the classes associated with Competency #4 developed customized assessment rubrics to judge students' mastery of the material. The full Assessment Committee (Drs. Carroll, O'Toole, and Nesbit) then used those rubrics to judge how well the student's policy memos from the Public Administration and Democracy course covered the stated learning outcomes. The Committee also assessed five samples of the Public Personnel Administration final exam short-answer questions using the same process.

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

Under our process our Assessment Committee (the MPA Committee), reviews all assessment data from samples of student work from the relevant core classes looking for evidence of strengths and weaknesses of the program, as noted above. The MPA Director also examines student Capstone Papers, the Alumni Survey, and the Employer Survey. If the Director finds evidence of problems, they are brought to the attention of the Committee. If the Committee as a whole determines on the basis of any of the evidence that problems or areas where improvements can be made are significant, those concerns are brought to the faculty at our annual fall faculty meeting (held in August each year) or at a faculty meeting in January. At that point, the faculty as a whole consider the issues raised and make a determination of whether or not to implement changes. In the past we have made changes to the MPA comprehensive examination process and to courses that comprise our core curriculum following this general type of procedure. As a result of the assessment conducted at the conclusion of our self-study year the Committee determined that no significant problems existed related to Competency #4 that warranted changes to the program and no changes were recommended to the faculty.

However, the Committee developed recommendations for consideration by individual faculty members teaching the core courses associated with Competency #4. For example, the Committee determined that the Public Personnel Administration classes could possibly provide more focused attention on the implications for managers of the First, Fourth, Fifth, and Fourteenth Amendments to the U.S. Constitution. From the content of the Public Administration and Democracy memos, the Committee concluded that there could possibly be a greater emphasis of course content on the topics of professional-ethical sensitivity, the legal environment, and cultural competency. The Committee acknowledged that these impressions were formed on the basis of a small sample of student work and that they are offered only for the consideration of the faculty involved in the courses. The suggestions were forwarded to the appropriate faculty members.

Universal Required Competency #5 Assessment Cycle: Communication and Diversity

For the self-study narrative, the program should describe, for <u>three</u> 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.

1. Definition of student learning outcome for the competency being assessed:

The faculty selected Competency #5, "To communicate and interact productively with a diverse and changing workforce and citizenry," as the third competency to assess during the self-study year. The program's mission aims to "produce leaders with a wide range of analytic, communicative, and managerial abilities," and the faculty believe that Competency #5 prepares students to interact with the necessary stakeholders and oversee productive teams to accomplish complex public goals.

Competency #5 is operationally defined as: Students in the Master of Public Administration program at The University of Georgia will exhibit knowledge of principles and practices

associated with effective public personnel management. Such skills must include the ability to recognize, consider, and respect differing points of view in administrative and policy decisions. Students will execute specific strategies to enhance equity within and representativeness of the public workforce to ensure all people within a government's jurisdiction are well served. Finally, students will demonstrate an appreciation for diversity and will be able to work productively in teams by displaying composure, professionalism, and effective communication skills.

2. Evidence of learning that was gathered:

The new MPA Committee (Drs. Carroll, O'Toole, and Nesbit) functioned as our Assessment Committee and assembled information relevant to Competency #5. Data were collected from the Capstone Paper, the Alumni Survey, and the Employer Survey (see the discussion of our Assessment Plan under Standard One above). These data provided insight from three distinct perspectives. In addition, the faculty teaching courses that correspond with Competency #5 (Public Administration & Democracy and Public Personnel Administration) met to determine which assignments should be used to gauge students' mastery of the competency.   Students are required to produce a policy memo as their final examination in Public Administration and Democracy. The case study was chosen by the faculty based on numerous qualities, including elements of diversity and the challenge of serving opposing constituencies. Additionally, the faculty of Public Personnel Administration embedded several questions in their final exams that address the students' mastery of Competency #5, focusing on case law that impacts employment relations.

3. How evidence of learning was analyzed:

The new MPA Director (Dr. Deborah Carroll) analyzed data from the Capstone Paper, the Alumni Survey, and the Employer Survey through use of a modified SWOT Analysis procedure looking for evidence of strengths, weaknesses, opportunities, and threats associated with the program. In addition, faculty teaching the classes associated with Competency #5 developed customized assessment rubrics to judge students' mastery of the material. The full Assessment Committee (Drs. Carroll, O'Toole, and Nesbit) then used those rubrics to judge how well the student's policy memos from the Public Administration and Democracy course covered the stated learning outcomes based on a sample of fifteen of the memos. The Committee also assessed ten of the Public Personnel Administration final exam essay questions using the same process.

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

   Under our process our Assessment Committee (the MPA Committee), reviews all assessment data from samples of student work from the relevant core classes looking for evidence of strengths and weaknesses of the program, as noted above. The MPA Director also examines student Capstone Papers, the Alumni Survey, and the Employer Survey. If the Director finds evidence of problems, they are brought to the attention of the Committee. If the Committee as a whole determines on the basis of any of the evidence that problems or areas where improvements can be made are significant, those concerns are brought to the faculty at

our annual fall faculty meeting (held in August each year) or at a faculty meeting in January. At that point, the faculty as a whole consider the issues raised and make a determination of whether or not to implement changes. In the past we have made changes to the MPA comprehensive examination process and to courses that comprise our core curriculum following this general type of procedure. As a result of the assessment conducted at the conclusion of our self-study year the Committee determined that no significant problems existed related to Competency #5 that warranted changes to the program and no changes were recommended to the faculty.

    However, the Committee developed recommendations for consideration by individual faculty members teaching the core courses associated with Competency #5. For example, the Committee concluded that the Public Administration and Democracy memos indicated that there could possibly be more focused direction in the assignment for students to address the issues of professional ethics and diversity in their analysis. The Committee found also that students effectively discussed the complex managerial and political environment of public organizations, but that their analysis of the legal environment appeared to be weaker. With respect to the Public Personnel Administration essay questions, the Committee believed that there could be better specification of performance areas identified in the rubric used for assessment to allow for better evaluation of students' depth of knowledge and analytical abilities. The Committee acknowledged that these impressions were formed on the basis of a small sample of student work and that they are offered only for the consideration of the faculty involved in the courses. The suggestions were forwarded to the appropriate faculty members.

Mission-Specific Elective Competency: Local Government

For the self-study narrative, the program should describe, for the mission-specific elective competencies, the student learning outcomes and a commitment to assessing the specialization. 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.

    1. Definition of student learning outcome for the competency being assessed:

MPA students specializing in Local Government will learn the theoretical foundations of local government management and administration. Students draw comparisons between academic research and practical applications of policy at the local level, including an understanding of the various challenges and strategic issues commonly faced by public officials. Students have the opportunity to gain an understanding of taxation as it applies to budget planning and execution, revenue generation, capital budgeting, and debt management. Additionally, students may develop skills to analyze financial control strategies, including accounting, financial reporting, and auditing. The specialization further hones skills for effectively and ethically managing human service organizations as well.

    2. Evidence of learning that was gathered:

The program utilizes several methods to assess the effectiveness of specializations at achieving

the defined student learning outcomes. Employer and alumni surveys offer outside stakeholders an opportunity to comment on the skills they believe would add to the Georgia MPA experience. These open-ended responses have implications for the specializations, since they are intended to suggest skills for particular careers in public administration and policy. Students also assess the program and their specialization competencies in their Capstone Paper, enabling them to provide feedback on the curriculum and its perceived usefulness in their future careers. Additionally, the classes in each specialization utilize course evaluations to illicit feedback concerning their expectations and curriculum. Finally, classes in each specialization require students to write at least one term paper that the Assessment Committee will evaluate to determine students' competency mastery.

Mission-Specific Elective Competency: Nonprofit Administration

For the self-study narrative, the program should describe, for the mission-specific elective competencies, the student learning outcomes and a commitment to assessing the specialization. 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.

1. Definition of student learning outcome for the competency being assessed:

Students in the Nonprofit Administration specialization will learn about the history, development, and scope of the nonprofit sector and the economic, social, organizational, political and philanthropic theories that explain the existence of the sector. Through courses in the specialization, students will be able to explain the distinctive contributions nonprofit organizations make to our society and the relationships between and among the nonprofit, public, and business sectors. Students will be able to discuss the major contemporary issues facing the nonprofit sector. They will also develop the skills necessary to contribute to the effective management of nonprofit organizations.

2. Evidence of learning that was gathered:

The program utilizes several methods to assess the effectiveness of specializations at achieving the defined student learning outcomes. Employer and alumni surveys offer outside stakeholders an opportunity to comment on the skills they believe would add to the Georgia MPA experience. These open-ended responses have implications for the specializations, since they are intended to suggest skills for particular careers in public administration and policy. Students also assess the program and their specialization competencies in their Capstone Paper, enabling them to provide feedback on the curriculum and its perceived usefulness in their future careers. Additionally, the classes in each specialization utilize course evaluations to illicit feedback concerning their expectations and curriculum. Finally, classes in each specialization require students to write at least one term paper that the Assessment Committee will evaluate to determine students' competency mastery.

Mission-Specific Elective Competency: Public Budgeting and Finance Administration

For the self-study narrative, the program should describe, for the mission-specific elective competencies, the student learning outcomes and a commitment to assessing the specialization. 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.

1. Definition of student learning outcome for the competency being assessed:

Through the Public Budgeting and Finance Administration specialization, students are exposed to the major topics in public finance at the federal, state, and local levels. Courses approach the material from theoretical and applied perspectives, equipping students with a general framework for public budgeting and finance. Students are exposed to the rationale, tools, and issues of the field, particularly in policy, taxation, expenditure, and budgeting. Topics and skills that students learn include the federal budget process, economic development, budget planning and execution, debt management, funds management and investment, accounting, reporting, and auditing. Courses in this specialization build on the foundations developed by the core classes, particularly Public Financial Administration.

2. Evidence of learning that was gathered:

The program utilizes several methods to assess the effectiveness of specializations at achieving the defined student learning outcomes. Employer and alumni surveys offer outside stakeholders an opportunity to comment on the skills they believe would add to the Georgia MPA experience. These open-ended responses have implications for the specializations, since they are intended to suggest skills for particular careers in public administration and policy. Students also assess the program and their specialization competencies in their Capstone Paper, enabling them to provide feedback on the curriculum and its perceived usefulness in their future careers. Additionally, the classes in each specialization utilize course evaluations to illicit feedback concerning their expectations and curriculum. Finally, classes in each specialization require students to write at least one term paper that the Assessment Committee will evaluate to determine students' competency mastery.

Mission-Specific Elective Competency: Public Management/Organizational Theory

For the self-study narrative, the program should describe, for the mission-specific elective competencies, the student learning outcomes and a commitment to assessing the specialization. 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.

1. Definition of student learning outcome for the competency being assessed:

The primary goal of the Public Management/Organizational Theory specialization is to expose students to the challenges and requisite skills needed to effectively manage and administer organizations in the public and nonprofit sectors. Students will master such topics as organizational structure and design, formal and informal structure, organizational goals and missions, leadership and management, strategy and decision-making, and other related topics. The public management specialization also focuses on the human element of organizations, emphasizing the importance of a skilled and motivated staff, competent and ethical leaders, a strong culture, and a salient mission to operate an organization effectively. Therefore, students explore the behavioral aspects of personnel management such as motivation, performance, satisfaction, commitment, leadership, power, and conflict to prepare them to lead in the public sector. A case-based approach to learning is utilized to develop solutions from theoretical concepts and produce practical solutions.

2. Evidence of learning that was gathered:

The program utilizes several methods to assess the effectiveness of specializations at achieving the defined student learning outcomes. Employer and alumni surveys offer outside stakeholders an opportunity to comment on the skills they believe would add to the Georgia MPA experience. These open-ended responses have implications for the specializations, since they are intended to suggest skills for particular careers in public administration and policy. Students also assess the program and their specialization competencies in their Capstone Paper, enabling them to provide feedback on the curriculum and its perceived usefulness in their future careers. Additionally, the classes in each specialization utilize course evaluations to illicit feedback concerning their expectations and curriculum. Finally, classes in each specialization require students to write at least one term paper that the Assessment Committee will evaluate to determine students' competency mastery.

Mission-Specific Elective Competency: Public Policy

For the self-study narrative, the program should describe, for the mission-specific elective competencies, the student learning outcomes and a commitment to assessing the specialization. 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.

1. Definition of student learning outcome for the competency being assessed:

The Public Policy specialization exposes students to the entire policy process through courses that explore policy from concept to reality. Students study federal, state, and local levels of policy development and are taught to recognize particular administrative and political contexts.

Students develop and analyze policy utilizing such criteria as equity, security, liberty, efficiency, and sustainability as well as technical, financial, and political feasibility to provide evaluations on social and economic policies. Furthermore, students will gain an understanding of how policy alternatives are identified and evaluated, covering such topics as forecasting, cost-benefit, cost-effectiveness, risk, and sensitivity analysis. Students will also learn the rulemaking and adjudication processes that are inherent in the implementation of policy, providing a complete understanding of the policy process and its execution by bureaucratic organizations.

2. Evidence of learning that was gathered:

The program utilizes several methods to assess the effectiveness of specializations at achieving the defined student learning outcomes. Employer and alumni surveys offer outside stakeholders an opportunity to comment on the skills they believe would add to the Georgia MPA experience. These open-ended responses have implications for the specializations, since they are intended to suggest skills for particular careers in public administration and policy. Students also assess the program and their specialization competencies in their Capstone Paper, enabling them to provide feedback on the curriculum and its perceived usefulness in their future careers. Additionally, the classes in each specialization utilize course evaluations to illicit feedback concerning their expectations and curriculum. Finally, classes in each specialization require students to write at least one term paper that the Assessment Committee will evaluate to determine students' competency mastery.

Mission-Specific Elective Competency: Higher Education Administration

For the self-study narrative, the program should describe, for the mission-specific elective competencies, the student learning outcomes and a commitment to assessing the specialization. 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.

1. Definition of student learning outcome for the competency being assessed:

The Higher Education Administration specialization enables students to apply organizational theory, personnel management, policy analysis, and financial administration to the unique demands of the higher education sector. Students will learn about the evolution of organizational structures, cultures, and decision-making processes in higher education and explore the various forms of governance in contemporary public and private universities. In this specialization, students will study the interactions between government and higher education, including the financial and managerial constraints faced by public institutions. Classes will help students become familiar with significant emerging issues in higher education and teach them to effectively lead in a university setting and/or interact with university leadership.

2. Evidence of learning that was gathered:

The program utilizes several methods to assess the effectiveness of specializations at achieving the defined student learning outcomes. Employer and alumni surveys offer outside stakeholders an opportunity to comment on the skills they believe would add to the Georgia MPA experience. These open-ended responses have implications for the specializations, since they are intended to suggest skills for particular careers in public administration and policy. Students also assess the program and their specialization competencies in their Capstone Paper, enabling them to provide feedback on the curriculum and its perceived usefulness in their future careers. Additionally, the classes in each specialization utilize course evaluations to illicit feedback concerning their expectations and curriculum. Finally, classes in each specialization require students to write at least one term paper that the Assessment Committee will evaluate to determine students' competency mastery.

Mission-Specific Elective Competency: Health Policy and Administration

For the self-study narrative, the program should describe, for the mission-specific elective competencies, the student learning outcomes and a commitment to assessing the specialization. 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.

1. Definition of student learning outcome for the competency being assessed:

Students specializing in Health Policy and Administration will learn and apply the core principles, theories, methods, and tools of management specifically within the context of public health and health care organizations. They will explore the role of government in improving public health and providing access to health care. Additionally, students will evaluate the intended and unintended effects of health care policies from various perspectives. They will examine the roles and influences of key actors/stakeholders in the healthcare environment and gain an understanding of the theoretical and practical bases for developing policies to improve health outcomes in a variety of settings. This specialization will illuminate contemporary issues and challenges in public health at all levels of government and teach students to present administrative and policy memoranda that will influence the decision-making process.

2. Evidence of learning that was gathered:

The program utilizes several methods to assess the effectiveness of specializations at achieving the defined student learning outcomes. Employer and alumni surveys offer outside stakeholders an opportunity to comment on the skills they believe would add to the Georgia MPA experience. These open-ended responses have implications for the specializations, since they are intended to suggest skills for particular careers in public administration and policy. Students also assess the program and their specialization competencies in their Capstone Paper, enabling them to provide feedback on the curriculum and its perceived usefulness in their future careers. Additionally, the classes in each specialization utilize course evaluations to illicit feedback concerning their expectations and curriculum. Finally, classes in each

specialization require students to write at least one term paper that the Assessment Committee will evaluate to determine students' competency mastery.

5.4   Professional Competencies: 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.

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 in or with, or
- (**N**) it is not usually available to students in or with

R F [S] N   Attending formal meetings (e.g. planning board)
[R] F S N   Case studies
R F [S] N   Externally-based projects (e.g., student consulting)
R [F] S N   Guest lectures
[R] F S N   Internships
R [F] S N   Instructors from the profession (Adjunct or part-time instructors)
R F [S] N   Presentations of student work to practitioner panels or juries
R F S [N]   Professional meeting participation (APPAM, ASPA, etc)
[R] F S N   Service Learning
R F S [N]   Simulations
[R] F S N   Team Based Problem Solving
R [F] S N   Volunteer work (paid or unpaid)
R F S N   Other: please specify_____

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The University of Georgia
School of Public and International Affairs
Department of Public Administration and Policy

MPA Assessment Plan

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Mission Statement: The MPA program at The University of Georgia strives to be a leader in educating and inspiring students for managerial and analytical careers in public service through teaching, research, and service to the community while emphasizing the professional values of ethics and accountability.

The mission is fulfilled by educating and inspiring students for careers in management, administration, and policy analysis in government and nonprofit organizations domestically and abroad. The program produces leaders with a wide range of analytic, communicative, and managerial abilities to meet the demands of contemporary public and nonprofit sectors. The MPA curriculum encourages within students the development of the intellectual capacities and professional skills necessary for the successful performance of critical public service jobs. The program accomplishes these goals by contributing to the advancement of the public administration and policy field through teaching, research, and public service. The program also creates an awareness of and sensitivity to ethical concerns and accountability issues within the public service arena.

The following is a schedule of the assessment metrics that will be utilized each year to determine students' mastery of the core and specialization competencies as well as program effectiveness:

Academic Year 2014/2015

Self-Study submission and consideration by COPRA

Assessment of <u>Core Competency #2</u>: To Participate in and Contribute to the Public Policy Process

Students in the Master of Public Administration program at The University of Georgia will understand the public policy process at the federal, state, and local levels, including formulating, implementing, and evaluating policy. They will develop the ability to interpret and persuasively communicate information regarding policy alternatives through memoranda and presentations. Additionally, students will analyze policy alternatives using quantitative and qualitative tools to evaluate decisions and explain potential ramifications for diverse constituencies. They will learn to manage financial resources and develop a comprehensive budget proposal to achieve organizational goals.

<u>Direct Assessment Metrics</u>	<u>Assessment Body</u>
• PADP 6930: Public Financial Administration	
o Capital Improvement Projects with Memo	MPA Committee
• PADP 6950: Economic Foundations of Policy Analysis	
o Policy Evaluation Paper	MPA Committee

Assessment of Core Competency #3: To Analyze, Synthesize, Think Critically, Solve Problems, and Make Decisions

Students in the Master of Public Administration program at The University of Georgia will utilize various methods and analytical tools to analyze and interpret data to provide effective reasoning for decision-making and policy creation. Students will learn to effectively and concisely inform the public and other stakeholders of decisions and initiatives through the presentation of data and research findings. Furthermore, they will produce policy papers involving the synthesis of information, evaluation, and analysis of critical questions or problems currently facing the field of public administration and policy.

Direct Assessment Metrics	**Assessment Body**
• PADP 6910: Public Administration and Democracy	
o Final Policy Memo	MPA Committee
• PADP 6930: Public Financial Administration	
o Capital Improvement Project with Memo	MPA Committee
• PADP 6950: Economic Foundations of Policy Analysis	
o Policy Evaluation Paper	MPA Committee
• PADP 7110: Research Methods in Public Administration	
o Research Design Paper	MPA Committee
• PADP 7120: Data Applications in Public Administration	
o Embedded Final Exam Questions	MPA Committee
• Integrative Memo Exercise	Nucleus Faculty

Indirect Assessment Metrics
- Exit Survey   MPA Advisory Board
- Employer Survey   MPA Advisory Board
- Capstone Paper   MPA Committee
- Course Evaluations   Department Head

Assessment of Specialization #1: Local Government Administration

Georgia MPA students specializing in Local Government will learn the theoretical foundations of local government management and administration. Students draw comparisons between academic research and practical applications of policy at the state and local levels, including an understanding of the various challenges and strategic issues commonly faced by public officials. Students have the opportunity to gain an understanding of state and local taxation as it applies to budget planning, revenue generation, capital budgeting, and debt management. Additionally, students may learn to analyze financial control strategies including the role of accounting, reporting, and auditing functions as they strive to remain transparent in their activities. The specialization hones further skills for effective and ethical management of human service organizations.

Assessment Metrics   **Assessment Body**
- Capstone Paper   MPA Committee
- Employer Survey   MPA Advisory Board
- Course Evaluations   Department Head
- Selection of Term Papers   MPA Committee

Program Evaluation
- Faculty Performance   MPA Advisory Board

Academic Year 2015/2016

Assessment of <u>Core Competency #4</u>: To Articulate and Apply a Public Service Perspective

Students in the Master of Public Administration program at The University of Georgia will understand and appreciate the intellectual history of American public administration, competing ideological frameworks, and major issues or controversies that have emerged over time. They will learn to apply the profession's code of ethics to decisions and value conflicts unique to the public sector, ensuring practices remain accountable and transparent. Moreover, students will demonstrate an appreciation of the complex legal/political/fiscal environment of public management.

Direct Assessment Metrics   **Assessment Body**
- PADP 6910: Public Administration and Democracy
    - Final Policy Memo   MPA Committee
- PADP 6920: Public Personnel Administration
    - Embedded Final Exam Questions   MPA Committee
- Integrative Memo Exercise   Nucleus Faculty

Indirect Assessment Metrics
- Exit Survey   MPA Advisory Board
- Employer Survey   MPA Advisory Board
- Capstone Paper   MPA Committee
- Course Evaluations   Department Head

Assessment of <u>Core Competency #5</u>: To Communicate and Interact Productively with a Diverse and Changing Workforce and Citizenry

Students in the Master of Public Administration program at The University of Georgia will exhibit knowledge of principles and practices associated with effective public personnel management. Such skills will include the ability to recognize, consider, and respect differing points of view in administrative and policy decisions. Students will execute specific strategies to enhance equity within and representativeness of the public workforce to ensure all people within a government's jurisdiction are well served. Finally, students will demonstrate an appreciation for diversity and will be able to work productively in teams by displaying composure, professionalism, and effective communication skills.

Direct Assessment Metrics	**Assessment Body**
• PADP 6910: Public Administration and Democracy	
o Final Policy Memo	MPA Committee
• PADP 6920: Public Personnel Administration	
o Embedded Final Exam Questions	MPA Committee

Indirect Assessment Metrics	
• Alumni Survey	MPA Advisory Board
• Exit Survey	MPA Advisory Board
• Employer Survey	MPA Advisory Board
• Capstone Paper	MPA Committee
• Course Evaluations	Department Head

Assessment of Specialization #2: Nonprofit Administration

Students in the Nonprofit Administration specialization will learn about the history, development, and scope of the nonprofit sector and the economic, social, organizational, political and philanthropic theories that explain the existence of the sector. Through courses in the specialization, students will be able to explain the distinctive contributions nonprofit organizations make to our society and relationships between and among the nonprofit, public and business sectors. Students will be able to discuss the major contemporary issues facing the nonprofit sector. They will develop the skills necessary to contribute to the effective management of nonprofit organizations.

Assessment Metrics	**Assessment Body**
• Capstone Paper	MPA Committee
• Employer Survey	MPA Advisory Board
• Course Evaluations	Department Head
• Selection of Term Papers	MPA Committee

Program Evaluation	
• Faculty Performance	MPA Advisory Board

Academic Year 2016/2017

Assessment of Core Competency #1: To Lead and Manage in Public Governance

Students in the Master of Public Administration program at The University of Georgia will learn the implications of the unique political and legal environment in the public sector and its human management implications. They will be able to understand the importance and dynamics of working in groups or teams to make collaborative decisions, incorporate diverse viewpoints, and create a cohesive and professional product. Furthermore, students will be equipped to identify leadership and management demands across sectors, particularly in the public and nonprofit sectors, including their similarities and differences as well as unique intergovernmental and inter-organizational challenges.

Direct Assessment Metrics	**Assessment Body**
• PADP 6920: Public Personnel Administration	

o Embedded Final Exam Questions	MPA Committee
• PADP 6960: Organizational Theory	
o Pre-Test/Post-Test Case Study	MPA Committee
• Integrative Memo Exercise	Nucleus Faculty

Indirect Assessment Metrics

• Exit Survey	MPA Advisory Board
• Employer Survey	MPA Advisory Board
• Capstone Paper	MPA Committee
• Course Evaluations	Department Head

Assessment of <u>Core Competency #2</u>: To Participate in and Contribute to the Public Policy Process

Students in the Master of Public Administration program at The University of Georgia will understand the public policy process at the federal, state, and local levels, including formulating, implementing, and evaluating policy. They will develop the ability to interpret and persuasively communicate information regarding policy alternatives through memoranda and presentations. Additionally, students will analyze policy alternatives using quantitative and qualitative tools to evaluate decisions and explain potential ramifications for diverse constituencies. They will learn to manage financial resources and develop a comprehensive budget proposal to achieve organizational goals.

Direct Assessment Metrics	**Assessment Body**
• PADP 6930: Public Financial Administration	
o Capital Improvement Projects with Memo	MPA Committee
• PADP 6950: Economic Foundations of Policy Analysis	
o Policy Evaluation Paper	MPA Committee

Indirect Assessment Metrics	
• Exit Survey	MPA Advisory Board
• Employer Survey	MPA Advisory Board
• Capstone Paper	MPA Committee
• Course Evaluations	Department Head

Assessment of <u>Specialization #3</u>: Public Budgeting and Finance Administration

Through this specialization, students are exposed to the major topics in public finance at the federal, state, and local levels. Courses approach the material from theoretical and applied perspectives, equipping students with a general framework for public budgeting and finance in democratic governance. Students are exposed to the rationale, tools, and issues of the field, particularly in policy, taxation, expenditure, and budgeting. Areas and skills that students develop include the federal budget process, economic development, budget planning and execution, debt management, funds management and investment, accounting, reporting, and auditing. Courses in this specialization build on the foundations provided in the Public Management Core that all students are required to take, especially Public Financial Administration.

Assessment Metrics	**Assessment Body**
• Capstone Paper	MPA Committee

- Employer Survey   MPA Advisory Board
- Course Evaluations   Department Head
- Selection of Term Papers   MPA Committee

Program Evaluation
- Administration and Governance   MPA Advisory Board

Academic Year 2017/2018

Assessment of <u>Core Competency #3</u>: To Analyze, Synthesize, Think Critically, Solve Problems, and Make Decisions

Students in the Master of Public Administration program at The University of Georgia will utilize various methods and analytical tools to analyze and interpret data to provide effective reasoning for decision-making and policy creation. Students will learn to effectively and concisely inform the public and other stakeholders of decisions and initiatives through the presentation of data and research findings. Furthermore, they will produce policy papers involving the synthesis of information, evaluation, and analysis of critical questions or problems currently facing the field of public administration and policy.

Direct Assessment Metrics   **Assessment Body**
- PADP 6910: Public Administration and Democracy
  - Final Policy Memo   MPA Committee
- PADP 6930: Public Financial Administration
  - Capital Improvement Project with Memo   MPA Committee
- PADP 6950: Economic Foundations of Policy Analysis
  - Policy Evaluation Paper   MPA Committee
- PADP 7110: Research Methods in Public Administration
  - Research Design Paper   MPA Committee
- PADP 7120: Data Applications in Public Administration
  - Embedded Final Exam Questions   MPA Committee
- Integrative Memo Exercise   Nucleus Faculty

Indirect Assessment Metrics
- Exit Survey   MPA Advisory Board
- Employer Survey   MPA Advisory Board
- Capstone Paper   MPA Committee
- Course Evaluations   Department Head

Assessment of <u>Core Competency #4</u>: To Articulate and Apply a Public Service Perspective

Students in the Master of Public Administration program at The University of Georgia will understand and appreciate the intellectual history of American public administration, competing ideological frameworks, and major issues or controversies that have emerged over time. They will learn to apply the profession's code of ethics to decisions and value conflicts unique to the public sector, ensuring practices

remain accountable and transparent. Moreover, students will demonstrate an appreciation of the complex legal/political/fiscal environment of public management.

Direct Assessment Metrics	**Assessment Body**
• PADP 6910: Public Administration and Democracy	
○ Final Policy Memo	MPA Committee
• PADP 6920: Public Personnel Administration	
○ Embedded Final Exam Questions	MPA Committee
• Integrative Memo Exercise	Nucleus Faculty

Indirect Assessment Metrics	
• Exit Survey	MPA Advisory Board
• Employer Survey	MPA Advisory Board
• Capstone Paper	MPA Committee
• Course Evaluations	Department Head

Assessment of Specialization #4: Public Management/Organizational Theory

The primary goal of this specialization is to expose students to the challenges and requisite skills needed to effectively manage and administer organizations in the public and non-profit sectors. Students will master such topics as organizational structure and design, formal and informal structure, organizational goals and missions, leadership and management, strategy and decision-making, and other related topics. The public management specialization also focuses on the human element of organizations, since those with skilled and motivated staff, competent and ethical leaders, a strong culture, and a salient mission perform well. Therefore, students explore the behavioral aspects of personnel management, such as motivation, performance, satisfaction, commitment, leadership, power, and conflict to prepare them to lead in the public sector. A case-based approached to learning is utilized to develop solutions from theoretical concepts and to produce practical solutions.

Assessment Metrics	**Assessment Body**
• Capstone Paper	MPA Committee
• Employer Survey	MPA Advisory Board
• Course Evaluations	Department Head
• Selection of Term Papers	MPA Committee

Program Evaluation	
• Administration and Governance	MPA Advisory Board

Academic Year 2018/2019

Assessment of Core Competency #5: To Communicate and Interact Productively with a Diverse and Changing Workforce and Citizenry

Students in the Master of Public Administration program at The University of Georgia will exhibit knowledge of principles and practices associated with effective public personnel management. Such skills will include the ability to recognize, consider, and respect differing points of view in administrative and policy decisions. Students will execute specific strategies to enhance equity within and representativeness of the public workforce to ensure all people within a government's jurisdiction are well served. Finally, students will demonstrate an appreciation for diversity and will be able to work productively in teams by displaying composure, professionalism, and effective communication skills.

Direct Assessment Metrics	**Assessment Body**
• PADP 6910: Public Administration and Democracy	
o Final Policy Memo	MPA Committee
• PADP 6920: Public Personnel Administration	
o Embedded Final Exam Questions	MPA Committee

Indirect Assessment Metrics	
• Alumni Survey	MPA Advisory Board
• Exit Survey	MPA Advisory Board
• Employer Survey	MPA Advisory Board
• Capstone Paper	MPA Committee
• Course Evaluations	Department Head

Assessment of <u>Core Competency #1</u>: To Lead and Manage in Public Governance

Students in the Master of Public Administration program at The University of Georgia will learn the implications of the unique political and legal environment in the public sector and its human management implications. They will be able to understand the importance and dynamics of working in groups or teams to make collaborative decisions, incorporate diverse viewpoints, and create a cohesive and professional product. Furthermore, students will be equipped to identify leadership and management demands across sectors, particularly in the public and nonprofit sectors, including their similarities and differences as well as unique intergovernmental and inter-organizational challenges.

Direct Assessment Metrics	**Assessment Body**
• PADP 6920: Public Personnel Administration	
o Embedded Final Exam Questions	MPA Committee
• PADP 6960: Organizational Theory	
o Pre-Test/Post-Test Case Study	MPA Committee
• Integrative Memo Exercise	Nucleus Faculty

Indirect Assessment Metrics	
• Exit Survey	MPA Advisory Board
• Employer Survey	MPA Advisory Board
• Capstone Paper	MPA Committee
• Course Evaluations	Department Head

Assessment of <u>Specialization #5</u>: Public Policy

The Public Policy specialization exposes students to the entire policy process, with courses navigating policy from concept to reality. Students apply their understandings to the federal, state, and local levels of

policy development and are taught to recognize particular administrative and political contexts. Students will develop and analyze policy, applying such criteria as equity, security, liberty, efficiency, social justice, and democracy, as well as technical, financial, and political feasibility to provide evaluations on social and economic policies. Furthermore, students will gain an understanding of how policy alternatives are identified and evaluated, including the methods of forecasting, cost-benefit, cost-effectiveness, risk, and sensitivity analysis. Students will also learn the rulemaking and adjudication processes that are inherent in the implementation of policy, providing a complete understanding of the policy process and its application by bureaucratic organizations.

Assessment Metrics	**Assessment Body**
• Capstone Paper	MPA Committee
• Employer Survey	MPA Advisory Board
• Course Evaluations	Department Head
• Selection of Term Papers	MPA Committee

Program Evaluation

• Student Services	MPA Advisory Board

Academic Year 2019/2020

Assessment of Core Competency #2: To Participate in and Contribute to the Public Policy Process

Students in the Master of Public Administration program at The University of Georgia will understand the public policy process at the federal, state, and local levels, including formulating, implementing, and evaluating policy. They will develop the ability to interpret and persuasively communicate information regarding policy alternatives through memoranda and presentations. Additionally, students will analyze policy alternatives using quantitative and qualitative tools to evaluate decisions and explain potential ramifications for diverse constituencies. They will learn to manage financial resources and develop a comprehensive budget proposal to achieve organizational goals.

Direct Assessment Metrics	**Assessment Body**
• PADP 6930: Public Financial Administration	
o Capital Improvement Projects with Memo	MPA Committee
• PADP 6950: Economic Foundations of Policy Analysis	
o Policy Evaluation Paper	MPA Committee

Indirect Assessment Metrics	
• Exit Survey	MPA Advisory Board
• Employer Survey	MPA Advisory Board
• Capstone Paper	MPA Committee
• Course Evaluations	Department Head

Assessment of Core Competency #3: To Analyze, Synthesize, Think Critically, Solve Problems, and Make Decisions

Students in the Master of Public Administration program at The University of Georgia will utilize various methods and analytical tools to analyze and interpret data to provide effective reasoning for decision-making and policy creation. Students will learn to effectively and concisely inform the public and other stakeholders of decisions and initiatives through the presentation of data and research findings. Furthermore, they will produce policy papers involving the synthesis of information, evaluation, and analysis of critical questions or problems currently facing the field of public administration and policy.

Direct Assessment Metrics	Assessment Body
• PADP 6910: Public Administration and Democracy	
o Final Policy Memo	MPA Committee
• PADP 6930: Public Financial Administration	
o Capital Improvement Project with Memo	MPA Committee
• PADP 6950: Economic Foundations of Policy Analysis	
o Policy Evaluation Paper	MPA Committee
• PADP 7110: Research Methods in Public Administration	
o Research Design Paper	MPA Committee
• PADP 7120: Data Applications in Public Administration	
o Embedded Final Exam Questions	MPA Committee
• Integrative Memo Exercise	Nucleus Faculty

Indirect Assessment Metrics	
• Exit Survey	MPA Advisory Board
• Employer Survey	MPA Advisory Board
• Capstone Paper	MPA Committee
• Course Evaluations	Department Head

Assessment of <u>Specialization #6</u>: Higher Education Administration

The Higher Education Administration specialization enables students to apply organizational theory, personnel management, policy analysis, and financial administration to the unique demands of the higher education sector. Students will learn about the evolution of organizational structures, cultures, and decision-making processes in higher education, and explore the various forms of governance in contemporary public and private universities. In this specialization, students will study the interactions between the government and higher education, including the financial and managerial constraints faced by public institutions. Classes will help students become familiar with significant emerging issues in higher education and teach them to effectively lead in a university setting or interact with university leadership in a non-profit or government setting.

Assessment Metrics	Assessment Body
• Capstone Paper	MPA Committee
• Employer Survey	MPA Advisory Board
• Course Evaluations	Department Head
• Selection of Term Papers	MPA Committee

Program Evaluation	
• Student Services	MPA Advisory Board

Academic Year 2020/2021

Self-Study Year

Assessment of <u>Core Competency #4</u>: To Articulate and Apply a Public Service Perspective

Students in the Master of Public Administration program at The University of Georgia will understand and appreciate the intellectual history of American public administration, competing ideological frameworks, and major issues or controversies that have emerged over time. They will learn to apply the profession's code of ethics to decisions and value conflicts unique to the public sector, ensuring practices remain accountable and transparent. Moreover, students will demonstrate an appreciation of the complex legal/political/fiscal environment of public management.

Direct Assessment Metrics	Assessment Body
• PADP 6910: Public Administration and Democracy	
o Final Policy Memo	MPA Committee
• PADP 6920: Public Personnel Administration	
o Embedded Final Exam Questions	MPA Committee
• Integrative Memo Exercise	Nucleus Faculty

Indirect Assessment Metrics	
• Exit Survey	MPA Advisory Board
• Employer Survey	MPA Advisory Board
• Capstone Paper	MPA Committee
• Course Evaluations	Department Head

Assessment of <u>Core Competency #5</u>: To Communicate and Interact Productively with a Diverse and Changing Workforce and Citizenry

Students in the Master of Public Administration program at The University of Georgia will exhibit knowledge of principles and practices associated with effective public personnel management. Such skills will include the ability to recognize, consider, and respect differing points of view in administrative and policy decisions. Students will execute specific strategies to enhance equity within and representativeness of the public workforce to ensure all people within a government's jurisdiction are well served. Finally, students will demonstrate an appreciation for diversity and will be able to work productively in teams by displaying composure, professionalism, and effective communication skills.

Direct Assessment Metrics	Assessment Body
• PADP 6910: Public Administration and Democracy	
o Final Policy Memo	MPA Committee

- PADP 6920: Public Personnel Administration
  - Embedded Final Exam Questions   MPA Committee

Indirect Assessment Metrics
- Alumni Survey   MPA Advisory Board
- Exit Survey   MPA Advisory Board
- Employer Survey   MPA Advisory Board
- Capstone Paper   MPA Committee
- Course Evaluations   Department Head

Assessment of <u>Specialization #7</u>: Health Policy and Administration

Students specializing in Health Policy and Administration will learn and apply the core principles, theories, methods, and tools of management specifically within the context of public health and health care organizations. They will explore the role of government in improving public health and providing access to health care. Additionally, students will evaluate the intended and unintended effects of health care policies from various perspectives. They will examine the roles and influences of key actors/stakeholders in the healthcare environment and gain an understanding of the theoretical and practical basis for developing policies to improve health in a variety of settings. This specialization will illuminate contemporary issues and challenges in public health at all levels of government and teach students to present administrative and policy memoranda that will influence the decision-making process.

Assessment Metrics   **Assessment Body**
- Capstone Paper   MPA Committee
- Employer Survey   MPA Advisory Board
- Course Evaluations   Department Head
- Selection of Term Papers   MPA Committee

<u>Academic Year 2021 -2022</u>

Self-Study submission and consideration by COPRA

Assessment of <u>Core Competency #5</u>: To Communicate and Interact Productively with a Diverse and Changing Workforce and Citizenry

Students in the Master of Public Administration program at The University of Georgia will exhibit knowledge of principles and practices associated with effective public personnel management. Such skills will include the ability to recognize, consider, and respect differing points of view in administrative and policy decisions. Students will execute specific strategies to enhance equity within and representativeness of the public workforce to ensure all people within a government's jurisdiction are well served. Finally, students will demonstrate an appreciation for diversity and will be able to work productively in teams by displaying composure, professionalism, and effective communication skills.

Direct Assessment Metrics   **Assessment Body**

- PADP 6910: Public Administration and Democracy
  - Final Policy Memo   MPA Committee
- PADP 6920: Public Personnel Administration
  - Embedded Final Exam Questions   MPA Committee

Indirect Assessment Metrics
- Alumni Survey   MPA Advisory Board
- Exit Survey   MPA Advisory Board
- Employer Survey   MPA Advisory Board
- Capstone Paper   MPA Committee
- Course Evaluations   Department Head

Assessment of <u>Core Competency #1</u>: To Lead and Manage in Public Governance

Students in the Master of Public Administration program at The University of Georgia will learn the implications of the unique political and legal environment in the public sector and its human management implications. They will be able to understand the importance and dynamics of working in groups or teams to make collaborative decisions, incorporate diverse viewpoints, and create a cohesive and professional product. Furthermore, students will be equipped to identify leadership and management demands across sectors, particularly in the public and nonprofit sectors, including their similarities and differences as well as unique intergovernmental and inter-organizational challenges.

Direct Assessment Metrics   **Assessment Body**
- PADP 6920: Public Personnel Administration
  - Embedded Final Exam Questions   MPA Committee
- PADP 6960: Organizational Theory
  - Pre-Test/Post-Test Case Study   MPA Committee
- Integrative Memo Exercise   Nucleus Faculty

Indirect Assessment Metrics
- Exit Survey   MPA Advisory Board
- Employer Survey   MPA Advisory Board
- Capstone Paper   MPA Committee
- Course Evaluations   Department Head

Assessment of <u>Specialization #1</u>: Local Government Administration

Georgia MPA students specializing in Local Government will learn the theoretical foundations of local government management and administration. Students draw comparisons between academic research and practical applications of policy at the state and local levels, including an understanding of the various challenges and strategic issues commonly faced by public officials. Students have the opportunity to gain an understanding of state and local taxation as it applies to budget planning, revenue generation, capital budgeting, and debt management. Additionally, students may learn to analyze financial control strategies including the role of accounting, reporting, and auditing functions as they strive to remain transparent in their activities. The specialization hones further skills for effective and ethical management of human service organizations.

Assessment Metrics	**Assessment Body**
• Capstone Paper	MPA Committee
• Employer Survey	MPA Advisory Board
• Course Evaluations	Department Head
• Selection of Term Papers	MPA Committee

Program Evaluation

• Faculty Performance	MPA Advisory Board

Standard 6.
Matching Resources with the Mission

6.1   Resource Adequacy: 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). [Provide a drop down menu for each]

If available, please provide the Budget of the degree seeking accreditation: $2,605,247

- Overall budget for program [increasing, stable, decreasing]
- Faculty Salaries for Full-Time (Tenured, tenure track or equivalent) [increasing, stable, decreasing]
- Faculty Salaries for Professional Adjuncts and Part-Time Instructors [increasing, stable, decreasing]
- Faculty Travel [increasing, stable, decreasing, or not applicable]

- Assistantships and Other forms of Student Support [increasing, stable, decreasing, or not applicable]

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. 250 word limit.

The MPA program is primarily funded through the School of Public and International Affairs. The School supports faculty salaries and benefits, staff salaries and benefits, operating expenses, and graduate assistantships. The MPA program also receives funding through a tuition return program, where a portion of Gwinnett students' tuition and all differential tuition paid by students is allocated directly to the Department. The total revenue earned through this mechanism depends on tuition rates, the number of courses taught, and the number of enrolled students. Additional funding is secured through overhead on faculty research grants and several endowed cash accounts managed through the University's foundation. Also, the Director of the Carl Vinson Institute of Government budgets money each year to supplement a support fund for the MPA Director and the MPA Recruitment and Career Services Coordinator positions.

The program has maintained consistent enrollment since the last self-study in 2007 (65-70 students per year), and the overall budget has remained consistent as well. Full-time faculty salaries have remained stable but there have been no across-the-board raises, a result of the Georgia State Legislature's attempt to curb the University's budget. Some faculty members have received increases in their salary to keep them from accepting competing offers from other universities. The Department makes such offers according to our mission of recruiting and *retaining* talented faculty members. Faculty support budgets have not been cut so that faculty have the resources they need to produce high quality research and scholarship. The Department has maintained student assistantships through its own funding and by advising students about opportunities through the Graduate School and other University departments.

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)
☐ Additional compensation is provided to program administrator(s)
☐ Designated GA support is provided to program administrator(s)
☐ Designated staff support is provided to program administrator(s)
☐ Program administrative duties are assigned to a tenured faculty member
☐ Other (describe _____)

In the space provided, briefly describe how the arrangements provided for program administration are consistent with the mission of the Program and are adequate. 250 word limit.

The Department offers various accommodations to ensure program administrators have the resources necessary for managing and improving the program. Since decisions made by the Department Head and MPA Director greatly affect the operations of the program, only tenured faculty members are candidates for these positions. Both the Department Head and MPA Director receive additional compensation for their roles as well as a release from teaching two courses each year. With additional time, the program administrators can effectively set and execute the goals of the program while attending to student and faculty considerations. Each faculty member who holds an administrative position also has a graduate assistant who helps him/her complete any necessary projects or research. Finally, four full-time staff positions help the program administrators manage the finances, event planning, admissions, recruitment, alumni relations, scheduling, and student services of the Department. Dedicated program administrators and departmental staff ensure day-to-day operations run smoothly, allowing the faculty and governance committees time to focus on delivering the learning outcomes, program goals, and public service values espoused in the mission.

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.

Clerical support (no clerical support for program, shared clerical support with department or college, designated part time clerical support for program, one designated full time clerical support for program, more than 1 FTE of clerical support for the program)

Recruitment coordinator (program relies on college or university recruitment officers, assigned to a staff person with other responsibilities, assigned to a faculty member with other responsibilities, assigned the program administrator, assigned to a full time recruitment coordinator)

Internship coordinator (not applicable/no internship program, program relies on college or university internship coordinator, assigned to a staff person with other responsibilities, assigned to a faculty member with other responsibilities, assigned to the program administrator, assigned to a full time program internship coordinator)

Placement Director (program relies on college or university placement services, program faculty provide placement assistance as part of advising, designated faculty or staff member

provides placement assistance along with other responsibilities, provided by the program administrator, designated full-time program placement director)

Alumni Relations/Services (program relies on college or university alumni services, alumni relations are handled by a staff person with other responsibilities, alumni relations are handled by a faculty member with other responsibilities, alumni relations are handled by the program administrator, alumni relations are handled by a designated full-time individual)

For each of the same aspects of program, please provide an assessment of the _level_ of program support using the following scale:

Insufficient to achieve mission ←→ Adequate to maintain mission but insufficient for program improvement ←→ Allows for continuous program improvement

- Clerical support – Allows for continuous program improvement
- Student Recruitment - Allows for continuous program improvement
- Internship (Placement & Supervision) - Allows for continuous program improvement
- Placement of Graduates - Allows for continuous program improvement
- Alumni Relations/Services - Allows for continuous program improvement

In the space below explain how both the structural arrangements and the levels of support for program administration identified above are adequate and appropriate given the program's mission. 250 word limit.

The Department of Public Administration and Policy relies on a professional staff for administrative and logistical assistance. Currently, four staff members are employed on a full-time basis to assist with departmental functions. The staff help the Department achieve our student recruitment goals, connect students to critical public service jobs, and maintain high-quality instruction. Administrative personnel from the School of Public and International Affairs also support the program and its activities.

Departmental support professionals include the following:

Administrative Associate - Provides logistical support to faculty, students, and other staff members, manages the departmental website, and acts as the Department's primary contact. Also coordinates events, advertises the Department through various media, manages office records and inventory, schedules conference rooms, and distributes equipment.

MPA Recruitment and Career Services Coordinator – Responsibilities include assisting the MPA Director in managing the recruitment of MPA applicants by attending graduate education recruitment fairs throughout the U.S., speaking to undergraduate classes about the MPA program, and organizing prospective student meetings. Students also receive assistance on resume writing, cover letters, application materials, and interview skills. Other responsibilities include the coordination of internship/employment placement efforts, the distribution of weekly electronic lists of internship/employment opportunities, and contacting employers about additional opportunities. Assistance is also provided on alumni relations, including managing alumni contact with the program, tracking alumni progress, and planning alumni special events.

Applicant and Student Services Coordinator – Responsible for tracking application materials, responding to prospective student questions, contacting prospective students and providing them with essential materials, preparing admission files for the MPA Committee, maintaining data and furnishing related reports, and helping the MPA Director with various projects. The Applicant and Student Services Coordinator also ensures all enrolled students follow departmental and university guidelines and regulations. Furthermore, s/he maintains student files and an informational database containing data on student contact information, demographics, performance, progress, assistantships, citizenship status, internships, etc. Additional projects include coordinating the completion and scoring of the Integrative Memo Exercises, new students' orientation, departmental events, and student registration. S/he also assists the MPA Director with setting the course schedule and supervises a student worker, who helps process student applications.

Business Manager - Oversees departmental accounts including state, grant, and foundation accounts. This responsibility includes reconciling monthly status reports, preparing hourly, bi-weekly, monthly, and academic payrolls, and assisting faculty with travel preparation and reimbursement. The Business Manager also assists new faculty, staff, and graduate students complete their employment documents and appointment paperwork.

Program operations are aided by the staff from the School of Public and International Affairs, including a Budget and Finance Director, a Director of Public Relations, a Director of Development, an Administrative Assistant, an Alumni Relations Associate, and two Information Technology Professionals. Overall, each staff member in the Department provides expertise and assistance in specific departmental areas, supporting the Department Head and MPA Director as they manage the program according to our mission and goals.

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. 250 word limit.

The teaching load for faculty members is two classes per semester or four classes per academic year. This 2/2 teaching load is reflective of the program's status as a Tier One research university that expects all members of the faculty to be active and productive researchers in addition to teaching and community service. To further support faculty scholarship efforts, the Department allows faculty to buy-out up to one course per year with research grant funding. They may also apply for a one-semester leave from teaching once every five years, provided their research productivity has been evaluated as satisfactory. As previously mentioned in Standard 6.1b., faculty members with administrative responsibilities receive reduced workloads

to allocate time for program management and improvement. Additionally, the normal course load for faculty members holding named professorships is three courses per academic year – one less than the normal teaching load. Such policies ensure the program's mission to provide high-quality teaching, research, and service is accomplished through an efficient use of faculty time and resources.

The faculty only teach graduate level courses, and new faculty typically receive a smaller teaching load in their first year to help them acclimate to their position and allow time for publishing and community service. The 2/2 teaching load does not include the summer semester, when four faculty members usually have the opportunity to teach summer classes. These classes are not included in the professors' 9-month contracts, so the Department pays the faculty an additional salary for their time and efforts. Otherwise, faculty have the summer free to pursue various research endeavors or projects with public and private institutions.

The Department works to ensure that the common core and elective classes are offered with enough frequency to guarantee all students can graduate on time. Since three faculty members have left the University for other opportunities, the Department has hired temporary Assistant Professors to assist in offering the necessary core and elective classes. Several adjunct faculty members have also come from the Carl Vinson Institute of Government, providing additional time and resources to serve the needs of the program. Because teaching is an essential part of the Department's mission, adequate money, manpower, and resources are dedicated to providing a superior educational experience.

Indicate how many times during the self-study year and two preceding years that a member of the nucleus faculty taught <u>more than</u> 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. 250 word limit.

No faculty member has taught more than the prescribed normal teaching load in the last three years. The Department has committed to this policy so that faculty can balance the responsibilities of teaching, research, and service that the program's mission expects.

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

Required Course (list them by name and number)	Less than once per year	One semester, session, or quarter per year	More than one semester, session, or quarter per year	Every semester, session or quarter
PADP 6910 Public Administration and Democracy		✓		
PADP 6920 Public Personnel Administration			✓	

			✓	
PADP 6930 Public Financial Administration			✓	
PADP 6950 Economic Foundations of Policy Analysis			✓	
PADP 6960 Organizational Theory			✓	
PADP 7110 Research Methods in Public Administration			✓	
PADP 7120 Data Applications in Public Administration			✓	

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).

	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1	Number of Courses Offered in SSY-2
Local Government Administration	4	7	8	9
Nonprofit Admin	4	6	6	5
Public Budgeting & Finance Admin	4	4	4	5
Public Mgmt. & Org Theory	4	5	7	6
Public Policy	4	6	5	5
Health Policy & Administration	4	9	9	8
Higher Ed. Admin	4	11	8	11

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.

In all of the program's specializations, students have a variety of courses to select from within the Department to complete the required coursework in the standard two-year graduation period. Each specialization can be completed with departmental classes and approved courses in other university departments so that students can customize their coursework to prepare them for the

unique challenges of their future careers. The Department has also been in the process of recruiting several new faculty members to offer additional core and elective classes. The Department worked during the SSY to hire a new Department Head and a Budgeting and Finance Professor and is in the process of recruiting two more tenure-line faculty positions for next year.

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.

Not at all Adequate   Somewhat Inadequate Adequate   More than Adequate   Extremely Adequate

Briefly describe why you think your program fits into the category you have chosen above. 250 word limit.

The Department of Public Administration and Policy strives to provide substantial technical support to its students, faculty, and staff. All faculty members are supplied with personal computers containing essential hardware and software. Every few years, computers are upgraded or replaced to provide up-to-date technology systems. Faculty computers are linked to a University network, and all classrooms are equipped with computers and projectors so that faculty can utilize them during lectures.

MPA students are given access to the Department's two computer labs located in Baldwin and Candler Halls. Both labs are open to graduate students in the Public Administration, Political Science, and International Affairs departments. Sixteen work stations are available in Baldwin Hall and 30 are available in Candler. All computers are tied to the University network and have licenses for programs such as Microsoft Office (which includes Word, Excel, PowerPoint, Project, and Access) and specific tools for data analysis (including STATA, R, and SPSS). Students and faculty also have access to Lynda online video tutorials and trainings, covering a variety of topics on technical skills and creative software. Each computer lab has computers, printers, and scanners that are installed and regularly updated. An IT support specialist is assigned to each lab to provide assistance and solve any issues that might arise with the software or equipment. These IT specialists are also available for any faculty or student feedback on new software packages or teaching tools that would improve the program's operations and effectiveness.

The Miller Learning Center, which is completely dedicated to classroom space and information

technology, is also available and contains approximately 500 networked computers, printers, and scanning stations with IT professionals available to provide student assistance. The University's libraries contain additional computers for student and faculty use, which is illuminated in Standard 6.1f.

The University of Georgia also operates a wireless network for the entire campus. Accordingly, students and faculty can find wireless connections for their laptops in any building. Most classrooms are equipped several types of electronic presentation technology. Two classrooms in Candler Hall have laptop computers at each student work station. Students also have access to the Enterprise Information Technology Service, a campus-wide hub for information technology that includes such online tools as e-mail and calendars, security systems, technical support, hardware and software training, and web applications.

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 program's mission.

Not at all Adequate   Somewhat Inadequate   Adequate   More than Adequate   Extremely Adequate

Briefly describe why you think your program fits into the category you have chosen above. 250 word limit.

The University of Georgia libraries includes three principal facilities: the Main Library, the Science Library, and the Law Library. A collection of over 3.5 million volumes, 3.8 million microfilms, and extensive electronic databases are available, providing one of the largest resources for research and instruction in the nation. The Main Library, located on North Campus and across the street from the Department of Public Administration and Policy, houses materials on the social sciences, arts, and humanities. Materials related to public administration and policy can be found here, including prominent journals, books, and research data. The Law Library, which is located next to the Main Library, houses over 500,000 volumes of printed works and extensive electronic databases in legal studies. The Science Library, which is adjacent to the Boyd Graduate Studies Center on South Campus, contains materials on the physical and life sciences, including information on health policy and statistics. The University's libraries are members in the prestigious Association of Research Libraries, which consists of the nation's top 100 research libraries. The resources and services provided by The University of Georgia's libraries are extensive and well-suited to faculty and student needs.

The University's library system provides print circulation and electronic media along with such helpful services as book reserve and interlibrary loan. One of the principal access tools for the library's collections is the online catalog. This database contains information concerning book, journal, and media titles in both the Main, Law, and Science Libraries. Online catalog terminals are located throughout each library and are accessible from off-campus locations. Additionally, students have access to the GALILEO journal article search engine, which is a database of over 400 articles and e-journals with citations and full-text documents available. Students in the Graduate School are offered extended borrowing privileges, a benefit that provides for extensive research and classroom support. These services ensure faculty and students have the resources necessary for their research, instruction, and professional development.

The University library system offers 23 staff members for general assistance and another 52 employees dedicated to assisting social science subject areas. The Department works with University library personnel to ensure research materials concerning the public administration and policy field are provided and accessible to its students. This collaboration entails guaranteeing prominent journals, books, data, and research monographs are available for faculty and student use. The Department also ensures that students at the Gwinnett campus have equal access to the library's resources, which is explained in Standard 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 a 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.

Not at all Adequate   Somewhat Inadequate   Adequate   More than
Adequate   Extremely Adequate

Briefly describe why you think your program fits into the category you have chosen above. 250 word limit.

The Department of Public Administration and Policy provides exceptional classrooms for faculty and student use. Within the Department's primary building, there are two seminar-style rooms available for classroom instruction and student/faculty meetings. Each room provides a new computer and audiovisual support. There is also one classroom that seats up to 40 students on the third floor of Baldwin Hall. Many of our classes meet in the Miller Learning Center (MLC), which provides innovative, technologically-advanced learning facilities. The MLC offers 26 classrooms varying in size from 24 to 280 seats and 96 group study rooms for collaborative student work. The MLC also has four state-of-the-art Advanced Learning Labs dedicated to instruction in electronic source research, information literacy skills, software applications, and faculty development. The Department also has use of other classroom facilities located in North Campus, all of which offer computers and projectors for a multimedia learning experience.

The University's Center for Teaching and Learning (CTL) maintains instructional resources for

classrooms across campus, including an instructional media collection, AV/presentation equipment, university cablevision, teleconference/satellite programs, and classroom support services. The instructional media collection is composed of an extensive collection of films and videotapes on a variety of subjects. Furthermore, the CTL has the capacity to film special events, lectures, and meetings for broadcast on closed-circuit television.

In addition to attending our Athens campus, students have the opportunity to take classes at our Gwinnett campus. This campus includes 60,000 square feet of instructional and support space, including 21 state-of-the-art classrooms, student affairs resources, computer labs with IT support, an electronic library, and a UGA Bookstore. The electronic library offers students, faculty, and staff access to the collections of the UGA Libraries and other colleges in the University System of Georgia, as well as to the GALILEO suite of databases. There are ten workstations with computers and an on-site reference librarian to assist students in identifying, locating, and retrieving print materials. All classrooms have touch control, electronic smart podiums with ceiling-mounted projectors, and complete electronic peripherals. Nineteen of the 21 classrooms can seat from 15 to 70 participants. Several large classrooms offer the popular case-style seating arrangement with tiered levels and fixed tables, while others can be set up with or without tables and chairs. Classroom technology is available for video conferencing and digital recording. A large gathering room is also available for receptions, graduation ceremonies, guest speakers, or classroom instruction. The room offers theater-style seating for 150 or round tables for 96 participants. Furthermore, ten meeting rooms are available to seat four to 12 participants, with two rooms offering video-conferencing capabilities.

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

Not at all Adequate   Somewhat Inadequate   Adequate   More than Adequate   Extremely Adequate

Briefly describe why you think your program fits into the category you have chosen above. 250 word limit.

All departmental faculty members have private offices within Baldwin Hall. The Department Head also has an office within the Department's central office complex, while all other faculty and staff members are located throughout the building. As a result, any student questions or concerns can be addressed in a private manner if the occasion calls for such discretion. Faculty have the ability to work on their lectures, research, and projects without interruption in their respective offices.

The Department utilizes several rooms for faculty and student meetings. The primary room is a library/conference room located within the Department's central office complex. Faculty members and students meet formally and informally in this space. The Department also has access to larger seminar rooms and classrooms located within Baldwin Hall.

MPA students have several rooms available for studying and socializing. A graduate lounge is provided within Baldwin Hall specifically for student use. Many students also meet in the Miller Learning Center and Main Library, which provide reservable meeting spaces for study groups

along with coffee shops and lounges for informal gatherings. The Tate Student Center, adjacent to the Miller Learning Center, is also available for MPA student use. This facility contains a café, a theatre, and additional meeting rooms.

Standard 7. Matching Communications with the Mission

7.1   Communications: 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 Standards 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. The data for these stakeholder groups is specifically indicated by an X in the NASPAA column.

Other data will have to be posted *by the program* on its website (or be made public in some other way). That data is indicated by an X in the PROGRAM column 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).

Data and Information Requirements

The information listed in the table 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.

Data and Information	Data supplied to COPRA as part of self study	NASPAA Standard	PROGRAM will publicly Release this data:	NASPAA will publicly release these data supplied by each program:
General Information about the degree	1. Degree Title 2. Organizational Relationship between program and university 3. Modes of program delivery 4. # Credit Hrs 5. Length of degree 6. List of dual degrees 7. List of specializations 8. Fast-track Info 9. # Of students (varies)	Eligibility Section	X	X

Mission of the Program	1. Mission statement	Standard 1	X http://padp.uga.edu/ degrees_programs/mpa	
	2. 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.	Standard 1		X
	3. SEE MISSION-TRIGGERED DATA TABLE BELOW Mission elements that trigger additional public communication of information and data.	Standard 1		X NASPAA will release the data for those programs participating in the mission-triggered data surveys
Admission	1. Admission criteria	Standard 4	X	

Enrollment	1. # Enrolled
	2. Enrollment - Diversity[2]
	   a. Gender
	   b. Race/Ethnicity
	   c. International
		Standard 4		X

Faculty	1. # Faculty teaching in the program 2. Faculty identified within the unit including rank	**Standard 3**	X	
	3. Faculty diversity (% of teaching faculty by ethnicity)[3]			X
Cost of Degree	1. Tuition cost (in-state/out-of-state) 2. Description of Financial Aid Availability, including assistantships	**Standard 4.1**	X	X
Career Services	1. Distribution of placement of graduates (#)	**Standard 4.3**	X	X

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[2] Skip where not permitted by law or university policy

[3] skip where not permitted by law or university policy

Current Student	1. Internship Placement List (use list in Std. 4)	**Standard 4.3**	X	
Faculty	1. Faculty Publication Titles (1 per faculty member) that best exemplify program mission. 2. Faculty contributions (1 per faculty member) to public policy and administration	**Standard 3.3**		X
Graduates	1. Evidence of Student Learning Outcomes (such as Graduate Portfolios, Research Papers, etc.)	**Standard 5**		X
	2. Completion Rate (% of class entering five years prior to self study year that graduated within 2 years, and within 5 years)	**Standard 4.3**	X	

If the program does not provide a URL to one or more of the required data elements above, in the space below, explain how the program meets the public accountability aim of this standard.

Not applicable - Our program provides URLs for all of the required data elements.

Mission-Linked Public Data Reporting

Some programs may have missions that trigger additional public data reporting. If any of the following conditions is indicated in the Self-Study Report, the program has additional public accountability responsibilities, and should either participate in the data survey indicated below or provide an equivalent source of public information about your program to stakeholders.

If your MISSION includes:	**Your program should participate in this data survey:**	**Where your data will appear:**
Seeking a national or international applicant pool and a national/international scope of policy/management influence	NASPAA Alumni survey (when it becomes available, est.'d 2012-13.) Until then or alternatively, the program may present its own alumni survey results, at its option.	Gopublicservice.org and NASPAA and APPAM website locations for prospective students; or on the program's website or equivalent
Significant selectivity in admissions	NASPAA/APPAM Foundation Data Survey (every Fall, starting 2012).	NASPAA website and potential media partners; or on the program's website or equivalent

Programs with these missions should anticipate the need to participate in these data modules in advance of completing their self-study, and should contact the NASPAA office for further details and timetables.

If the program has checked one of the mission boxes but has elected not to participate in the corresponding data survey, in the space below, explain how the program meets the public accountability aim of this standard

As the Department seeks a national/international applicant pool and has a national/international scope of policy management influence, we utilize our own alumni survey to glean feedback and suggestions from the alumni base. The results of our alumni survey can be found at:

http://padp.uga.edu/uploads/forms/13-14AlumniSurvey.pdf

Our program is also significantly selective in our admissions, so we participate in the NASPAA/APPAM Foundation Data Survey each fall.