## EMPA Accreditation Self Study -- NASPAA

**2012**

Portland State
UNIVERSITY

Prepared by:
The Division of Public Administration
and The Center for Public Service
Mark O. Hatfield School of Government
Portland State University

August 15, 2012

# Program Contact Information

**Name of institution seeking review:** Portland State University, Center for Public Service
**Contact information at degree program:**

*Program Representative*

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*Contact information for Chief Academic Officer at institution*

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|---|---|
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Please verify program is a member of NASPAA: YES

PSU is accredited by the Northwest Commission on Colleges and Universities (NWCCU), most recent re-accreditation in 2005.

# Program Fact Sheet

| ITEM | DATA |
|---|---|
| 1. Title of degree | Executive Master of Public Administration |
| 2. Organizational Relationship of the Program to the Institution | Public Administration Division, Mark O. Hatfield School of Government |
| 3. Geographic Arrangement Program Delivery | Main Campus |
| 4. Mode of Program Delivery | Classroom, with on-line learning support |
| 5. Overarching Program Emphasis: Check all that apply | Public Administration |
| 6. Program Student Population Emphasis: Use pull down menu | Executive |
| 7. Does your program's mission include significant selectivity in admissions? | Yes |
| 8. Program Placement Emphasis | City, County, or other local government in the same country as the program |
| 9. Number of students in degree program (Full-time, Part-time, Total) | 48 FULL-TIME; none PART-TIME; 48 TOTAL |
| 10. Ratio of FTE Faculty to FTE Students | 1:7 |
| 11. Number of Semester Credit Hours Required to Complete the Program | 45 quarter credit hours |
| 12. List of Dual Degrees | None |
| 13. List of Specializations | None |
| 14. Mission Statement | **Mission Statement** <br><br> The EMPA Program increases the |

| | efficacy of public officials for ethical, competent and effective public service leadership in federal, state, local, special district, tribal, and nonprofit organizations. The program integrates theory and practice through a process of co-production engaging community groups and citizens, public service executives, academic colleagues and practitioners with the Center for Public Service. |
|---|---|
| | **Vision Statement** |
| | To be the best Executive Master of Public Administration program in the greater Northwest at releasing the full potential of public service organizations and their leaders in creating effective and ethical multi-level and multi-institutional systems of governance. |
| | Adopted February 13, 2012. |
| **15. One Universal Competency** | Competency 1: Articulate and exemplify the ethics, values, responsibilities, obligations and social roles of a member of the public service profession. |

# Preconditions for Accreditation Review

The Executive Master of Public Administration at Portland State University meets the four pre-conditions for accreditation review:

## *OTHER PROGRAM FACTS*

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

Yes

**If yes,**

> **Provide name of accreditor:** Northwest Commission on Colleges and Universities (NWCCU)

> **List year of most recent recognition:** 2005

**When was the degree program established?**
2007 (heritage Executive program transferred and established at PSU in 1996)

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

> If so, please explain.

|  |
|  |

## *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

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|  |

## *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 EMPA program seeks to meet the learning needs of mid-career and executive level public service leaders.  The program targets public leaders with 10 or more years of relevant professional experience and assumes that they are in-service students.  The mission, vision,

values and goals emphasize the integration of theory and practice, helping students understand the challenges of leading public service organizations in increasingly complex governance, institutional and social settings, and providing students with the public service leadership competencies required to improve performance and build trust in democratic governance.

**Does this program offer Executive Education as defined in the NASPAA Standards special conditions?**
Yes

**Is the entire degree devoted to executive education?**
Yes

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

> 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.

**Is any part of the program offered online?**

No

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

Field based courses:   PA 539 National Policy Process - (Washington, DC)
                       PA 510(s): International Comparative Studies – (various locations recently: Vietnam, China, Korea and Japan).

| Name of site | Check One:<br> X Some courses can be completed at this site |
|---|---|
|  |  |

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

The EMPA program is delivered in a cohort format using an intensive course schedule, where students enroll in a cohort and essentially complete the degree together in a schedule that includes meeting once a month for classes, with additional supporting activities and longer multiple day or week long classes scheduled periodically. The students enroll in one class at a

time, with close integration and transition from one class to the next.  The program is instructed by a nucleus of six full time and six part-time and part-time faculty members with additional support provided by the EMPA program director, program coordinator, a cohort mentor and other staff and work study student support as necessary. The program is governed by the Division of Public Administration in the Mark O. Hatfield School of Government and delivered as a financial self-support program through the Center for Public Service, also in the Hatfield School of Government.

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## 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 contribution it intends to produce to advance the knowledge, research and practice of public affairs, administration and policy.**

### 1.1.1 <u>Why was the program originally created and how has it evolved since then?</u>

The Executive MPA (EMPA) program has been in existence in various forms for nearly 30 years, although not in its current 45 quarter hour form. The program became a part of Portland State University's (PSU) Public Administration Program (PA) when the Lewis and Clark College Public Administration program was merged with PSU's in 1996.  Prior to the merger, Lewis and Clark College had been offering a 52 quarter hour EMPA program in a cohort model at off-site locations throughout the state.  While at Lewis and Clark College, the Public Administration faculty completed two EMPA cohorts in Bend, Oregon, two in Washington County, Oregon, one in Newport, Oregon, two in the Portland Metro region, and two in Salem, Oregon prior to the merger.

When the Lewis and Clark College Public Administration Program merged with PSU's Division of Public Administration in 1996, the EMPA program continued to operate as a 60 quarter hour, self-support program. The program fell under the administrative oversight of the Executive Leadership Institute but with control of admissions, curriculum and graduation requirements by the PSU Public Administration faculty.  Under the 60 hour program, all course requirements were the same as for the regular MPA students, although the content was tailored to meet the "10 year significant work experience" requirement that separated the EMPA students from others enrolled in the PA Program.  The PA faculty members who taught courses in the EMPA served as members of the PA admission committee and were appointed by the Divisional Chair.  The 60 hour EMPA Program was reviewed and accredited as part of the MPA review in PSU's NASPAA accreditation process in 2007.

There were two reasons the EMPA program continued to operate under the administrative oversight of the Executive Leadership Institute (the predecessor for the existing Center for Public Service) rather than the PSU PA division.  First, with the merger of the two PA programs approximately $200,000 of self-funded revenue was needed to fully fund the faculty and staff who transferred to Portland State University.  Revenue generated by the EMPA program was part of this $200,000. Second, the Executive Leadership Institute, which transferred to PSU in 1996, provided the administrative support to run the Executive MPA degree.

In 2002 the PA Division developed a new 45 quarter hour EMPA program. The reasons were threefold. First, a carefully design 45 quarter credit hour EMPA program could better meet the needs of the targeted mid-career public service professionals.  Second, the new degree would better position PSU to be more competitive with other universities that were offering an EMPA degree and with PSU's new Executive MBA Program.  Finally, creating degree distinction clarified the expectations among the

degrees offered in the Hatfield School of Government. The EMPA took five years to receive final approval from the Oregon University System, during which time the Division continued to operate its 60 quarter hour EMPA program. The EMPA program in its current form admitted its first students in 2008 and graduated its first cohort in spring 2010.

### 1.1.2 Provide the Current Program Mission Statement and the date it was adopted.

**Mission Statement**
The EMPA program increases the efficacy of public officials for ethical, competent and effective public service leadership in federal, state, local, special district, tribal, and nonprofit organizations. The program integrates theory and practice through a process of co-production engaging community groups and citizens, public service executives, academic colleagues and practitioners with the Center for Public Service.

**Vision Statement**
To be the best Executive Master of Public Administration program in the greater Northwest at releasing the full potential of public service organizations and their leaders in creating effective and ethical multi-level and multi-institutional systems of governance.

Adopted February 13, 2012.

The mission and vision statements of the Executive MPA articulate with the mission of the Public Administration Division which applies to all programs in the Division.  As a degree program in a large, complex and comprehensive school, the mission and vision of the Executive MPA also reflect the values of the Mark O. Hatfield School of Government and the Center for Public Service with which the degree program is associated.

### 1.1.3 Attach the URL for the program mission statement

http://www.pdx.edu/cps/about-the-program

### 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.

The development of mission, vision and value statements is an iterative and ongoing process.  The 30 year history of the EMPA program as described above has provided regular opportunities for faculty, students, staff and community partners to consider the questions of who we are, what we are doing, and why.  The development of the current EMPA mission, vision and values statements began in the late fall of 2011 in response to the work within the Public Administration Division and the Center for Public Service (CPS, newly formed in 2008).  For the EMPA, the process began with proposals developed by the EMPA program director based on the rather recent degree approval process. This proposed language was circulated by electronic correspondence to all EMPA faculty members for comments. Since most of the EMPA faculty members also teach in the Public Administration Division and MPA and MPA-HA degree programs, we considered concepts and language from the Division's mission, vision, values, and competencies.  The EMPA faculty met in February 2012 for an extended session to review the proposed

statements and comments.  This session included a line-by-line review and extended discussion, which resulted in extensive comments on substance and word choice.  Staff made revisions and posted the document on the electronic server for faculty review.  After receiving a few additional comments, final language for the mission, vision, values and learning competencies was ratified by the EMPA program director and key core faculty accreditation team in April 2012. These ratified documents reflect the faculty and program philosophy, guide the EMPA program structure and activities, and form the basis of the developing EMPA instruction evaluation system.  The newly reviewed mission statement will be reviewed by the program advisory committee and incorporated into recruitment and publication materials that are now in the process of development for the 2012-2013 recruitment cycle.  The mission statement provides the key socializing framework for the curricular design of the program, the content of courses and the socialization of adjunct faculty into program.

### 1.1.5 Describe the public service values that are reflected in your Program's mission.

The mission statement reflects four core public service values emphasized by the EMPA program.

**Co-production of the Public Good**:  The EMPA program teaches students that the public good results from successful leadership that coordinates the resources and assets from the public, private market and nonprofit sectors and leverages them to serve a unified common good.

**Leadership Initiative and Competence**:  The promotion of the common good requires public servants to take initiatory leadership from wherever they sit.  Reliance on technical expertise and position authority, while frequently necessary, is hardly ever sufficient to realize the full potential of one's discretionary authority and to build trust and legitimacy in governing institutions and processes.

**Unique Values of Public Service**:  Public service leadership needs to be guided by the ethical values unique to America's multiple political systems.  These include legal accountability, the protection of individual liberty and equality under the law. Ethical public service requires an appreciation of the institutional foundations of the governing system and constant reflection on the moral purposes of one's administrative responsibilities.

**Leading in a Power-Shared World**:  The American political system deliberately fragments power and authority with its reliance on federalism, separation of powers and checks and balances.  This requires public sector leaders to understand the art and science of leading within both vertical and horizontal structures of authority.

### 1.1.6 Describe Program Use of Stakeholders in Mission Development.  Fill in check list on NASPAA site.  To what degree have the following stakeholders been involved in the processes used to review and/or develop the current mission statement?

**Frequency of Involvement:**  Choose one:  never, "every 2-3 years", "annually", or "semi-annually or more often" for each of the groups.

| Group | Frequency of Involvement | X | Type of Involvement (check all that apply) |
|---|---|---|---|
| Students | Never | X | Approval of mission |

| | | | |
|---|---|---|---|
| | Never | X | Able to initiate a mission review and development |
| | Every 2-3 years | X | Advisory in early stages of mission review and development |
| | Every 2-3 years | X | Advisory in latter stages of mission review and development |
| Alumni or Alumni Board | Never | X | Approval of mission |
| | Never | X | Able to initiate a mission review and development |
| | Every 2-3 years | X | Advisory in early stages of mission review and development |
| | Every 2-3 years | X | Advisory in latter stages of mission review and development |
| Advisory Board | Never | X | Approval of mission |
| | Never | X | Able to initiate a mission review and development |
| | Every 2-3 years | X | Advisory in early stages of mission review and development |
| | Every 2-3 years | X | Advisory in latter stages of mission review and development |
| Employers | Never | X | Approval of mission |
| | Never | X | Able to initiate a mission review and development |
| | Never | X | Advisory in early stages of mission review and development |
| | Never | X | Advisory in latter stages of mission review and development |
| University Administration | Never, but potentially possible | X | Approval of mission |

| | | | |
|---|---|---|---|
| | Never, but potentially possible | X | Able to initiate a mission review and development |
| | Never | X | Advisory in early stages of mission review and development |
| | Never | X | Advisory in latter stages of mission review and development |
| Faculty | Every 2-3 years | X | Approval of mission |
| | Every 2-3 years | X | Able to initiate a mission review and development |
| | Every 2-3 years | X | Advisory in early stages of mission review and development |
| | Every 2-3 years | X | Advisory in latter stages of mission review and development |
| Members from other University Colleges/Schools | Never | X | Approval of mission |
| | Never | X | Able to initiate a mission review and development |
| | Never | X | Advisory in early stages of mission review and development |
| | Never | X | Advisory in latter stages of mission review and development |
| Other | | | Approval of mission |
| | | | Able to initiate a mission review and development |
| | | | Advisory in early stages of mission review and development |
| | | | Advisory in latter stages of mission review and development |

**1.1.7 Use the text box below to provide any additional commentary on the table above.**

The EMPA program is deeply embedded and engaged in the community of practice. The curricular content and leadership framework for the program has been developed out of more than 30 years of research and experience in providing year-long leadership development programs on a credit and non-credit basis for numerous public agencies, including Region VI of the U.S. Forest Service, the Bonneville Power Administration, the District and Regional Offices of the U.S. Army Corps of Engineers and numerous City, County and State agencies and jurisdictions. Since the core faculty teaching in the EMPA program are the program leaders for these various leadership training programs, both the faculty and agencies in the region mutually benefit from the on-going "lessons learned" in working through a process of co-production to improve the leadership capacity of public servants in the region. In any one year, faculty in the EMPA program will be actively involved in a least a half dozen or more of these co-designed and co-delivered leadership training programs. As a result, what is learned in our leadership training programs gets incorporated into our EMPA program and vice versa. Thus, it is hard to separate the contributions made to stakeholders in the community by the faculty in their leadership training roles from their EMPA roles. In fact, many EMPA students got their start by participating in these agency-sponsored leadership training programs.

Another way the mission and values are informed by the program's stakeholder community is through an informal Advisory Committee that has become formalized as part of accreditation process. In addition, feedback from students as they move through and complete the program regularly provide additional opportunities to test as well as provide valuable content to the program's mission, vision, values and beliefs.

Finally, it is worth noting that the Public Administration Division has multiple accreditation processes for four degree programs underway at this time. The faculty associated with the various degree programs overlap. There is significant similarity among the expression of values underlying these programs captured by a common commitment to what can be described as public service leadership through Hatfield values. By Hatfield values we mean those public service values reflected in the legacy of Senator Mark O. Hatfield for whom our school is named. With all of these accreditation processes moving toward mission-driven, competency-based approaches, all the programs are engaged in mission refinement and redefinition. The EMPA process reflects the unique characteristics of the program, including: an emphasis on public service leadership competency, a more recently approved degree, smaller student numbers, mid-career student-focused program, and a cohort-driven delivery model.

**1.2 Performance Expectations: The Program will establish observable programs goals, objectives and outcomes, including expectations for student learning, consistent with its mission.**

**1.2.1 Please link your program goals to your mission's Purpose and Public Service Values. Link with public service values from 1.1.5.**

The program goals set forth below are grounded in the Public Service Values enumerated in 1.1.5.. The values of co-production of the public good, leadership initiative and competence, the uniqueness of public service values and leading in a power-shared world are reflected in each of the goals enumerated below. These values emphasize the constitutional tensions in the experiment in democratic governance and what the School of Government calls Hatfield values.

**Long Term Program Goals**:

1. Provide the highest quality instruction and professional development experience to mid-career and executive level public servants (Leadership Initiative and Competence; Unique Values of Public Service; Leading in a Power-Shared World; Co-production of the Public Good).

2. Conduct advanced research on public administration systems, on civil society, governance, and on other topics supportive of the types of issues and contexts faced by students in the EMPA program (Leading in a Power-Shared World; Leadership Initiative and Competence; Unique Values of Public Service; Co-production of the Public Good).

3. Engage in academic and professional service to the Portland State community and to government and nonprofits in Oregon and Southwest Washington (Co-production of the Public Good; Leading in a Power-Shared World).

4. Conduct advanced research and technology transfer with regional, national, and international partners in support of public service leadership locally and globally (Co-production of the Public Good; Leading in a Power-Shared World).

5. Support and complement efforts in sister programs in the Hatfield School of Government, in the College of Urban and Public Affairs, and the University (Leading in a Power-Shared World; Co-production of the Public Good).


## Statement of Beliefs and Values for the Center for Public Service
 (adopted by PA Faculty for CPS programs, including EMPA)

1. **Community & Public Service:**  Serving the public is regarded as a special calling that requires unique values, skills and knowledge to promote the public interest.
2. **International Cooperation & Respect for Diversity:**  The EMPA Program is committed to preparing public servants who have the capacity to lead in an increasingly diverse and power-shared world, both domestically and internationally.
3. **Fairness, Equity and Social justice:**  Public servants must exemplify qualities worthy of public trust and confidence and take the lead in developing public policies and organizations that are fair and equitable.
4. **Civic Engagement:**  An engaged community enhances the quality of public services, creates accountability and promotes democratic governance.
5. **Sustainable Development:**  Public leaders have a moral obligation to provide stewardship of the community's resources to meet the needs of future generations.

The program's goals directly respond to its mission, vision and belief statements.  The program mission calls for increasing the efficacy of public officials and effective public service leadership in a wide range of governance settings, organizations, and jurisdictions. The goals respond with individual goals for instruction, research and scholarship, technology transfer, service to the school and university community, and service to governments and nonprofits in our primary service area of Oregon and

Southwest Washington. These provide the public values that morally ground the research, teaching and service activities of the EMPA faculty as well as provide the moral framework for the EMPA program.

**1.2.2 Please link your program goals to your mission's population of students, employers, and professionals the Program intends to serve.  Link with public service values from 1.1.5.**

The EMPA instructional program focuses on meeting the leadership needs of mid-career and executive-level public servants. This target population serves as the major resource pool for filling the leadership vacuum being caused by a large number of retirements at the senior leadership level of public organizations. The goal of our program is to provide this pool of public servants with the leadership knowledge, skills and values listed in section 1.1.5 to quickly take strategic leadership responsibility within their respective organizations. EMPA graduates typically face community and inter-organizational situations of fragmented and diffuse governance authority. The EMPA program prepares its graduates to effectively respond to ambiguity in these governance and leadership settings. EMPA students learn leadership strategies of initiative; comfort in the ambiguity of shared power; and creativity in organizing the shared co-production of public goods and services.   In keeping with these goals, the program enlists the support of public organizations throughout the region in the recruitment of students in the program, including sponsoring recruitment venues and encouraging candidates to have the support of their senior leadership while they are enrolled as candidates in the program.

The values enumerated in section 1.1.5 of co-production of the public good, leadership initiative and competence, the unique values of public service and leading in a power-shared world are reflected  both in the focus of what we do and how we do it.  For example, the attention in the curriculum to multiple levels of government, intergovernmental relations and collaborative engagement by all sectors of the political economy reflects values of co-production and leading in a power-shared world.  The peer learning, engaged scholarship, and use of professionally qualified as well as academically qualified faculty and the use of case studies, reflective papers and a final capstone project promote the development of leadership initiative and competency and the unique values of public service.

**1.2.3 Please link your program goals to the contributions your program intends to produce to advance the knowledge, research and practice of public affairs, administration, and policy related to your mission. Link with public service values from 1.1.5.**

All EMPA nucleus faculty conduct research and undertake consulting projects with federal, state, local and international governments.  Major areas of research include the governance and leadership competencies needed in situations of fragmented authority.  As documented in section 3.3.1-3.3.2, this research and consulting includes:  the development of new leadership models, leadership training designed to deal with "wicked problem" environments, workshops on "conciliatory practices", strategies for engaging citizens in collective problem-solving, and civic capacity-building leadership approaches.

**1.3 Performance 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 2 through 7.**

**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. From goals identified in 1.2, what has been achieved in the last 5 years?**

**The program has accomplished the following results in achieving the program goals listed in 1.2.**

1. Provide the highest quality instruction and professional development experience to mid-career and executive level public servants.
   - Since its establishment the program has experienced annual growth in enrollments.
   - The program has experienced high levels of satisfaction by students with course instructors and course content.
   - Alums graduating from the program have continued to express a very high level of satisfaction with the program.

2. Conduct advanced research
   - Publication of second edition of *Foundations of Public Service* published by M.E. Sharpe (Morgan, Green, Shinn, Robinson), 2013.
   - Publication of the *War Against Regulation*, Phillip J. Cooper, Univ. of Kansas Press, 2009.
   - Contract with M.E. Sharpe for a book on local public budgeting (Morgan and Robinson, 2013)
   - Book on New Public Values accepted for publication by Francis and Taylor (Morgan and Cook, 2013)
   - Contract with Sage for a book on Research Methods for practitioners (Nishishiba and Jones).
   - *Administration and Society* article on New Public Values, 2012/2013, Morgan, Larsen, Bao and Wang

3. Engage in academic and professional service to the Portland State community
   - Provided diversity training program for the City of Portland
   - Conducted and helped to implement 4-day work-week for Clackamas County
   - Conducted leadership development programs for Clackamas County
   - Conducted year-long leadership development program for the U.S. Army Corps of Engineers, Portland District.
   - University level service in the Faculty Senate, Graduation Committee, and Diversity Action Council
   - Leadership in MPA specializations related to environmental and natural resources, local government and global leadership.

4. Conduct advanced research and technology transfer with regional, national, and international partners in support of public service leadership locally and globally.
   - Led initiative to develop a new leadership development curriculum for the Ho Chi Minh National Academy of Politics and Public Administration (HCMA) with funding provided by the Ford Foundation

- Conducted multi-year training program funded by the Tokyo Foundation for local Japanese Government officials
- Established international Consortium on Value Based Government Performance and Leadership with bi-annual international conferences jointly sponsored by Waseda University, the University of Lanzhou, Portland State University and the Ho Chi Minh National Academy of Politics and Public Administration (HCMA)
- Support and complement efforts in sister programs in the Hatfield School of Government, in the College of Urban and Public Affairs, and the University.

Based on the program mission, vision and goals, the EMPA program has established the following annual, cohort-based, program level performance measures to provide ongoing assessment information.

1. **Outcome: Provide Instruction and Professional Development (Goal 1, Mission & Vision): Measures:**
   - Total number of students graduated by cohort per year:
   - Total number graduated over life of program cumulative:
   - Graduation to entry ratio:
   - Average number of months to graduate:

2. **Outcome: Serve Mid-Career and Executive Level Students (Goal 1, Mission & Vision): Student Population Measures:**
   - Average age of cohort
   - Average years of student professional service upon entering program by cohort and cumulative life of program
   - Diversity measures:  gender, racial and ethnic diversity of each entering cohort
   - Diversity measures:  gender, racial and ethnic diversity of each graduating cohort
   - Diversity measures:  jurisdiction, sector, professional

3. **Outcome: Highest Quality Instructional Program (Goal 1 & Vision): Student Satisfaction Measures**
   - Likert measure 5 point scale:  Graduates' satisfaction that degree has advanced professional satisfaction in impact of work and value to society
   - Likert measure 5 point scale:  Graduates' satisfaction that the EMPA degree has helped to advance their professional opportunities such as promotion, job transfer, new job, or pay increase.
   - Likert measure 5 point scale:  Graduates' overall satisfaction with their educational experience in the EMPA program.
   - Likert measure 5 point scale:  Graduates' satisfaction that they have skills and abilities to exert leadership in local government, nonprofit, state government, national government and international contexts.
   - Likert measure 5 point scale:  Graduates' satisfaction that they are able to apply ethical judgment and prudence in their leadership.

4. **Outcome: Conduct Program of Focused Faculty and Student Research and Scholarship  (Goals 2 & 4): Measures of Research and Scholarship:**

- Number of journal publications, published book chapters, books and other scholarly works completed by EMPA related faculty over 5 year period:
- Number of conference presentations by EMPA faculty over 5 year period:
- Knowledge Transfer:  Number of conferences and scholarly seminars presented, sponsored, or co-sponsored by the EMPA program with the PSU Center for Public Service over 5 year period:

5. **Outcome: Accomplish an Active Program of Internal and External Public Service  (Goals 3, 4 & 5):**
   **Measures of Academic and Professional Service annually and cumulative over 5 Year period:**
   - Number of consulting and research partnerships by faculty with local, regional, or state governments or nonprofits completed or ongoing.
   - Number of consulting and research partnerships by faculty with national and international governments and nonprofits completed or ongoing.
   - Person years of EMPA faculty public service appointments and partnerships with governments, nonprofits and other community organizations.
   - Person years of EMPA faculty appointments to school, college or university service positions.

**1.3.2 Please link your program performance outcomes to your mission's population of students, employers, and professionals the program intends to serve. From goals identified in 1.2, what has been achieved in the last 5 years?**

Since its establishment in current form in 2008, the EMPA has actively responded to its mission, vision and five program goals. Goal 1 calls on the program to provide the highest quality instruction and professional development experience.  The program has graduated 33 students over three cohorts, with 8 students graduating in the most recent cohort. The program directly responds to its target student population. The average student age is in the mid-forties, and students have had ten or more years of professional experience. The student population draws heavily from local and city government with state government providing a second major source of students. For the 2008 cohort (SS-3), the demographics of the graduating students were nearly identical to the demographics of the cohort at entry.  For this cohort, 14 of 21 students graduated on schedule, 1 student graduated within 150% of schedule, 1 graduated within 200% of schedule, and 5 remain active in pursuit of their degrees. All categories of students have been equally successful in the program.  This table has data for the 2008 Cohort which began course work in fall term 2008 with expected graduation in spring term 2010.

| Demographic Characteristic | Cohort Entry | Cohort Graduation |
|---|---|---|
| Gender: Female | 43% | 44% |
| Gender: Male | 57% | 56% |
| Average Age: | 45 | 46 |
| Racial/Ethnic: White | 81% | 81% |
| Racial/Ethnic: Black/ African American | 5% | 6% |
| Racial/Ethnic: Not Available | 14% | 12% |
| Totals | 21 | 16 |
| Note: Five (5) students of this cohort remain active toward finishing their degrees.  Their activity is well within the seven years prescribed for Master's degree completion. | | |

Student satisfaction with the program is extremely high at 1.14 (1=high, 5= low Likert, n=22). Graduated students received higher professional satisfaction and sensed an increased value of their work to society (1.73, n=22), than advancement in employment, promotion or salary increase (2.50, n=22).  Cohort exit and alumni surveys also indicate that graduated students felt that they now have a stronger leadership skill set to lead at the group/team, organization, and community level (1.55 on scale 1 to 5, n=22), and were better able to lead in the local government, state, national, international and nonprofit contexts (1.55, n=22). These measures indicate responsiveness to the program mission of increasing public service leadership in a wide array of governance and organizational contexts.

Advisory bodies at the Division level and for the EMPA degree program provide advice on the effectiveness of the program in meeting community needs.  The informal evidence from our interaction with the jurisdictions and organizations employing EMPA graduates suggest success. Our graduates are regularly promoted and hired by peer organizations, and self-report their rededication to public service. We are in the process of developing an employer survey to provide more formal measures of program success and effectiveness.

**1.3.3 Please link your program performance outcomes to the contributions your program intends to produce to advance the knowledge, research and practice of public affairs, administration, and policy related to your mission. From goals identified in 1.2, what has been achieved in the last 5 years?**

The EMPA faculty conducts an extensive program of scholarship, research and consulting in support of communities and organizations in Oregon and Southwest Washington. The table below provides a summary of accomplishments that is linked to the goals identified in 1.2.

1. Conduct advanced research
    - Publication of second edition of *Foundations of Public Service* published by M.E. Sharpe (Morgan, Green, Shinn, Robinson), 2013.
    - Publication of *The War Against Regulation*, Phillip J. Cooper, Univ. of Kansas Press, 2009.
    - Contract with M.E. Sharpe for book on local public budgeting (Morgan and Robinson, 2013)
    - Book on New Public Values accepted for publication by Francis and Taylor (Morgan and Cook, 2013)
    - Contract for book on Research Methods for practitioners, (Nishishiba and Jones)
    - Administration and Society article on New Public Values, 2012/2013, Morgan, Larsen, Bao and Wang

2. Engage in academic and professional service to the Portland State community
    - Provided diversity training program for the City of Portland
    - Conducted and helped to implement 4-day work-week for Clackamas County
    - Conducted leadership development programs for Clackamas County
    - Conducted year-long leadership development program for the U.S. Army Corps of Engineers, Portland District.
    - Provide service and leadership at the university level, college and division levels (Faculty Senate, Diversity Action Council, Division specializations and committees).

3. Conduct advanced research and technology transfer with regional, national, and international partners in support of public service leadership locally and globally.

- Led initiative to develop a new leadership development curriculum for the Ho Chi Minh National Academy of Politics and Public Administration (HCMA) with funding provided by the Ford Foundation
- Conducted multi-year training program funded by Tokyo Foundation for local Japanese Government officials
- Established international Consortium on Value Based Government Performance and Leadership with bi-annual international conferences jointly sponsored by Waseda University, the University of Lanzhou, Portland State University and the Ho Chi Minh National Academy of Politics and Public Administration (HCMA)

As the above summary indicates, faculty members generate research and scholarship projects on a wide variety of topics, but almost all faculty members pursue at least one line of research in the area of leadership and administrative systems under situations of fragmented authority. Faculty members also work in partnership with the Center for Public Service to provide consulting and research services to local governments and Oregon state agencies. Performance measures under Outcome 4 (Goals 2 and 4) assess faculty productivity in this area. Several members of the EMPA faculty conduct research and consulting projects with partner scholars and universities in Vietnam and China.

Over the last five years, faculty members have produced a variety of articles for scholarly journals. Several members of the faculty have also authored a second edition of a widely used textbook for public administration foundations and ethics (Morgan, Green, Shinn and Robinson, scheduled for publication in early 2013). Faculty members currently have publisher acceptance for textbooks on local public budgeting (Morgan and Robinson Dec 2012), governance and leadership (Morgan, Shinn and Ingle), the role of values in governance and leadership (Morgan and Cook), and research design and methods (Nishishiba and Jones). Once published, all of these textbooks will reach a wide audience of students and practitioners across the profession. The university has recently instituted an electronic C.V. management system, Digital Measures, to track faculty scholarship and service. Reports from that new system will provide more accurate and timely data for the scholarship and service measures under Outcomes 4 and 5. We will provide this refined information in time for the site visit team review and consideration.

The EMPA faculty understands the value of outreach and the transfer of new knowledge to field professionals. The instructional program provides one form of transfer, but in conjunction with the Center for Public Service the EMPA faculty regularly convenes conferences and seminars. In the past three years, the Center for Public Service has convened three conferences: 1) a local conference on fragmented leadership for sustainability; 2) a retrospective conference on governance theory and fragmented governance, and 3) a major international conference on performance management. These events respond to program goals 3 and 4.

### 1.3.4 Describe ongoing assessment processes and how the results of the assessments are incorporated into program operations to improve student learning, faculty productivity, and graduates' careers.

The EMPA Instructional Assessment System focuses on two levels, a program/cohort level, and a more detailed course/individual level. The two levels are integrated with data and feedback information

exchanged between levels.  The program level establishes a mission, a vision, a set of beliefs and competencies to strategically guide the program.  These are established on a seven year cycle starting in the self study year, reviewed in the 4th year, and reviewed again in the next self study year at year 7.  The program level assessment relies on a cohort time series design using primarily quantitative data from surveys.  On entry into the program each student cohort will complete a cohort entry survey that will assess motivation, self-assessment of competency mastery, and demographics.  Subsequent end-of-course evaluation surveys, a cohort graduation exit survey, and an alumni survey are all linked with common questions to assess program performance, learning competency and program satisfaction through time.  A yet to be developed employer survey will ask about program strategic focus and responsiveness to community and employer needs. (Note:  The survey instruments discussed here have been developed by an ad hoc committee in the Division of Public Administration with a goal of having a common suite of instruments modified to meet the needs of our various programs.)

At the course/individual level of assessment, the program maintains 15 courses.  Over the period of a seven year cycle each course will receive a detailed review and evaluation (see Table A under section 5.1 Part B). The faculty will review two to four courses in each year of the seven year cycle. The course reviews provide a chance to norm course content and student performance with other MPA programs, employer needs and professional standards.  The detailed review and evaluation allows faculty to determine the content and level of material covered in the course and how that material fits into context with earlier and later courses.  The detailed review also allows the full faculty to review the course learning objectives, activities and learning assessments used by the professor(s) that teach the course.

At the course/individual level, the program uses a cohort model staffed by a cohort mentor that works closely with students on their leadership development and learning efforts. The cohort mentor typically receives qualitative and informal feedback on instructor performance and learning success or failure. The cohort mentor and EMPA faculty meet midway through the 10 week course and at course end to evaluate instructor and student performance.  Additionally, students fill out course and instructor evaluations at the close of each course.  Questions on the evaluations tie directly to our learning competencies and to several questions on student satisfaction. Results from the course evaluation surveys are accumulated to support the seven year course review cycle.

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

Development of the EMPA program has relied heavily on student feedback and guidance.  For example, prior to the start of each cohort, the schedule, course sequencing and content is altered to include the suggestions of students.  Participants in the Year 1 cohort were consulted to determine what electives to offer.  One of these electives consisted of a Washington D.C.-based course on National Policy Process (PA 539).  Another elective offered was a field study course in China that was part of an international conference on Performance Leadership and Governance co-led by faculty in the EMPA program.  These off-campus courses proved to be such powerful learning experiences that students recommended they become an expected part of the EMPA cohort experience.  As a result, these courses are now built into the cohort schedule and funding with opportunities for students to opt-out on an individual basis.

In a second example, faculty and staff noticed students lagging in the completion of the final capstone projects, thus not meeting planned graduation times.  Students also expressed concern and have offered several suggestions, including earlier matching of capstone faculty advisers, an earlier start in

the curriculum sequence on the final project and support in developing appropriate analytic approaches for the projects.  The EMPA program has implemented these suggestions.  The capstone requirement is emphasized earlier in the program.  Students are paired with faculty advisers earlier in the cohort timeline with recommendations from the EMPA director for students to meet periodically with faculty regarding their project throughout the EMPA program.  Finally, we are using the required Methods course to get students launched on their  final capstone project early in the program and have sequenced a series of capstone meetings to stage the completion of the capstone in smaller "bite-size" stages.

A third example relates to the current 2011 cohort.  In the 2012 winter term some members of the 2011 cohort expressed their desire to have the program devote more attention to diversity.  In response, the program has used a luncheon speaker series to help address this concern.  This allows for the program to include presenters of diverse backgrounds as well as bringing to the forefront issues related to diversity in the workplace and in policy settings.  In addition, course content is being reviewed for changes that can be made in currently scheduled courses for the 2011 cohort and courses that will be taught in the 2012 cohort.

## 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.**

**2.1.1 <u>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.</u>**

The EMPA program has a single cohort-based format of delivery.  The program is delivered in face-to-face all-day Saturday classroom meetings on the PSU campus, with three eight-hour sessions scheduled at two to three week intervals per course.  Students are expected to spend additional contact time in online class discussions, in applied exercises and in completion of course assignments.  Participants take one course at a time, linearly completing 15 courses over a two-year period.  The program uses a cohort-based delivery model in which students complete their degree as a group with two cohorts being run simultaneously.  This model provides students with flexibility if they have to miss a class. It also enables course content from one course to the next to be synchronized.  Extracurricular activities such as field-based courses, guest presenters, and peer to peer learning are built into class and cohort curriculum design.  In addition, the EMPA program supports cohort members individually and collectively as they progress through classes and the degree.  Each student is assigned a faculty advisor and each cohort is assigned a cohort mentor who is a retired public servant who has successfully completed the EMPA program in one of its earlier versions.

**2.1.2 <u>Who is/are the administrator(s) and describe the role and decision making authority (s)he/they have in the governance of the program.</u>**

The current director is Professor Douglas Morgan, Professor Emeritus of Public Administration, who holds a half-time position that includes teaching three courses in each cohort cycle. The director reports to the Chair and faculty of the Public Administration Division for all matters related to changes in academic requirements and faculty appointments.  Since the program is run on a self-support basis through the Center for Public Service, the EMPA program director also reports to the CPS director for all non-academic budget and administrative issues.  The director has operational authority to make all budget and curricular decisions, subject to policy review and approval as described above. This includes the scheduling of courses, hiring of faculty and allocating revenue generated by the program to provide students with high levels of support.

The program director is supported by a full-time program administrator, a graduate assistant and student workers who are hired on an "as-needed" basis.  It is worth restating that each cohort has a cohort mentor, a person hired to participate in the learning experiences of the cohort, provide individual coaching to cohort members, serve some advising functions (including career guidance, life-work-program balance), serve as an interface with the EMPA director, instructional faculty and staff, and anchor theory with practice. The cohort mentor is a recently retired executive with an MPA degree, who provides administrative advice and support to the EMPA director and staff. The program director relies on a nucleus of EMPA teaching faculty (some of whom are tenured/tenure-track in the Division of Public Administration) and adjunct professors for advice on curricular design, course scheduling, content, and

sequencing. The nucleus EMPA teaching faculty meet on a regular basis (at least four times per year) to discuss both operational and longer-term strategic policy and continuous program improvement issues.

### 2.1.3 Describe how the governance arrangements support the mission of the program and match the program delivery.

In its governance work, the EMPA program models the principle of co-production, which is a core mentor principle that is taught as an integral part of the program.  This means that students, faculty and agency practitioners work together to improve the operational effectiveness and academic quality of the program.  Students do this through formal representation to the faculty at regularly scheduled meetings and the informal processes outlined above.  Starting in 2012, each EMPA cohort will choose up to three representatives to attend regularly scheduled EMPA faculty meetings.

In addition, the Program provides EMPA cohort members with a cohort mentor who serves as a mentor, coach and liaison between the students and program faculty.  The mentor does not provide academic advising but serves as a career and leadership development coach and assists students with time-management issues. The cohort mentor attends classes on a regular basis to help students integrate course materials and to assist faculty in integrating course themes. The mentor serves as an important informational conduit for students and on quality control issues that need the Director's attention.  The program also provides students with a full-time program administrative coordinator who supports all aspects of a student's administrative needs. The program coordinator serves as another loop for gathering feedback.

In addition to the role that students play in governance, senior practitioners and agency representatives assist the program in carrying out its governance work.  Most adjunct faculty are practitioners who participate in regular faculty meetings and discussions of quality improvement strategies.  In addition, since 2012 the EMPA program has an advisory committee that meets at least once a year to provide advice and counsel to the EMPA director and faculty.

### 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.

### 2.2 Total number of nucleus faculty members.

The EMPA program is a degree program offered by the Division of Public Administration through the Center for Public Service (CPS) in the Mark O. Hatfield School of Government.  The PA Division and the Hatfield School of Government offer multiple degrees and are engaged in many non-degree related programs.  As such, as with other large, complex schools, this degree program is supported by an adequate faculty nucleus with the capacity to perform all aspects of faculty governance.  The governance arrangements are complex as noted above.  The EMPA director reports to the Public Administration Division for academic, curriculum and admissions matters.  Faculty promotion, tenure and appointment matters are also handled through the Division.  In the Portland State University structure the Hatfield School of Government (HSOG) is the "department," with the HSOG Director acting as Chair.  While the PA Division has substantial determining influence for curriculum and faculty matters, the HSOG Director has formal authority.  As described elsewhere, the EMPA is implemented through the

Center for Public Service as a self-support program and the EMPA director reports to the CPS director for budget and administrative matters. The complementary roles of many of the EMPA faculty with responsibilities in the other master's degree programs of the Division of Public Administration ensure collaboration, curriculum coherence, and attention to common policies and procedures. The CPS director reports to the HSOG director, closing the formal authority loop.

There is clear and significant faculty influence in EMPA governance matters with many more than the required five public administration faculty involved. For the implementation of the EMPA program, there is a faculty nucleus of six full-time faculty and five adjunct faculty. The nucleus faculty is composed of three tenure/tenure-track faculty and three full-time contract faculty. The nucleus faculty members also devote some of their teaching and advising time to students in the MPA and MPA-HA programs in the Public Administration Division. It is important to note that among the faculty listed as adjuncts and contract faculty are also those who hold emeritus status within the PA Division and who continue to make long-standing contributions to the field of public administration. The nucleus includes faculty with joint appointments in the Public Administration Division and the Center for Public Service as well as faculty who are primarily affiliated with the EMPA program. Nucleus faculty include: Douglas Morgan, Phillip Cooper, Marcus Ingle, Craig Shinn, Masami Nishishiba, and Mathew Jones. Adjuncts with regular service in the EMPA program include Kent Robinson, Henry (Budd) Kass, Scott Lazenby, Gary Larsen and Eric (Rick) Mogren. This faculty core, along with the cohort mentor who participates in faculty discussions related to program implementation, are used as the basis for filling in the table in 2.2.2 related to program implementation. For admissions, promotion and tenure, and formal curriculum requirements, the larger Public Administration Division faculty is the appropriate reference.

### 2.2.2 Faculty Influence:  Determine substantial influence for governance and implementation of the program.  Fill in table on online self study.

Score: Choose one:  "none", "low", "medium", or "high" for each of the program areas.

| Program Area | Score | X | Who Participates (check all that apply) |
|---|---|---|---|
| Program and Policy Planning | Low | X | Dean or Higher Authority |
| | Low | X | All Department Faculty |
| | Med | X | All Program Faculty |
| | High | X | Nucleus Faculty |
| | | | Subset of Nucleus Faculty |
| | High | X | Program Director |
| | | | Other |
| Establishing Degree Requirements | None | | Dean or Higher Authority |

| | | | |
|---|---|---|---|
| | Med | X | All Department Faculty |
| | High | X | All Program Faculty |
| | High | X | Nucleus Faculty |
| | | | Subset of Nucleus Faculty |
| | High | X | Program Director |
| | | | Other |
| Making and implementing recommendations regarding admission of students setting quota | None | | Dean or Higher Authority |
| | None | | All Department Faculty |
| | Low | | All Program Faculty |
| | High | X | Nucleus Faculty |
| | | | Subset of Nucleus Faculty |
| | High | X | Program Director |
| | High | X | PA Divisional Admission Committee |
| Advising Students | None | | Dean or Higher Authority |
| | Low | X | All Department Faculty |
| | Medium | X | All Program Faculty |
| | High | X | Nucleus Faculty |
| | | | Subset of Nucleus Faculty |
| | High | X | Program Director |
| | | | Other |
| Specifying Curriculum and Learning Outcomes | None | | Dean or Higher Authority |
| | Low | X | All Department Faculty |
| | Medium | X | All Program Faculty |

| | | | |
|---|---|---|---|
| | High | X | Nucleus Faculty |
| | | | Subset of Nucleus Faculty |
| | High | X | Program Director |
| | | | Other |
| Evaluating Student Performance and Awarding Degrees | None | | Dean or Higher Authority |
| | Low | X | All Department Faculty |
| | Medium | X | All Program Faculty |
| | High | X | Nucleus Faculty |
| | | | Subset of Nucleus Faculty |
| | High | X | Program Director |
| | | | Other |
| Appointing, Promoting Faculty | Low | X | Dean or Higher Authority |
| | High | X | All Department Faculty |
| | Medium | X | All Program Faculty |
| | Medium | X | Nucleus Faculty |
| | | | Subset of Nucleus Faculty |
| | Low | X | Program Director |
| | | | Other |
| Participating in defining and assuring faculty performance | None | | Dean or Higher Authority |
| | High | | All Department Faculty |
| | Medium | X | All Program Faculty |
| | Medium | X | Nucleus Faculty |
| | | | Subset of Nucleus Faculty |
| | Medium | X | Program Director |

| | | Other |
|---|---|---|

**2.2.3 <u>Provide information regarding how the program defines "substantial determining influence" in the program and any qualifying comments regarding faculty governance.</u>**

The EMPA program is offered as a distinct degree within the Public Administration Division.  There are six nucleus faculty members within the Division who by virtue of their interests and initiatives assume operational responsibility for the oversight and quality control of the EMPA curriculum, faculty and quality of teaching.  The EMPA program director consults with this nucleus faculty on a regular basis.  In addition, there are regularly scheduled EMPA faculty meetings throughout the year where five adjuncts and up to six students participate in decision-making.  The approval of the full divisional faculty is only needed when making major changes in the EMPA curriculum.  Such occasions are rare and to date have never posed any problems in successfully operating the EMPA program at a high level of quality.

## Standard 3.  Matching Operations with the Mission: Faculty Performance

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

**3.1.2 <u>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.</u>**

The EMPA's policy for faculty qualification reflects the long standing practice of the Division of Public Administration over the life of the programs.  The Division has ensured that faculty are academically qualified and sensitive to professional practice.  The Division also uses professional practitioners with appropriate academic qualifications to teach a portion of course to ensure students are exposed to current practice.  The Executive MPA program endorses this policy and reflects this practice as follows.

 The EMPA program teaching staff consists of six faculty members with Ph.D.s who have their appointments in the Public Administration division, and five adjuncts also have Ph.D.'s in public policy and administration.  All faculty members have Ph.D.s in their major field of teaching, research and consulting. These faculty members are academically qualified to teach in the EMPA program.

All teaching faculty, both full-time and adjunct, have extensive experience in the field as consultants and doing applied research.  Four of the faculty members have extended service as full-time career public administrators before returning for doctoral degrees.  In short, as the resumes of the faculty document, all are exceptionally well qualified both academically and professionally. Over half of all courses, and over half of all required courses, are taught by full-time faculty.

**3.1.3 <u>Provide information about how faculty qualifications match the competencies within the curriculum.</u>**

<mark>INSERTED IN TABLE PROVIDED THROUGH NASPAA ONLINE SELF STUDY.</mark>

**3.1.4 <u>Provide the percentage of courses in each category that are taught by academically and/or professionally qualified faculty in the self-study year. Fill in table on online self-study.</u>**

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

| | Academically Qualified | Professionally Qualified | Full Time | Part Time |
|---|---|---|---|---|
| All Courses | 100% | 50% | 67% | 33% |

| Required Courses | 100% | 50% | 55% | 45% |
|---|---|---|---|---|
| | | | | |

### 3.1.5 Describe the steps and strategies the program uses to support faculty in their efforts to remain current in the field.

A deliberate strategy undertaken by the EMPA faculty over the last four years is to become internationally known for our scholarship and for our unique approach to public service education and leadership development.  This effort has significantly contributed to the EMPA faculty becoming leaders in their field both within the division, nationally within the profession, and locally among the practitioner community.  EMPA faculty members currently have five books under contract with publishers and all are widely known for their expertise within the regional practitioner community.  Four of the faculty members are active on the international front, making their expertise available to faculty and the practitioner community in four foreign countries on a regular basis.  All of these activities require that faculty be current in their field.

The aspiration to be looked to for our expertise has been aided and abetted by two supporting strategies.  First, the faculty makes special effort to support one another's scholarship by setting aside time for discussions of our scholarly work in progress.  Many of these initiatives involve one or more EMPA faculty members working together in teams.  Second, the EMPA faculty also provides the core expertise relied on by the Center for Public Service in its outreach consulting and applied research work with agencies, jurisdictions and practitioners in the region.  This provides a flow of relevant projects and serves as a powerful incentive for faculty to be current in their fields of expertise.  The Center also provides financial support to the EMPA faculty for their participation in conferences and programs that will showcase and further develop their expertise.

Finally, as the EMPA faculty are also a part of the Division of Public Administration, all of the faculty support and opportunities available to faculty in the Division are available to EMPA faculty.  Similarly, opportunities, funding and other support at the School of Government, College and University are also available to the EMPA faculty.

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

Compile a list of strategies used to display the program's inclusiveness and diversity through its recruitment and retention of faculty members.

### 3.2.1 Strategies used in recruitment, strategies used in retention and other strategies used to assure students are exposed to diverse experiences.

| X | Strategies used in recruitment (check all that apply) |
|---|---|

| | |
|---|---|
| X | Advertisement includes statement welcoming diverse applicants consistent within legal and institutional environment |
| X | Advertisement is placed in publications and on listservs that serve diverse audiences |
| | Advertisement is sent to schools with concentrations of diverse graduate students |
| X | Databases are purchased and ads sent. |
| X | Phone calls are made to program directors from schools with a diverse graduate student body to encourage applications from potential candidates |
| X | Phone calls or recruitment letters made to women and minorities known by program faculty to encourage application |
| X | Faculty, administrators, women, and professional staff of color to help uncover the available pool. |
| | Invitations are sent to authors of articles from publications, such as Black Issues in Higher Education, which feature people of color in the field |
| X | Job announcements are sent to diversity related caucuses in ASPA, APPAM, APSA, and other organizations relevant to the position |
| X | Evaluation criteria are used to create an inclusive pool of candidates |
| X | The search committee receives training on recruitment and selection practices that increase potential for diverse pools and hires |
| X | The department receives training on recruitment and selection practices that increase potential for diverse pools and hires |
| X | Minority and female faculty have an opportunity to meet with other minority and female faculty informally during the interview process |
| X | A female or minority is included on the search committee |
| X | Documentation on why candidates are excluded from interview is required |
| | Other, please specify |
| | **Specify** |
| | The Executive MPA (EMPA) program is part of the degree and non-degree related activities offered by the Public Administration Division and Center for Public Service in the Mark O. Hatfield School of Government.  In areas of faculty recruitment and retention, the procedures, policies and practices are those of the academic unit, the Division of Public Administration. |
| | **Strategies used in retention (check all that apply)** |
| X | New faculty are assigned to a faculty mentor (division chair or senior faculty member) |
| X | There is a new faculty orientation that provides information on the promotion and tenure process |
| X | New faculty are provided information about employee resource groups and contact numbers for the chair or facilitator. |
| x | New faculty regularly meet with the program director to discuss progress vis a vis the tenure and promotion process |
| | New faculty members are introduced to the teaching and learning center or a master teacher for assistance in course development. |
| x | New faculty regularly meet with the program director or chair to discuss issues and needs. |
| X | Other please specify |
| | **Specify** |

| | | |
|---|---|---|
| | There is a new faculty orientation that provides information on the promotion and tenure process. Adjunct faculty and the Cohort Mentors receive orientation relative to their roles. | |
| | **Other strategies used to assure students are exposed to diverse experiences** | |
| x | Use of part time instructors | |
| | Other, Please Specify | |
| x | Use of guest lecturers | |
| | **Specify 'other'** | |
| | | |

The Division has used the hiring opportunities over the last seven years to improve the representation of faculty to serve, teach and work in our increasingly diverse communities.  We are attentive to the extent to which our faculty does or does not represent these communities and engage in various activities and initiatives to address the lacunae as we prepare our graduates for public service in a changing environment.  The Divisional faculty is now gender balanced (ten of sixteen Divisional core faculty are female) and has racial and ethnical diversity reflecting the greater Portland metropolitan area (three are foreign-born and three are ethnic minorities).   Further, the Division faculty have been leaders in the University-wide efforts to improve diversity of faculty and to improve our service to an increasingly diverse student population and service community.  Several Public Administration faculty have been acknowledged by the university for their service in this regard including Dr. Kaimanu who was given the 2012 President's Diversity Award and Dr. Nishishiba who has been centrally involved in the University's Diversity Action Council.

However, as the numbers in the EMPA faculty tables demonstrate, the EMPA faculty is not sufficiently diverse.  This reflects the fewer direct hiring opportunities and faculty turnover in this program.  In fact several of the white males leaving tenure lines in the Division allowing for new hires have continued service in the Executive MPA program.  As demographic turnover creates hiring opportunities for core faculty in the EMPA program, it is reasonable to assume that the EMPA faculty will become more representative and eventually mirror the Division because we use similar recruitment and retention strategies.  In fact, with the start of the 2012-2013 academic year, the EMPA program has transitioned Cathy LaTourette from a part-time adjunct into a fulltime faculty member with major teaching and advising responsibilities in the EMPA program.  Ms. LaTourette will be responsible for assisting with the program's diversity initiative and expanding its human resource management offerings to the community.

The EMPA program faculty are keenly aware of the need to improve structural diversity and the range of experiences students have with diverse faculty and public service leaders.  See below for more details about the strategies that are in place to further these goals.

**3.2.3a & b  Faculty Diversity ongoing assessment:  Collect qualitative data of demographics of faculty.**

**US Based**

| 3.2.3a Faculty Diversity | full time male | full time female | part time male | part time female | total |
|---|---|---|---|---|---|
| Black or African American, non-Hispanic | 0 | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native, non-Hispanic/Latino | 0 | 0 | 0 | 0 | 0 |
| Asian, non-Hispanic/Latino | 0 | 1 | 0 | 0 | 1 |
| Native Hawaiian or other Pacific Islander, non- Hispanic / Latino | 0 | 0 | 0 | 0 | 0 |
| Hispanic/Latino | 0 | 0 | 0 | 0 | 0 |
| White, non-Hispanic/Latino | 5 | 0 | 5 | 0 | 10 |
| Two or more races, non-Hispanic / Latino | 0 | 0 | 0 | 0 | 0 |
| Nonresident alien | 0 | 0 | 0 | 0 | 0 |
| Race or Ethnicity Unknown | 0 | 0 | 0 | 0 | 0 |
| Total | 5 | 1 | 5 | 0 | 11 |
| Disabled | 0 | 0 | 0 | 0 | 0 |

**Non-US Based**

There are no non-US based faculty for our program.

**3.2.3c** <u>**Describe how your current faculty diversity efforts support the program mission?  How are you assuring that the faculty bring diverse perspectives to the curriculum? Describe demonstrable program strategies, developed with respect to the programs unique mission and environment, for how the program promotes diversity and a climate of inclusiveness.**</u>

The EMPA faculty, while not especially diverse in its composition, recognizes the importance of preparing its students to lead within an increasingly diverse workforce and within communities composed of more diverse target populations.  In recognition of these changing demographics the EMPA program faculty endorsed the following diversity strategy in its April 25, 2012 faculty meeting.

- o Use diversity as a central organizing theme for the overseas field trip.
- o Continue with the existing strategy of supplementing formal course work with programs and speakers that focus on the diversity issue.

- o Systematically re-examine the content for each course with an eye to adding material that addresses the issue of diversity.
- o Use team teaching and guest lecturers to add teaching diversity to the program.
- o Organize a faculty conversation regarding diversity in fall 2012 and a diversity training session for faculty in the 2012 academic year.
- o Review compliance of all Executive MPA related for completion of PSU on-line training in 2011-12 academic year.
- o Consider including PA 594 – Enhancing Diversity in the Workplace as a regular part of the cohort course schedule.
- o Consider providing additional assistance to all students in developing their paper-writing skills (perhaps some kind of writing coach).

### 3.2.4 <u>Describe how the diversity of the faculty has changed in the past 5 years.</u>

Since 2008, the total number and the demographic background of the EMPA teaching faculty have not changed drastically. As noted in Section 3.1.2., current EMPA program teaching staff has consisted of six full-time faculty members who have their appointments in the Public Administration Division, and five part-time adjunct faculty. The six full-time faculty members have been consistent since 2009. One of the EMPA faculty members (Mark Chubb) left PSU in 2009; however, we added another full-time faculty (Matt Jones) in the same year, maintaining the total number of full-time teaching faculty for EMPA. One of the full-time faculty members is an Asian (non-Hispanic) female. She has remained involved in the EMPA program since 2008 except for 2010, when she reduced her teaching load for EMPA to balance her workload for the regular MPA program.  She, however, stayed involved in advising EMPA students for their capstone projects. All other full-time faculty are white male. One recent addition to the six full-time faculty members (Catherine LaTourette) who is joining the EMPA faculty for fall 2008 is white female, adding gender diversity to the mix of EMPA teaching faculty.  All adjunct faculty are white male.

| 2008 | Break down by Gender/ethnic background | Number of teaching faculty with significant practitioner background | Number of adjunct teaching faculty |
|---|---|---|---|
| 10 Total | 9 Male/White | 3 Practitioner/MPP | 5 Adjuncts |
| | 1 Female/Asian | | |
| 2009 | | | |
| 9 Total | 8 Male/White | 1 Practitioner/Ph.D. | 2 Adjuncts |
| | 1 Female/Asian | 1 Practitioner/ MPP | |
| 2010 | | | |
| 8 total | 8 Male/White | 2 Practitioner/Ph.D. | 3 Adjuncts |
| 2011 | | | |
| 10 Total | 9 Male/White | 3 Practitioner/Ph.D. | 4 Adjuncts |
| | 1 Female /Asian | | |
| | | | |
| 2012 | (Expected) | | |
| 12 total | 10 Male /White | 4 Practitioner/Ph.D. | 5 Adjuncts |

| | 1 Female/Asian | | |
| | 1 Female/White | 1 Practitioner/MPA | |

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

Tenure and promotion decisions regarding faculty who teach in the EMPA Program are made by the Public Administration Division, using university guidelines and policies. There are differences in expectations for tenure track faculty, full time instructional faculty and adjuncts. Portland State University has adopted tenure and promotion requirements that place special emphasis on the scholarship of civic engagement.  This emphasis theoretically advantages EMPA faculty, many of whom do extensive consulting and applied research work for the Center of Public Service.  The expectation is that faculty associated with the EMPA will be active in applied practice and the dissemination of knowledge as well engaging in traditional measures of research and scholarship, i.e. publication and presentations.  The reality is that advancement in promotion and tenure ultimately depends on publication in first-tier journals within the field. That is why the EMPA faculty members have made a concerted effort over the past four years to significantly advance the publication of scholarly works and articles resulting from research and practice. A characteristic of faculty attracted to Portland State University is to be committed to engaged scholarship.  Among the faculty associated with the EMPA program, this includes a commitment to public service generally and the kind of competencies leaders in public service require.

### 3.3.2 Give one example from each nucleus faculty member in last 3 years the detail all activities. This will be added to the faculty's profile on the online self-study.

Please refer to table "Appendix A" at the end of this document for examples from faculty.

### 3.3.3 Provide some overall significant outcomes or impacts on public administration and policy related to these exemplary efforts.

- Dr. Cooper's writing on presidential signing statements attracted media attention to this aspect of presidential policymaking and led to a significant national debate on the use and abuse of signing statements that continued from the Bush administration into the Obama administration.

- During 2008-2009, Masami Nishishiba was contracted with Clackamas County to conduct an evaluation of its experimental four-day work week pilot project. The evaluation involved extensive data collection for one year, engaging four graduate students. Based on the final report of the evaluation, the County Board of Commissioners decided to make the four-day work week a permanent arrangement. This project drew nationwide attention, and the county continues to receive inquiries and requests for the evaluation report from jurisdictions interested in adopting a four-day work week schedule. Masami Nishishiba was also invited to present the results at the Annual Conference of National Association of County Administrators in November 2010.

- Dr. Nishishiba was contacted in October 2011 by the Clackamas County (Oregon), Director of Human Resources and Manager of Diversity and Inclusion requesting a proposal to conduct a diversity assessment of the Clackamas County government.  No such assessment had been conducted for 10 years, and the county was interested in assessing changes and identifying next steps. A proposal to conduct document analysis and focus-group discussions was submitted to the county on November 3, 2011.  The project began in December 2011. During Winter,2012 students in PA 594: Diversity in the Workplace, participated in the data collection and analysis. The project's first phase ended in June 2012, with the report submitted in July 2012.

- Craig Shinn serves as Chair, Committee for Family Forestland, a statutory committee of the State of Oregon providing advice to the Board of Forestry and State Forester on matters related to family forestlands in Oregon and their owners.

- Sustainability in Forest Landscapes:  Over the last ten years, funded research, partnerships and community service with state and federal agencies has created a significant difference in the management and performance in Oregon's forest landscapes. The Mt. Hood LUCID project contributed to a national model in developing criteria and indicators for local forest management units in 2002. http://www.fs.fed.us/emc/rig/documents/lucid/LUCID_Management_Edition.pdf) Work continued as a partnership between the Center for Public Service and the Mt. Hood National Forest as it developed a strategic management plan and annual monitoring & evaluation approach reflecting these C&I (www.fs.usda.gov/Internet/FSE_DOCUMENTS/fsbdev3_036319.pdf).  This work led to research reports by several graduate students and PSU faculty that are reflected in an edited volume (K. Magis and C. Shinn; *Emergent Principles of Social Sustainability in Understanding the Social Dimension of Sustainability*. Eds Dillard, J; V. Dujon, and M. King. Routledge 2008). Part of this sustainability work focused on community resilience which became the basis for a new international indicator approved by the Montreal Process working group in July 2006, affirmed by the United Nations Forum on Forests in April 2007 and by the UN General Assembly in December 2007 (See Montreal Process, Criterion 6.3.c -Resilience in forest dependent communities http://www.rinya.maff.go.jp/mpci/meetings/an-6.pdf). A similar, but separate process in the State of Oregon beginning in 2006 created a set of indictors for forest sustainability which have been adopted by the Oregon Board of Forestry and used in reporting about Oregon's Forest (http://oregon.gov/ODF/indicators/index.shtml).  Dr. Craig W. Shinn Chaired the Ad Hoc Committee responsible for developing these indicators.  See the Oregon Forests Report (2009) for a description of the indicators approved in 2007 and of the collaborative process for creating these indicators. (http://oregon.gov/ODF/PUBS/docs/Oregon_Forests_Reports/OFR_2007.pdf).

## Standard 4.  Matching Operations with the Mission:  Serving Students

**4.1 Student Recruitment: The Program will have student recruitment practices appropriate for its mission.**

**4.1 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.**

The EMPA program has a narrow target population and a limited geographic reach.  To meet program goals, the EMPA targets mid- to executive-level public servants with at least 10 years of professional experience. The program recruits largely through information sessions scheduled at state, federal and nonprofit organizations throughout the region (see examples in posted accreditation materials). The program also relies on extensive email distributions to various lists that the Center for Public Service maintains for purposes of successfully undertaking contract work, training and certification programs for agency clientele within the region and throughout the State of Oregon and southwestern Washington State.  There is also direct marketing (see materials) and ad campaigns (i.e. news releases, program sponsorship announcements, radio advertisements).  Increasingly, the program relies on its growing network of graduates and alumni to assist in the recruitment process.

In all of these instances, the program makes abundantly clear the total costs of the program, which is treated as a package price that remains the same for the two year period that students are enrolled in the program (see examples in posted accreditation materials). The tuition level for PSU's EMPA program is $34,150 which is significantly lower than any of its competitors within the region (Willamette University - $40,530, The Oregon MBA- $60,700, and the University of Washington EMPA- $40,750).

**4.1.2 Student Recruitment ongoing assessment:  Fill in table with student information.  Fill in table 4.1.2a & b in online self-study.**

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

| 4.1.2a Applicant type | Self study year minus 1 | Self study year |
|---|---|---|
| Full-Time | 29 | 17 |
| Part-Time | 0 | 0 |

| 4.1.2b Applicant type | Self study year minus 1 | Self study year |
|---|---|---|
| In-Service | 29 | 17 |

| | | |
|---|---|---|
| Pre-Service | 0 | 0 |
| Other | 0 | 0 |

### 4.1.3 Provide any applicant pool characteristics you think are appropriate that reflect your recruitment practices in relation to your mission.

The applicant pool is restricted by the standards and requirements relevant to academic performance and advanced professional experience (10 years except in rare circumstances). Otherwise the pool is open and the program welcomes participants from diverse backgrounds and all public service organizations or individuals with public service missions as a part of their career goals.  The pool draws heavily from local and regional public and nonprofit organizations and all manner of jurisdictions including municipal governments, special districts, counties, state and federal offices and tribes.  The pool typically draws from a variety of policy fields including natural resources, emergency services, health and human services as well as functional specializations in budget, finance, human resources management, and policy analysis. The mission of the EMPA program is reflected in this pool in that students accepted into the EMPA program will come from a variety of backgrounds contributing to peer learning relative to "effective public service leadership" in contexts of shared power that require the development of collaborative leadership competencies.

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

### 4.2.1a How do your admission policies reflect your program mission?

Reflecting the program mission to increase "the efficacy of public officials for ethical, competent and effective public service leadership in federal, state, local, special district, tribal, and nonprofit organizations," the EMPA program focuses on admitting students with significant work experience who are already in a leadership position, or those who show high potential to be a leader in the future. The Admissions Committee consists of three faculty members from the Division of Public Administration, who also review all MPA and MPA-HA applications. They assess whether the applicant meets the requirement of 10 years of "significant" work experience, and make the admission decision based on the applicants' commitment and capacity to take "ethical, competent and effective public service leadership" in the public and nonprofit organizations.  Students are admitted once a year in September, which allows the students to take courses as a cohort.

The application material includes: (1) an application essay that explains why the program is a good fit and meets the significant work experience requirement, (2) recommendation letters, (3) resume, and (4) a transcript from previous university programs. The applicants must have a cumulative undergraduate GPA of 2.75 or higher.  Applicants who have already earned nine or more graduate credits must have a cumulative graduate GPA of 3.00 or higher.

In the essay part of the application, applicants are asked to address the following three issues:  (1) their organizational experiences, positions and responsibilities, (2) their leadership roles and the challenges, and (3) their expected career paths, goals and aspirations.  The committee reviews the application

material comprehensively, and makes the admission decision based on the applicants' potential capacity to be effective leaders.

### 4.2.1b Admissions Criteria. Fill in table in online self-study.

| 4.2.1b Admissions Criteria (check all that apply) | Check | Fill in appropriately |
|---|---|---|
| Bachelor's Degree (or equivalent) | X | |
| Prescribed Undergraduate Majors | | |
| Specify | | |
| Minimum GPA | X | |
| Specify | | 2.75 |
| Standardized Test Scores (specify minimum acceptable scores, if applicable) | | |
| GRE | | |
| Minimums | | |
| GRE Qualitative | | |
| GRE Qualitative minimums | | |
| GRE Quantitative | | |
| GRE Quantitative minimums | | |
| GMAT | | |
| Minimums | | |
| LSAT | | |
| Minimums | | |
| TOEFL | X | |
| Minimums | | 550 (Paper), 213 (computer based), 80 (internet) |
| Other | | |

| | | |
|---|---|---|
| Specify | | |
| Resume | X | |
| Required years of professional experience | X | |
| Number of years | | 10 |
| Specific types of experience | | |
| List | | In public, private or nonprofit organization |
| Letters of Recommendation | X | |
| Number | | 3 |
| Professional Referral(s) | | |
| Specify | | |
| Unique/Mission-based Criteria | X | |
| Specify | | See essay questions in 4.2.1a |
| Essay or Writing Sample | X | |
| Statement of Intent | X | |
| Interview | | |

**4.2.1c 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.**

Occasionally, we admit students who have a GPA below 2.75, between 2.50 and 2.74, if they demonstrate a strong commitment to public service and show high capacity as a successful public leader. In these instances, applicants are admitted with a Conditional status. After completing nine graduate credits with a GPA of 3.00 or higher, students with University Conditional status will automatically be given Regular status. Students admitted on University Conditional status and who do not achieve a GPA of 3.00 or higher (with no course grade below B-) after completing nine graduate credits will have their admission canceled.

It is worth noting the GRE or other standardized test scores is not required for the EMPA admissions process as it is for the other degrees in the Division of Public Administration. This reflects the program's judgment the other criteria we do require, including evidence of ten years of professional public service, are more relevant predictors for executive education than a standardized test that does not assess experience.

In principle, students are admitted once a year in September and start taking courses as a cohort. Occasionally, we admit students mid-year starting in December or January. These are students who missed the regular admission deadline but showed evidence that they have the capacity to catch up with the first two or three classes that they missed and complete the program successfully. Such late applications are reviewed by the Division's Admissions Committee in a special review process, using the same procedures as all other applicants.

Since 2010, the EMPA program director has informally interviewed candidates either in person or by phone prior to the Admissions Committee's review. After the interview, the Director writes a short memo about the applicants' strengths and weaknesses and submits this to the candidate's file for review by the Admissions Committee. The interview is important for obtaining access to leadership experiences that may have been significant, but do not necessarily correspond to official position authority. Most candidates associate the "significant work experience" requirement with supervisory and budget authority, rather than with the complexity of leadership challenges caused by multiple stakeholders, organizations, jurisdictions and intersectoral partners. With the flattening and downsizing of public organizations at a time when there is a major leadership succession gap, it is important to identify candidates who have the potential to step into leadership positions that may be beyond their current experience and scope of thinking. The interview provides an opportunity to get access to this kind of information and the complexity of leadership challenges candidates have successfully faced, which they can then use to document their qualifications for candidacy. This provides both the candidate and the Admissions Committee with information that they are not likely to otherwise receive.

**4.2.2 <u>Student Admissions ongoing assessment: Collect and organize admission information according to tables provided in self-study.</u>**

**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 | Admits Self Study Year |
|---|---|---|
| Full Admission of Full Time Students | 23 | 17 |
| Conditional Admission of Full Time Students | 2 | 1 |
| Full Admission of Part Time Students | 0 | 0 |
| Conditional Admission of Part Time Students | 0 | 0 |

| 4.2.2a(2) Admission Numbers | Admits Self-Study Year Minus 1 | Admits Self Study Year |
|---|---|---|

| | | |
|---|---|---|
| Full Admission of In-Service Students | 23 | 17 |
| Conditional Admission of In-Service Students | 2 | 1 |
| Full Admissions of Pre-Service Students | 0 | 0 |
| Conditional Admission of Pre-Service Students | 0 | 0 |
| Other | 0 | 0 |

**4.2.2b (1) Please enter the number of students admitted, who actually enrolled in the program, during the self study year and the previous academic year.**

| 4.2.2b(1) Enrollment Numbers | Enrolled Students Self Study Year Minus 1 | Enrolled Students Self Study Year |
|---|---|---|
| Full Enrollment of Full Time Students | 20 | 17 |
| Conditional Enrollment of Full Time Students | 2 | 1 |
| Full Enrollment of Part Time Students | 0 | 0 |
| Conditional Enrollment of Part Time Students | 0 | 0 |

| 4.2.2b(2) Enrollment Numbers | Enrolled Students Self Study Year Minus 1 | Enrolled Students Self Study Year |
|---|---|---|
| Full Enrollment of In-Service Students | 20 | 17 |
| Conditional Enrollment of In-Service Students | 2 | 1 |
| Full Enrollment of Pre-Service Students | 0 | 0 |
| Conditional Enrollment of Pre-Service Students | 0 | 0 |
| Other | 0 | 0 |

**4.2.3 Given the described applicant pool, discuss how the pool of admitted students and enrolled students reflects the program mission.**

The program mission is to increase "the efficacy of public officials for ethical, competent and effective public service leadership in federal, state, local, special district, tribal, and nonprofit organizations". In keeping with this mission, candidates admitted and enrolled into our EMPA program are all in-service students who work in government (72%), special districts (7%), nonprofit (9%), private (7%), or other settings (5%).  Students come with a variety of professional orientations and policy interests including police, natural resources, education, fire, health, housing, and transportation, with functional specializations in everything from court administration to budget and finance to human resource management and policy analysis.  Consistent with our program mission, many enrolled students hold leadership positions in the organization. Approximately 24% of EMPA students came into the program from upper management positions, 37% from middle management positions, and 39 % came into the program from supervisory, staff specialist or program coordination positions (these statistics are based on the position titles of candidates at the time of program entry).  Reflecting their positions in the organizations, the average age of the students is fairly high at 42 years old. Many of our EMPA students received a promotion or were hired into a higher ranking position while they were enrolled in the program, or shortly after graduating from the program. Some of these leadership positions our EMPA students hold include: IT Director of a University, Public Works of a County, Deputy County Administrator, Fire Chief, Deputy Regional Administrator of a Federal Agency, Executive Director of a nonprofit organization.

**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.**

**4.3.1 Describe how the program's academic continuance and graduation standards are communicated to the students (current and prospective), as well as monitored and enforced.**

The program takes pride in the high level of academic expectations of students in the program.  The program relies on a combination of mechanisms to communicate these expectations to students.  First, we rely on former graduates to provide prospective candidates with their personal experiences with the academic expectations of program faculty.  We seek to have a current student or former graduate at every information session conducted by the program.  The director now personally interviews all candidates and provides them with a list of current students and graduates that they can contact for additional information on the program, its rigor and potential value to their career development goals. The program coordinator assists prospective students in arranging contacts with current students and alums. Finally, we seek to reinforce these expectations in all of our written communications to students and in our advertisements regarding the program.  Current students have a full panel of supporting services from the EMPA program director, faculty advisors, instructional faculty, the cohort mentor, program coordinator and staff.

**4.3.2 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.**

The program relies on several mechanisms to assist students who are falling behind in the program, need special assistance, or might be considered 'exceptional' cases. First, the program is designed on a cohort basis which ensures small numbers of students, high degrees of engagement and strong peer support.  Importantly, faculty members also interact more frequently with students than in typical MPA programs because of the cohort model.  This includes communication with other faculty instructors on a regular basis and with the EMPA program director regarding student performance issues.  In addition, the cohort mentor plays a key role in this process. The mentor's role in part is to ensure student success. The mentor notices learning challenges common to all cohort members, allowing faculty to revisit content, and also alerts faculty and the program director to individuals having challenges.  Third, the faculty has adopted an informal rule that a student should not be allowed to register for a course without talking to their advisor or program director if they are carrying incompletes (note that because of the course sequencing on an ongoing basis rather than a typical academic term basis, incompletes for some courses are typical rather than exceptions, i.e. PA 539 National Policy Process which bridges two terms).  The signal for concern rises when a student is carrying three incompletes. The program coordinator is responsible for monitoring this process and alerting the EMPA program director and cohort mentor. Taken together, the various processes described above ensure that students who are falling behind have a combination of resources that will provide them with an individualized plan to "get back on track" in completing their degree.

### 4.3.3 History of Graduation:  Use the cohort that entered 5 years before the SSY and fill in table 4.3.3a for graduation rate.

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

| 4.3.3a | Initially Enrolled | Graduated 100% of 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 | 21 | 14 | 1 | 1 |
| Number of Part-Time Students in the SSY-5 Cohort | 0 | 0 | 0 | 0 |
| Total Number of Students in the SSY-5 Cohort | 21 | 14 | 1 | 1 |

**4.3.3b 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).**

We have filled in the table using the earliest available data, SSY-3. Over the past three years, the program has a graduation rate of 57% within the two year period. For the study year reflected above we examined the five students not accounted for in the numbers. Because of the cohort nature of the EMPA we have excellent information on each individual and track students on an individual basis. Two students are in the process of completing capstone projects and petitioning to complete the degree in the next term. Two students reduced their involvement in the cohort because their employers cut tuition assistance as a budget-saving measure. One has already rejoined another cohort and is on track to graduate in 2013 and the other will rejoin the fall 2012 cohort and return to a path with expected graduation in the 2014. The final student, who travels over two hours to participate in the program, was promoted and had to reduce the rate of progress through the program. He has been taking classes with other cohorts to complete his program of study and is expected to complete his degree in spring 2013. This suggests that the effective program graduation rate will be 100% for the study year cohort within five years of degree initiation.

**4.3.4 Describe career counseling, job search, professional development, and career support services, personnel, and activities.**

The EMPA program deliberately targets individuals who are experienced public service professionals (with at least 10 years of experience). Most are well established in their professional careers and intend to remain in their current organization or career track. A significant number of EMPA students come into the program supported by their organizations for career advancement and leadership development. Others are entering the program to prepare for a shift in their career direction. As a result, by the time students enter the program, most are already launched on a somewhat defined career development path. The program facilitates this in a number of ways. First, the program encourages students to make active use of one another and the network of graduates and agency contacts to support their career growth and development. Second, the program's learning model asks students to apply theory to their current professional context. Third, the cohort mentor has extensive knowledge of career development and contacts with agencies in the region. Students are encouraged to use the mentor and also their program advisors, who also have extensive practical experience and contacts in the field. Fourth, field-based classes provide a comparative perspective on students' career paths and positions. Finally, the program has a "career-development portfolio requirement" that encourages students to incorporate the lessons learned from each course and the implications for their professional development as public service leaders. The Professional Development Portfolio is launched as part of the requirements for PA 517-Leadership Development, taken at the start of a student's program of study. After the completion of each class and course, students return to their portfolio to capture the "lessons learned." Students are encouraged to use their Professional Development Portfolio to guide the selection of their capstone project requirement at the end of the program, and to memorialize the summative take-away lessons upon graduation.

**4.3.4a Describe your program's internship requirement(s), any pre-requisites before undertaking an internship, and the requirements for receiving credit for the internship, as well as any exceptions to, or waiver of, these policies. This should include the specific**

**mechanisms used to determine that a student will be granted a waiver. If available, provide a LINK to these policies on the program's website.**

Given the target student population and goal of the program, the EMPA does not have an internship requirement. All students have extensive field experience and continue to work in the field while in the program, and thus they do not need an additional "field" placement.

**4.3.4a (2) Indicate the numbers of internships (by type) and the numbers of internship waivers granted during the self-study year and the previous year. Fill in the table in online self-study.**

EMPA does not have an internship requirement.

**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.**

EMPA does not have an internship requirement.

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

EMPA does not have an internship requirement.

**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. Fill in the table in online self-study.**

**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 Pre-Service | Self Study Year Minus 2 In-Service | Self Study Year Minus 1 Pre-Service | Self Study Year Minus 1 In-Service |
|---|---|---|---|---|
| Total Number of Graduates | 0 | 16 | 0 | 9 |
| National or central government in the same country as the program | 0 | 1 | 0 | 0 |
| State, provincial or regional government in the same country as | 0 | 1 | 0 | 4 |

| | | | | |
|---|---|---|---|---|
| the program | | | | |
| City, county, or other local government in the same country as the program | 0 | 11 | 0 | 2 |
| Foreign government (all levels) or international quasi-governmental | 0 | 0 | 0 | 0 |
| Nonprofit domestic-oriented | 0 | 3 | 0 | 2 |
| Nonprofit / NGOs internationally-oriented | 0 | 0 | 0 | 0 |
| Private Sector - research/consulting | 0 | 0 | 0 | 1 |
| Private sector (not research/consulting) | 0 | 0 | 0 | 0 |
| Obtaining further education | 0 | 0 | 0 | 0 |
| Unemployed | 0 | 0 | 0 | 0 |
| Status Unknown | 0 | 0 | 0 | 0 |

**4.4 Student Diversity: The Program will promote diversity and a climate of inclusiveness through its recruitment and admissions practices and student support services.**

**4.4.1 <u>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:</u>**

In section 3.2.3c above, we summarized the EMPA program's strategy for promoting diversity and a climate of inclusiveness.  This strategy includes:  the systematic review of course content on a course by course basis; faculty diversity training; use of guest speakers; and taking advantage of opportunities to increase diversity through faculty appointments.  The following are some specific examples of reliance on each of these strategies:

**Course Content Review and Design:**  Beginning in the spring of 2012, the faculty agreed to undertake a course by course review of the content and delivery of all EMPA courses to explore ways of increasing the focus on diversity. This review began with an exploration of using the overseas field courses in Vietnam and Korea scheduled for the fall 2012 to more specifically address the issue of diversity.  Dr. Nishishiba (Korea field trip leader) and Dr. Ingle (Vietnam field trip leader), as a team, will offer a follow-up class session to the international experiences in the winter term 2013 that will focus explicitly on the theme of diversity.

Starting in the fall of 2012, each course will be separately reviewed to determine ways of increasing an emphasis on diversity.

**Diversity Training for Faculty**:  Faculty have completed the online diversity training program offered by Portland State University.  This fall EMPA faculty will engage in a conversation regarding diversity, including plans for increasing the structural diversity of the related faculty.  In addition, a diversity training program explicitly designed for the EMPA faculty is planned for the fall 2012. Student representatives from each cohort are being encouraged to assist Dr. Nishishiba in planning and implementing this diversity training program.

**Guest Speakers:**  On January 7th, 2012, Ms. Judy Mohr Peterson, Director, Medical Assistance Programs, Oregon Health Authority, and Dr.  Erin Flynn, Portland Development Commission, were invited to present about "Public Leadership Challenges and Responses in Oregon."  On April 7th 2012, Dr. James Mason, the Executive Director of Culturally Competent Care Giving for Providence Health & Services in Oregon, was invited to speak to the cohort on "Preparing for Diversity in Human Resources:  Leadership in the 21st Century."

**Faculty Appointments and Team Teaching:**  The faculty has identified team teaching and faculty appointments as an opportunity to increase its focus on diversity.  The EMPA program will add Catherine LaTourette to its full-time teaching staff starting in the fall of 2012.  Ms. LaTourette will have leadership responsibility for all of the Human Resource management courses and training programs offered by the Center for Public Service and the EMPA Program.  Ms. LaTourette will teach the program's required Human Resource Management course and will team teach other required courses to prepare for teaching these courses as a solo instructor.  Ms. LaTourette is scheduled to team teach the required PA 518 course in the fall, 2012 with Drs. Morgan and Shinn.

In addition, the faculty makes use of guest speakers in their courses to support the program's concern for diversity.  These speakers have included:  Dr. Shpressa Halimi, who holds an appointment in Portland State's Institute for Sustainable Solutions and is an adjunct faculty member in the Hatfield School of Government; Dr. Jennifer Allen, Director of the PSU Institute for Sustainable Solutions, and Associate Professor of Public Administration; and Dr. Kristen Magis, who is an adjunct faculty in the Hatfield School and an active consultant with the Center for Public Service on leadership development. Drs. Magis and Ingle have developed a new curriculum on leadership for sustainable development for the Ho Chi Minh National Academy of Politics and Public Administration (HCMA) in Vietnam.

**4.4.2 <u>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...).</u>**

The program's recruitment strategy has benefited from a region-wide desire by public service organizations to accelerate the leadership development of underrepresented populations as a core strategy for more effectively dealing with a more diverse target population served by many of these agencies.  For example, natural resource agencies are seeking to recruit more Native American tribal members.  Social service and public health agencies are seeking to recruit more Hispanics and African Americans into leadership positions.  As a result of these demographic drivers, the EMPA program has

been able to recruit EMPA students into the program from 'underrepresented populations' in larger numbers than the percentage of the general population in the region.  For example, as documented in table 4.4.3a, the program has been composed of 27.5% of underrepresented populations.  This compares to a minority population of 16.78% (Black, Asian, Hispanic, Native American and Asian) for the Metropolitan Statistical Area (Source: U.S. Census, Community Survey, http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_10_1YR_B020 01&prodType=table). The gender breakdown in table 4.4.3a represents a program composition that is 40% male and 60% female.

**4.4.3a Student Diversity (with respect to the legal and institutional context in which the program operates):**

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

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

| 4.4.3a(1) | Self-Study Year Minus 1 Male | Self-Study Year Minus 1 Female | Self-Study Year Male | Self-Study Year Female | Total |
|---|---|---|---|---|---|
| Black or African American, non-Hispanic | 1 | 1 | 0 | 3 | 5 |
| American Indian or Alaska Native, non Hispanic/Latino | 1 | 1 | 0 | 0 | 2 |
| Asian, non Hispanic/Latino | 0 | 0 | 0 | 1 | 1 |
| Native Hawaiian or other Pacific Islander, non Hispanic / Latino | 0 | 0 | 1 | 0 | 1 |
| Hispanic / Latino | 0 | 0 | 0 | 2 | 2 |
| White, non-Hispanic/Latino | 9 | 6 | 4 | 10 | 29 |
| Two or more races, non Hispanic/Latino | 0 | 0 | 0 | 0 | 0 |
| Nonresident Alien | 0 | 0 | 0 | 0 | 0 |
| Race or Ethnicity Unknown | 0 | 0 | 0 | 0 | 0 |

| Total | 11 | 8 | 5 | 16 | 40 |
|---|---|---|---|---|---|
| Disabled | 0 | 0 | 0 | 0 | 0 |
| Status Unknown | 0 | 0 | 0 | 0 | 0 |

### 4.4.3a (2) Provide any additional information regarding the diversity of your student population. (US Based Students).

The EMPA program has had success in recruiting students from under-represented population categories including Black/African Americans and Native Americans. We will continue to work to recruit students from these populations. We will also work to aggressively expand our recruiting among Hispanic administrators to reflect a fast-growing minority category of the Oregon population.

### 4.4.3b Student Diversity (with respect to the legal and institutional context in which the program operates):

The Metropolitan Statistical (MSA) area from which the program draws the majority of its students has a relatively small but growing minority population of 16.78% (Black, Asian, Hispanic, Native American and Asian, mixed races). The breakdown by racial category is 3 percent Black, .5 percent Native American, 5.7 percent Asian, and 7.5 Hispanic/other. (Source: U.S. Census, Community Survey, http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_10_1YR_B020 01&prodType=table.)

### Non-US Based Program: Complete the following table for all students enrolling in the program in the year indicated, enumerating categories of 'diversity' appropriate for your location.

We have no Non-US based students.

### 4.4.3b (2) Provide any additional information regarding the diversity of your student population. (Non-US Based Students).

We have no Non-US based students.

## 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 vales. 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.**

**Part A.  Defining competencies consistent with the mission.  Covers sections 5.1 and 5.2.**

**Section 5.1 Universal Required Competencies**

The EMPA embraces the Public Administration Division's ten competencies.  The Division has compared these ten competencies with the NASPAA required Universal Competencies.  As the table below demonstrates, there is a complete correspondence with NASPAA's five Universal Required Competencies.  In addition to the PA Division Competencies, the EMPA has created three competencies directly related to the EMPA mission.  The EMPA's focus on public service leadership aligns well with the NASPAA Universal required competencies.  When considered in concert with the expressed values and beliefs (see Standard 1.1.5), there is clear evidence that the EMPA program intends to ensure that its graduates possess the NASPAA universal required competencies.

## Summary of Crosswalk Comparison of NASPAA Required Competencies with PA Division Competencies

NASPAA Required Competencies

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

**NASPAA Competencies**

| Division Competencies | NASPAA 1 | NASPAA 2 | NASPAA 3 | NASPAA 4 | NASPAA 5 |
|---|---|---|---|---|---|
| 1. Articulate and exemplify the ethics, values, responsibilities, obligations and social roles of a member of the public service profession. | Yes | Yes | | Yes | Yes |

| | | | | | |
|---|---|---|---|---|---|
| 2. Identify and apply relevant theories and frameworks to the practice of public service leadership, management and policy. | Yes | Yes | Yes | Yes | |
| 3. Respond to and engage collaboratively with diverse local and global cultures and communities to address challenges in the public interest. | Yes | Yes | | Yes | Yes |
| 4. Identify and engage with the key elements of the public policy process. | Yes | Yes | | | |
| 5. Employ appropriate qualitative and quantitative techniques to investigate, monitor and manage resource use. | Yes | Yes | Yes | | |
| 6. Create and manage systems and processes to assess and improve organizational performance. | Yes | Yes | Yes | | |
| 7. Conceptualize, analyze, and develop creative and collaborative solutions to challenge in public policy, leadership and management. | Yes | Yes | Yes | | |
| 8. Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services. | Yes | Yes | Yes | Yes | |
| 9. Demonstrate verbal and written communication skills as a professional and through interpersonal interactions in groups and in society. | | | | | Yes |
| 10. Think critically and self-reflectively about emerging issues concerning public service management and policy. | Yes | Yes | Yes | | |

The section below explicates the relationship implied in the crosswalk table above, and provides a narrative for operationalization.  Further refinement is reflected in course outlines where relevant competencies are refined to meet specific course level learning goals.  These and the evaluation rubrics used in courses are all intended to relate to the competencies related to the EMPA degree program.

**5.1 PART A 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)?**

**"To lead and manage in public governance"**

The EMPA program has adopted the ten competencies developed by the Division of Public Administration for EMPA program graduates as a refinement of the five NASPAA universal competencies. The following EMPA competencies and narrative operationalize the "leading and managing in public governance" NASPAA theme:

1. Articulate and exemplify the ethics, values, responsibilities, obligations and social roles of a member of the public service profession.

2. Identify and apply relevant theories and frameworks to the practice of public service leadership, management and policy.

3. Respond to and engage collaboratively with diverse local and global cultures and communities to address challenges in the public interest.

4. Identify and engage with the key elements of the public policy process.

5. Employ appropriate qualitative and quantitative techniques to investigate, monitor and manage resource use.

6. Create and manage systems and processes to assess and improve organizational performance.

7. Conceptualize, analyze, and develop creative and collaborative solutions to challenge in public policy, leadership and management.

8. Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services.

10. Think critically and self-reflectively about emerging issues concerning public service management and policy.

As reflected in the goals and beliefs statement provided in section 1.2.1 and competencies enumerated above, the EMPA program aims to cultivate public leadership competencies that are informed and guided by the unique values and structures of authority that are distinctive to public and nonprofit leadership in the United States. This setting divides, separates and checks the exercise of political authority, resulting in the creation of multiple layers of governance and the need for intersectoral collaboration.  These conditions require leaders who have the competence to work successfully within traditional organizational hierarchies as well as in horizontal networks that rely on the creation of collaborative agreements across and within sectors in lieu of the exercise of "hard power."

Regardless of the setting and level of organizational responsibility, public service leaders need to understand the values that the American system of divided and balkanized government is intended to serve.   These include legal accountability, the protection of individual liberty and equality under the law. Ethical public service requires an appreciation of the institutional foundations of the governing system and constant reflection on the moral purposes of one's administrative responsibilities.

The EMPA program understands administrative leadership and management to be grounded in a moral framework of American rule of law principles, history, values and institution in order to balance competing public values. Governance involves transforming complex and morally ambiguous situations into shared visions that mobilize collective action. Administrators are adept at working both internally within organizations, externally in situations of fragmented authority and networked partners.  We believe that public service leaders develop high performing teams that in turn generate responsive, effective and accountable public organizations.  Many of the courses in the EMPA curriculum respond to these broad themes including PA 518 Leading Public Organizations.

**5.1 PART Ab 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)?**

**"To participate in and contribute to the public policy process"**

The EMPA program has adopted ten competencies for program graduates as a refinement or the NASPAA universal competencies. The following EMPA competencies and narrative operationalize **"participating in and contributing to the public policy process"**:

1. Articulate and exemplify the ethics, values, responsibilities, obligations and social roles of a member of the public service profession.

2. Identify and apply relevant theories and frameworks to the practice of public service leadership, management and policy.

3. Respond to and engage collaboratively with diverse local and global cultures and communities to address challenges in the public interest.

4. Identify and engage with the key elements of the public policy process.

5. Employ appropriate qualitative and quantitative techniques to investigate, monitor and manage resource use.

6. Create and manage systems and processes to assess and improve organizational performance.

7. Conceptualize, analyze, and develop creative and collaborative solutions to challenge in public policy, leadership and management.

8. Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services.

10. Think critically and self-reflectively about emerging issues concerning public service management and policy.

As reflected in the goals and beliefs statement provided in section 1.2.1 and competencies enumerated above, especially 4 and 6, the EMPA program promotes the view that everyone has the opportunity for public service leadership for the common good, regardless of their formal organizational authority and sectoral responsibility.  In short, everyone has an opportunity to participate in the policy process from where they sit.  The EMPA program believes that in a power shared world, leadership is essential to policy-making and implementation.  Further, understanding governance, the nature, structure and function of the US rule of law system, and the variability from one regime setting to another is the predicate to exercising successful leadership.  Thus, the policy process is a central object of study in the EMPA program with the objective of building related competencies.  Administrators must be able to lead partners and community actors to agreement as the basis for policy action. We understand the leadership and policy process context as especially challenging requiring techniques that cross organizational, sectoral and jurisdictional boundaries.  Effective public service leaders are grounded in public service values and legal principles, but can comfortably respond to complex issues raised by globalization and technological change. We use a comparative approach to develop breadth and flexibility in students' leadership abilities, i.e. international field courses.  All EMPA students take PA 539

National Policy Process, which provides an intensive look into the federal policy systems. Two other required courses, PA 533 Public Policy: Origins and Process, and PA 534 Administrative Law provide a basic foundation in policy development and policy implementation.

**5.1 PART Ac 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)?**

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

The EMPA program has adopted ten competencies for program graduates as a refinement or the NASPAA universal competencies. The following EMPA competencies and narrative operationalize "**To analyze, synthesize, think critically, solve problems, and make decisions** :

2. Identify and apply relevant theories and frameworks to the practice of public service leadership, management and policy.

5. Employ appropriate qualitative and quantitative techniques to investigate, monitor and manage resource use.

6. Create and manage systems and processes to assess and improve organizational performance.

7. Conceptualize, analyze, and develop creative and collaborative solutions to challenge in public policy, leadership and management.

8. Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services.

10. Think critically and self-reflectively about emerging issues concerning public service management and policy.

As reflected in the goals and beliefs statement provided in section 1.2.1, and competencies enumerated above, especially, 2, 5, 6 and 7, the EMPA curriculum assumes that successful public service leadership is a clinical practice. Like all good clinical practices, success requires the synthetic capacity to integrate theory and practice from a variety of disciplinary perspectives including: political science, economics, sociology, law, psychology, history, philosophy and law. These different perspectives are consciously built into the foundational principles of the program's required core courses. For example, the Administrative Theory and Behavior (PA 540) course contrasts a sociological view of organizations with legal, bureaucratic, psychological and political frames of reference. The Human Resource Management in the Public Sector (PA 590) course contrasts behavioral approaches to HR with humanist approaches. The Advanced Budgeting Concepts and Techniques course (PA 583) contrasts an expertise-centered approach to budgeting with the more traditional political approaches that prevail at the Federal and state levels of government. The introductory foundations course PA 518, Leading Public Organizations, helps students understand how these contending models of public service leadership have played out over the course of American history to create enduring tensions that require a moral framework against which the contending models need to be balanced. The EMPA program teaches students the important synthetic role that leaders play in integrating historical, cultural, quantitative, legal, sociological and other information into a meaningful whole that will gain acceptance from internal and external

stakeholders and that can be successfully implemented within organizational and other resource constraints.

Public service leadership requires the exercise of prudential judgment in decision-making particularly when significant discretion is exercised.  Both creative and critical thinking skills are important in problem-solving.  The EMPA program provides extensive treatment of the values basis for the exercise of discretion including Leading Public Organizations (PA 518) and Administrative Ethics and Values (PA 513).  The EMPA assumes basic analytic skills and provides course work in advanced Analytic Method in Public Administration II (PA 552). This foundation includes research design, and basic quantitative and qualitative data analysis techniques.  Application papers and projects in courses provide opportunities for students to develop competency in these areas and demonstrate that competence (PA 533; PA 540 and 545; PA 583; PA 590; PA 539).  The capstone project is analytic, but also integrative and summative, over the curriculum (PA 510/ PA 512).

All courses in the EMPA program are built around the importance of "reflective practice" -- a central theme of the EMPA program as a whole.  By reflective practice we mean the ability to integrate theory into practice and to abstract from practice the enduring leadership principles that are theory-based and evidence-tested.  The program uses three key strategies for cultivating the development of this integrative capacity.  First, the program makes use of "reflective essay" requirements that are part of nearly every course.  Second, the program relies on the use of the Individual Leadership Portfolio requirement to encourage students to capture the theoretical and practical "lessons learned" after the completion of each course.  Finally, the program's reflective practice is the cornerstone of the final capstone project, which requires students to apply what they have learned to a practical administrative problem of their own choosing and to abstract the leadership lessons learned from this exercise.


## 5.1 PART Ad 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)?
### "To articulate and apply a public service perspective"

The EMPA program has adopted ten competencies for program graduates as a refinement or the NASPAA universal competencies. The following EMPA competencies and narrative operationalize **"To articulate and apply a public service perspective":**

1. Articulate and exemplify the ethics, values, responsibilities, obligations and social roles of a member of the public service profession.

2. Identify and apply relevant theories and frameworks to the practice of public service leadership, management and policy.

3. Respond to and engage collaboratively with diverse local and global cultures and communities to address challenges in the public interest.

8. Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services.

As reflected in the goals and beliefs statement provided in section 1.2.1 and competencies enumerated above, the EMPA program teaches students the unique role they play in balancing the competing values that are essential to successfully maintaining the American system of government's commitment to a

regime of ordered liberty.  These values include the need to maintain a system of governance that is simultaneously responsive, protective of minority rights, efficient and energetic in policy execution and sensitive to diverse values of multiple communities across a vast geographic area.  These public values were institutionalized by the founders of the American political system into a unique system of federalism and divided power.  Each generation of public service administrators plays a major role in reshaping the balance among these competing values and in so doing, seeks to build and maintain trust in America's many systems of state and local governance.  An especially important role that administrators play is in educating citizens, elected officials and the public at large on the roles and responsibilities of the public, for-profit and nonprofit sectors which collectively play an important role in promoting the larger public good.  This public service role perspective is the centerpiece of the EMPA program.  It is also the central theme set forth in the *Foundations of Public Service* (M.E. Sharpe, 2008, second edition in production for publication in 2013), jointly authored by several of the EMPA faculty and required reading for all students in the program in PA 518 Leading Public Organizations. Public service values are also the central focus of PA 513 Administrative Ethics and Values, another required course that directly responds to this set of competencies.

## 5.1 PART Ae. 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)?

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

The EMPA program has adopted ten competencies for program graduates as a refinement of the NASPAA universal competencies. The following EMPA competencies and narrative operationalize the competency **"To communicate and interact productively with a diverse and changing workforce and citizenry":**

1. Articulate and exemplify the ethics, values, responsibilities, obligations and social roles of a member of the public service profession.

3. Respond to and engage collaboratively with diverse local and global cultures and communities to address challenges in the public interest.

9. Demonstrate verbal and written communication skills as a professional and through interpersonal interactions in groups and in society.

As reflected in the goals and beliefs statement provided in section 1.2.1 and competencies enumerated above, the program is committed to preparing public servants who have the capacity to lead in an increasingly diverse and power-shared world, both domestically and internationally.  This commitment is reflected in the field experience courses, one in Washington D.C., and the other in a foreign country.  Together these courses help to provide students with tangible examples of the ways in which public servants must use their discretionary authority among a wide variety of roles to exemplify qualities worthy of public trust and confidence, and take the lead in developing public policies and organizations that are fair and equitable.

In addition, the program faculty has made a conscious commitment to address diversity in each of the program's required courses. While there are no dedicated courses that respond specifically to the theme of diversity, the EMPA program recognizes that an ability to work with diverse colleagues and citizens leads to the development of equitable and just organizations and communities.  This theme is woven throughout the leadership courses in the program. The program examines diversity from a domestic perspective, but also applies a comparative perspective gained through the international leadership course experience.  As part of its commitment to addressing the diversity theme, the faculty has made a commitment starting in the fall of 2012 to examine the course content of all required courses to explore opportunities for increasing attention to the diversity theme.

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

**5.2 PART A For each one of the mission-specific competencies required of all students 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.**

The EMPA program has adopted three mission-specific competencies required of all students:

A. Demonstrate what is required to lead at and across the individual, group/team, organization and community levels

B. Demonstrate what is required to lead within a variety of different structures of authority, including the local government, nonprofit, state government, and national and international contexts.

C. Demonstrate creativity in using a variety of leadership approaches to match different types of leadership challenges.

These are elaborated in relationship to program mission and related to student learning outcomes as follows:

A: To lead at and across the individual, group/team, organization and community levels:

The program recognizes that different skills and competencies are needed to lead at different scales and levels of responsibility.  In recognition of this fact, the program systematically cultivates leadership competencies at each of the four levels.  Students are introduced to these levels in the introductory course, PA 518: Leading Public Organizations.  Individual leadership is the focus of PA 517: Leadership Development for Public Organizations, where students participate in a leadership assessment and use the information to start their leadership development portfolio requirement.  Team and group leadership competencies are an important part of the leadership assessment that is undertaken in PA 517.   Skill development at the group and team level are cultivated through group and team exercises that are part of many of the courses as well as the cohort governance activities that an integral part of the student learning activities. The organizational dimension of leadership is the central focus of PA 540:

Administrative Theory and Behavior.  This focus is reinforced in elective courses like PA 545: Organizational Development and PA 510: Strategic Organizational Leadership.

B: To lead within a variety of different structures of authority, including the local government, nonprofit, state government, and national and international contexts.

Students are introduced to their community level leadership role in PA 518: Leading Public Organizations.  A more focused approach on this level of leadership is provided by PA 539: National Policy Process, PA 533: Public Policy: Origins and Process, and PA 534: Administrative Law. These courses demonstrate what is required to lead within a variety of different structures of authority, including the local government, nonprofit, state government, and national and international contexts.  The American system of federalism, separation of powers, and checks and balances creates the need for leaders to operate successfully both within traditional hierarchical structures of authority that rely on formal legal authority, as well as in horizontal structures that require a collaborative approach to the creation of authority that involves partners across jurisdictional, organizational and sectoral boundaries.  The program introduces the importance of this leadership competency in PA 518: Leading Public Organizations.  Students have an opportunity to develop their knowledge and skills in PA 540: Administrative Theory and Behavior, PA 510: Strategic Organizational Leadership, their Leadership Development Portfolio and final capstone project.

C: To creatively use a variety of leadership approaches to match different types of leadership challenges.

Students demonstrate creativity in using a variety of leadership approaches to match different types of leadership challenges.  The leadership development model used by faculty in the EMPA program emphasizes the importance of developing leadership problem-solving skills that distinguish among the following different problem settings:  Simple, Complex, Chaotic, and Wicked.  Simple problems can be addressed with routine administrative approaches, such as paving roads and installing sewer systems.  But these problems can become complex as jurisdictional and intersectoral agreements are needed to acquire the funding and to complete the project.  Some problems may become chaotic, where solutions and even the definition of a problem change dramatically within a short period of time.  For example, how do leaders prepare for a tsunami or the meltdown of a nuclear reactor? Problems become wicked when there are irreconcilable value conflicts and where any single course of action compromises important values and creates results that are not fully known. The spotted owl controversy and restoration of anadromous fish are examples of wicked problems. The program introduces students to the importance of distinguishing among these leadership settings in PA 518: Leading Public Organizations.  Students have an opportunity to further develop their knowledge and skills in PA 517: Leadership Development for Public Organizations, PA 540: Administrative Theory and Behavior, PA 510: Strategic Organizational Leadership, their Leadership Development Portfolio and final capstone Project.

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

None—The EMPA offers no mission specific electives.  The curriculum is designed to meet the learning needs of EMPA students.

**Section 5.3 Mission-specific Elective Competencies (if applicable)**

There are no Elective Competencies.

**5.3 PART A 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.**

There are no Elective Competencies.

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

**5.1-5.3 Part B For each of the listed competencies, please list all relevant required courses. Fill in the table in online self- study.**

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

**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.**

The EMPA program is engaged in ongoing assessment of student learning of all PA Division competencies and all mission-specific required competencies.   The assessment strategy is outlined in Standard 1.3.4 and our approach to aggregating data for measures of program level performance is outlined in Standard 1.3.1.  Our strategy for scheduling assessment over individual student and cohort and program level is outlined below.

**Competencies—Stages of Assessment**

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

| Competency | Learning Outcome(s?) has been defined | Evidence of learning has been gathered | Evidence of learning has been analyzed | Any evidence used to make program decisions | List what required courses cover this competency |
|---|---|---|---|---|---|
| 1. Articulate and exemplify the ethics, values, responsibilities, obligations and social roles of a member of the public service profession. | *Yes* | On-going by competency through end of course evaluations, faculty, student - mentor feedback and informally among cohort learning experience co-producers | On-going from end of course surveys and feedback. See summary spreadsheets and reports | Post hoc course review; periodic EMPA faculty meetings on cohort progress, embedding "Hatfield" video on website; emphasis added in PA 539 | 513 Administrative Ethics and Values, 518 Leading Public Organizations |
| 2. Identify and apply relevant theories and frameworks to the practice of public service leadership, management and policy. (Theory to practice) | Yes | On-going by competency through end of faculty student mentor feedback and course surveys. | On-going from end of course surveys and feedback. | Yes; Post hoc course review; periodic EMPA faculty meetings on cohort progress; Overall review at tend of cohort cycle | 545 Org Development, 540 Admin Theory and Behavior, 583 Advanced Budgeting Concepts and Techniques, 533 Public Policy: Origin and Process, 534 Admin Law, 512 Case Analysis |
| 3. Respond to and engage collaboratively with diverse local and global cultures and communities to | Yes | On-going by competency through end of faculty student mentor feedback and course | On-going from end of course surveys and feedback. | Yes; Post hoc course review; periodic EMPA faculty meetings on cohort progress; | 590 Public Human Resource Mgmt in the Public Sector, 545 Org Development, 517 Leadership Dev. For Public Orgs, |

| | | | | |
|---|---|---|---|---|
| address challenges in the public interest. | | surveys. | | Overall review at tend of cohort cycle | 510 Intl Field Experience |
| 4. Identify and engage with the key elements of the public policy process. | Yes | On-going by competency through end of faculty student mentor feedback and course surveys. | On-going from end of course surveys and feedback. | Yes; Post hoc course review; periodic EMPA faculty meetings on cohort progress; Overall review at tend of cohort cycle | 533 Public Policy: Origins and Process, 534 Admin Law, 539 National Policy Process, 583 Advanced Budgeting Concepts and Techniques |
| 5. Employ appropriate qualitative and quantitative techniques to investigate, monitor and manage resource use. | Yes. | On-going by competency through end of faculty student mentor feedback and course surveys. | On-going from end of course surveys and feedback. | Yes; Post hoc course review; periodic EMPA faculty meetings on cohort progress; Overall review at tend of cohort cycle | 552 Analytic Methods in Public Admin II, 512  Case Analysis |
| 6. Create and manage systems and processes to assess and improve organizational performance. | Yes | On-going by competency through end of faculty student mentor feedback and course surveys. | On-going from end of course surveys and feedback. | Yes; Post hoc course review; periodic EMPA faculty meetings on cohort progress; Overall review at tend of cohort cycle | 540 Administrative Theory and Behavior, 552 Analytic Methods, 583 Advanced Budgeting Concepts and Techniques |
| 7. Conceptualize, analyze, and develop creative and collaborative solutions. | Yes | On-going by competency through end of faculty student mentor feedback and | On-going from end of course surveys and feedback. | Yes; Post hoc course review; periodic EMPA faculty meetings on cohort | 510 Strategic Org Ldrshp, 517 Ldrshp Dev. for Public Orgs, 512 Case Analysis, 533 Public Policy: Origins and |

| | | course surveys. | | progress; Overall review at tend of cohort cycle | Process, 534 Admin Law. |
|---|---|---|---|---|---|
| 8. Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in the delivery of public programs and services. | Yes | On-going by competency through end of faculty student mentor feedback and course surveys. | On-going from end of course surveys and feedback. | Yes; Post hoc course review; periodic EMPA faculty meetings on cohort progress; Overall review at tend of cohort cycle | 510 Strategic Org Ldrshp, 517 Ldrshp Dev. for Public Orgs, 512 Case Analysis, 533 Public Policy: Origins and Process, 534 Admin Law |
| 9. Demonstrate verbal and written communication skills as a professional and through interpersonal interactions in groups and in society. | Yes | On-going by competency through end of faculty student mentor feedback and course surveys. | On-going from end of course surveys and feedback. | Yes; Post hoc course review; periodic EMPA faculty meetings on cohort progress; Overall review at tend of cohort cycle | PA 518 Leading Public Orgs, PA 517 Leadership Dev. for Public Orgs, PA 512 Case Analysis |
| 10. Think critically and self-reflectively about emerging issues concerning public service management and policy. | Yes | On-going by competency through end of faculty student mentor feedback and course surveys. | On-going from end of course surveys and feedback. | Yes; Post hoc course review; periodic EMPA faculty meetings on cohort progress; Overall review at tend of cohort cycle | 517 Ldrshp Dev. for Public Orgs, 512 Case Analysis, 510 Intl Field Experience, 539 National Policy Process |
| A. Demonstrate what is required | *Yes* | On-going by competency | On-going from end of course | Yes; Post hoc course | 517 Ldrshp Dev. for Public Orgs, |

| | | | | |
|---|---|---|---|---|
| to lead at the individual, group/team, organization and community levels. | | through end of faculty student mentor feedback and course surveys. | surveys and feedback. | review; periodic EMPA faculty meetings on cohort progress; Overall review at tend of cohort cycle | 510 Strategic Org Ldrshp, 545 Org. Development, 512 Case Analysis |
| B. Demonstrate what is required to lead within a variety of different structures of authority, including local government, nonprofits, state, national and international contexts. | Yes | On-going by competency through end of faculty student mentor feedback and course surveys. | On-going from end of course surveys and feedback. | Yes; Post hoc course review; periodic EMPA faculty meetings on cohort progress; Overall review at tend of cohort cycle | 517 Ldrshp Dev. for Public Orgs, 510 Strategic Org Ldrshp, 539 National Policy Process, 510 Intl Field Experience, 512 Case Analysis |
| C. Demonstrate creativity in using a variety of leadership approaches to match a given leadership challenge. | Yes | On-going by competency through end of faculty student mentor feedback and course surveys. | On-going from end of course surveys and feedback. | Yes; Post hoc course review; periodic EMPA faculty meetings on cohort progress; Overall review at tend of cohort cycle | 510 Strategic Org Ldrshp, 517 Ldrshp Dev. for Public Orgs, 512 Case Analysis, 533 Public Policy: Origins and Process, 534 Admin Law. |

**Use the box below to provide additional information on the table.**

The EMPA Instructional Assessment System focuses on two levels of analysis: the program/cohort level previously described in Standard 1.0 above, and the course/ individual level detailed in this Standard 5.0. This response focuses on assessment of the course/ individual level. The course/individual level assessment draws from formal and informal data. The formal data is typically quantitative survey data while the informal data is typically qualitative conversation based.

**Quantitative Data Collection:** Data collection is currently at the competency level. The PA Division faculty has developed, fully vetted and adopted 10 universal competencies that correspond to the five NASPAA universal competencies that the EMPA program has adopted. The EMPA faculty has developed three mission-specific required competencies. These competencies are listed in the left hand column of

the above table.  The corresponding courses that most fully cover each competency are listed in the right-most column of the table. The end-of-course survey administered at the close of each course includes questions assessing student perceptions of mastery of related competencies.  A typical end-of-course survey would include questions covering two to six competencies depending on the topics covered in the course.  Data from Divisional  end-of-course surveys is being collected, analyzed and stored for use in course reviews, periodic faculty meetings, end- of- cohort reviews and for scheduled program strategic reviews.

**Qualitative Data Collection:**  Qualitative data on course outcomes and student performance is collected by course instructors, the EMPA program director, and importantly the cohort mentor. The EMPA program is small in size and uses a cohort model.  Each cohort consists of about 20 -25 students allowing for high interaction among students and between students and associated faculty and staff over the life of the cohort.  It results in a high degree of individual student attention.  The cohort mentor communicates regularly with the faculty members instructing courses to provide student feedback, their own perceptions and feedback, and to strategize on student learning within each class and from sequenced class to class. The cohort mentor meets at least once during the quarter and again after the course with the faculty instructor to assess learning. The post-course sessions typically include all EMPA faculty members and also considers the results of the end-of-course survey. This blends qualitative and quantitative data into a final assessment of the course, student performance and progress toward competencies and program goals. Depending on student progress through the material, upcoming courses are adjusted to provide necessary review, new material presentation, or advanced treatment of course topics.  This blended approach also provides confidential and anonymous opportunities for feedback as well as for collective feedback.

The goal of the EMPA faculty in coming years is to develop refined course-level learning objectives, assessments, and rubric standards. We will do this on a rotating basis over the coming years as indicated in Table A. We began this year to develop course-level learning objectives and measures for the courses related to competencies related to ethics and governance (PA 513 and PA 518).  Once this work is completed, we will move forward in subsequent years to cover all the other EMPA core courses.  While very few students take elective courses, almost all students move through the course list as a cohort.

As the faculty works through each course and develops documentation for the refined learning outcomes, assessments and rubrics, we will modify the end-of-course survey questions and the program level surveys.  Data collected from the refined assessments and rubrics will be analyzed and used by faculty in course design and improvement of pedagogy in both the short-term, and for the next program level review.

| Table A | |
|---|---|
| **Schedule for Course Level Instruction and Program Reviews** | |
| **Year** | **Course/ Topics** |
| 0 (2011-2012) | Self Study Year |
| 1 (2012-2013) | Visitation Year; Complete course reviews for **Ethics and Governance** theme: PA 513 Administrative Ethics and Values PA 518 Leading Public Organizations (Develop learning outcomes, course content, presentation, activities, assessments, rubric) |
| 2 | Review courses for **Leadership** theme: |

|  | |
|---|---|
| | PA 510 Strategic Organizational Leadership<br>PA 517 Leadership Development for Public Organizations<br>PA 539 National Policy Process<br>PA 545 Organizational Development<br>Aspects of other courses (e.g. 518 and 512) that indirectly contribute  (Develop learning outcomes, course content, activities, assessments, rubric) |
| 3 | Review courses for the **Organizations** theme:<br>PA 540 Administrative Theory and Behavior<br>PA 545 Organizational Development<br>PA 590 Human Resource Management in the Public Sector<br>(Develop learning outcomes, course content, activities, assessments, rubric) |
| 4 | **Program level strategic review:** review mission, vision, beliefs, program goals and competencies<br>Review courses for the **Systems** theme:<br>PA 552 Analytic Methods in Public Administration II<br>PA 583 Advanced Budgeting Concepts and Techniques<br>(Develop learning outcomes, course content, activities, assessments, rubric) |
| 5 | Review courses for the **Policy** theme:<br>PA 533 Public Policy: Origins & Process<br>PA 534 Administrative Law<br>PA 539 National Policy Process<br>Aspects of PA 583 Advanced Budgeting Concepts and Techniques<br>(Develop learning outcomes, course content, activities, assessments, rubric) |
| 6 | Review courses for the **Integrative** theme<br>PA 512 Case Analysis<br>PA 510 Advanced Case Analysis<br>PA 510 International Field Experience<br>PA 539 National Policy Process<br>(Develop learning outcomes, course content, activities, assessments, rubric) |
| 0 | Self Study Year<br>**Program level strategic review**: review mission, vision, beliefs, program goals and competencies |

The EMPA program in its current configuration has graduated three cohorts with others in various stages of progress.  As the Division of Public Administration has only recently approved the list of ten competencies as reflected in this SSR and the EMPA faculty has only recently approved the mission specific competencies associated with the specific mission, we are in the early stage of collecting data against this competency template.  At this early stage, we are focused on executing our learning design in a reflexive manner.  This includes collecting data, analyzing results and monitoring for shortcomings and successes.  We should also stress that where student feedback has identified major difficulties and concerns with program design and effectiveness, we have moved quickly to revise our program, curriculum and instruction.  Table A above indicates that we will perform a program level strategic review in about year 4. We will draw on the evidence of learning success from course-level data, program level survey data, and recommendations from employers and the EMPA Advisory Committee as a basis for program level reforms in year 4.

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

**Universal Required Competencies: One Assessment Cycle**

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

**5.1 PART Ca Briefly describe for one of the Required Universal Competencies, one complete cycle of assessment of student learning.**

**<u>Indicate which competency is being chosen and give the definition of student learning outcome for the competency being assessed.</u>**

> NASPAA Competency 4: To articulate and apply a public service perspective.
>
> Public Administration Division Competency 1: Articulate and exemplify the ethics, values, responsibilities, obligations and social roles of a member of the public service profession.

Definition: Public service leadership needs to be guided by the ethical values unique to America's multiple political systems.  These include legal accountability, the protection of individual liberty and equality under the law. Ethical public service requires an appreciation of the institutional foundations of the governing system and constant reflection on the moral purposes of one's administrative responsibilities.

**5.1 PART Cb Briefly describe for one of the Required Universal Competencies, one complete cycle of assessment of student learning.**

**<u>Evidence of learning that was gathered.</u>**

Evidence was gathered formally and informally.  The end-of-course evaluation provides data.  End-of-program capstone competencies also tap the entire suite of competencies from which data for Competency 1 can be drawn.  Recently developed exit surveys tap the underlying concerns of public service values.   As suggested above, interaction during the instruction of competency related courses, especially PA 518 Leading Public Organizations and PA 513 Administrative Ethics and Values, provides informal evidence.  Added to this informal evidence is the feedback gathered by the EMPA program director and the cohort mentor.  Other faculty and related staff also collect information.  For example, in the closing dinner for the National Policy Process seminar (PA 539), staff and faculty associated with the course heard direct testimony from students describing their deepened appreciation of "Hatfield Values of Public Service" and that a top takeaway from the week-long seminar was a personal recommitment to public service.  This reflective process is repeated at the close of the program when students make

their final capstone presentation, which includes summary "take-aways" on the leadership role and values they have acquired over the course of their EMPA program.

**5.1 PART Cc Briefly describe for one of the Required Universal Competencies, one complete cycle of assessment of student learning.**

**How evidence of learning was analyzed?**

See course evaluation summary sheets and exit surveys. The staff summarizes end of course evaluations.  This information is then reviewed discursively with EMPA faculty in periodic meetings where informal information is integrated with the quantitative information.  This provides faculty, the program director and the cohort mentor with a synthesis of the evidence related to the competency.

**5.1 PART Cd Briefly describe for one of the Required Universal Competencies, one complete cycle of assessment of student learning.**

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

As suggested in the description of the assessment process, the EMPA program has constant feedback loops building into the cohort-delivered program.  Even within a single instructional session, there are opportunities for the cohort mentor to provide the instructor with feedback.  Class session by session adjustments are often made to meet the learning needs of students.  Between sequenced classes instructional faculty, the program director and the cohort mentor interact over the ongoing learning of the students in the cohort.  End of cohort review, or "lessons learned" gathered in one cohort to implement in the next provide opportunities for improving linkages across courses related to particular competencies.  A specific example is the recognition following the first cohort's National Policy Process seminar (PA 539) that the seminar provided an excellent opportunity to emphasize the Hatfield Legacy specifically in terms of his integrity, courage, emphasis on the public good and commitment to public service.  We increased the program emphasis on the Hatfield Legacy, looked for ways to involve students in Hatfield related events, and highlighted the video record of long serving Hatfield staffers reflecting on the Senator, his service and his values.

**Mission-Specific Required Competencies: One Assessment Cycle**

**5.2 PART Ca Briefly describe for one of the Mission-Specific Competencies, one complete cycle of assessment of student learning.**

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

**EMPA Competency B.**  Demonstrate what is required to lead within a variety of different structures of authority, including the local government, nonprofit, state government, and national and international contexts.

The program recognizes the importance of leadership in a wide range of organizational and institutional contexts. This competency directly responds to the program vision that calls for leadership in multi-level and multi-institutional systems. The program builds this broad context of leadership through course work, the national policy process field trip to Washington D.C., and the international field experience.

Competency B is operationalized in course outlines; i.e. PA 518 Leading Public Organizations; PA 534 Administrative Law, PA 539 National Policy Process, and PA 510(s) International Field Experience.

**5.2 PART Cb Briefly describe for one of the Mission-Specific Competencies, one complete cycle of assessment of student learning.**

**Evidence of learning that was gathered.**

As outlined above, competency evidence is gathered both formally and informally in the EMPA program. For formal evidence gathered, see end of course surveys for courses related to this competence; and PA 510/512 Advanced Case Analysis/Case Analysis.  In the summative courses all competencies are assessed for end of program achievement.  Informal evidence was gathered during and following each course through discussions among instructional faculty, and discussions between cohort students and the program director and between cohort students and the cohort mentor.

**5.2 PART Cc Briefly describe for one of the Mission-Specific Competencies, one complete cycle of assessment of student learning.**

**How evidence of learning was analyzed?**

Formal evidence is analyzed by the staff at the end of each course and made available to instructors, EMPA faculty, the program director and the cohort mentor.  Informal evidence is analyzed discursively in course wrap-up discussions and at periodic EMPA faculty meetings in which students have representation.

**5.2 PART Cd Briefly describe for one of the Mission-Specific Competencies, one complete cycle of assessment of student learning.**

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

Early cohort feedback showed that the PA 539 National Policy Process seminar was vital in developing an understanding of not only national level administration and policy, but also to extend understanding of state and local governments, the role of special districts and the various ways nonprofit organizations contribute to policy-making and implementation.  The PA 539 National Policy Process seminar is now built into the EMPA fee structure and expected of all EMPA students.  This is just one example of how evidence was used for program changes.

**5.3 PART C Mission-Specific Elective Competencies: One Assessment Cycle (If applicable)**

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

No Mission-Specific Required Competencies

**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.**

The EMPA assumes that students have an understanding of professional practice as a result of the requirement of a minimum of 10 years of public service professional experience. The related chart reflects the program-related opportunities; however, like the decision to have no internship or placement requirement in this program, there are few requirements to engage in professional practice activities because the EMPA students are engaged in such activities as a part of their employment. The program does encourage students to engage in career and leadership development opportunities throughout the program and makes available a rich tapestry of instructors, guests, and visiting leaders to further such goals. Similarly, field-based courses in Washington, D.C. and in international settings ensure exposure to learning opportunities regarding professional practice.

However, it is from peer learning that EMPA students have the greatest exposure to practitioners across the broad range of public affairs, administration and policy professions and sectors. Cohorts typically include students from a range of policy domains (i.e. housing, transportation, human services, health, natural resources, education, public safety, criminal justice); from all levels and types of government (tribal, federal, state and varies types of local governments); and from all sectors of the political economy (public, nonprofit, special districts, private). This variety of backgrounds provides students with opportunities to learn more broadly about public service and the professional practice associated with leading in public service.

**Section 5.4 Professional Competence**
**5.4 Provide information on how students gain an understanding of professional practice. Fill in the table online by indicating for each activity whether it is**
**In the following table, please indicate for each activity whether it is**

**(R) required of all students,**
**(F) students have frequent opportunities to participate in or with,**
**(S) students seldom have such opportunities to participate in or with, or**
**(N) it is not usually available to students to participate in or with**

| | | |
|---|---|---|
| **Attending formal meetings (e.g. planning board)** | | |
| | | (R) required of all students, |

|  |  |  |
|---|---|---|
|  |  | (F) students have frequent opportunities to participate in or with, |
|  |  | (S) students seldom have such opportunities to participate in or with, or |
|  | X | (N) it is not usually available to students to participate in or with |
| **Case studies** |  |  |
|  |  | (R) required of all students, |
|  | X | (F) students have frequent opportunities to participate in or with, |
|  |  | (S) students seldom have such opportunities to participate in or with, or |
|  |  | (N) it is not usually available to students to participate in or with |
| **Externally-based projects (e.g., student consulting)** |  |  |
|  |  | (R) required of all students, |
|  | X | (F) students have frequent opportunities to participate in or with, |
|  |  | (S) students seldom have such opportunities to participate in or with, or |
|  |  | (N) it is not usually available to students to participate in or with |
| **Guest lectures** |  |  |
|  |  | (R) required of all students, |
|  | X | (F) students have frequent opportunities to participate in or with, |
|  |  | (S) students seldom have such opportunities to participate in or with, or |

| | | |
|---|---|---|
| | | (N) it is not usually available to students to participate in or with |
| **Internships** | | |
| | | (R) required of all students, |
| | | (F) students have frequent opportunities to participate in or with, |
| | | (S) students seldom have such opportunities to participate in or with, or |
| | X | (N) it is not usually available to students to participate in or with |
| **Instructors from the profession (Adjunct or part-time instructors)** | | |
| | X | (R) required of all students, |
| | | (F) students have frequent opportunities to participate in or with, |
| | | (S) students seldom have such opportunities to participate in or with, or |
| | | (N) it is not usually available to students to participate in or with |
| **Presentations of student work to practitioner panels or juries** | | |
| | X | (R) required of all students, |
| | | (F) students have frequent opportunities to participate in or with, |
| | | (S) students seldom have such opportunities to participate in or with, or |
| | | (N) it is not usually available to students to participate in or with |
| **Professional meeting participation (APPAM,** | | |

| | | |
|---|---|---|
| **ASPA, etc)** | | |
| | | (R) required of all students, |
| | X | (F) students have frequent opportunities to participate in or with, |
| | | (S) students seldom have such opportunities to participate in or with, or |
| | | (N) it is not usually available to students to participate in or with |
| **Service Learning** | | |
| | | (R) required of all students, |
| | X | (F) students have frequent opportunities to participate in or with, |
| | | (S) students seldom have such opportunities to participate in or with, or |
| | | (N) it is not usually available to students to participate in or with |
| **Simulations** | | |
| | | (R) required of all students, |
| | X | (F) students have frequent opportunities to participate in or with, |
| | | (S) students seldom have such opportunities to participate in or with, or |
| | | (N) it is not usually available to students to participate in or with |
| **Team Based Problem Solving** | | |
| | X | (R) required of all students, |
| | | (F) students have frequent opportunities to participate in or with, |

| | | |
|---|---|---|
| | | (S) students seldom have such opportunities to participate in or with, or |
| | | (N) it is not usually available to students to participate in or with |
| **Volunteer work (paid or unpaid)** | | |
| | | (R) required of all students, |
| | X | (F) students have frequent opportunities to participate in or with, |
| | | (S) students seldom have such opportunities to participate in or with, or |
| | | (N) it is not usually available to students to participate in or with |
| **Other** | | |
| | | (R) required of all students, |
| | | (F) students have frequent opportunities to participate in or with, |
| | | (S) students seldom have such opportunities to participate in or with, or |
| | | (N) it is not usually available to students to participate in or with |

## Standard 6. Matching Resources with the Mission

**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.**

**6.1a1 The program should document its overall budget and budget trends for the SSR year and two preceding years, and document that the program has financial resources sufficient to support its stated objectives. Programs do not need to itemize salaries, equipment, supplies, travel, etc., but the SSR should include a brief narrative regarding how budget trends (for example, in the areas of salaries, travel, and assistantships/scholarships) affect the program's ability to pursue its mission and engage in continuous programmatic improvement. For each of the following resource categories, please indicate whether those resources have been increasing, remaining relatively stable, or decreasing relative to the size of the program over the period of time covered by the self study report (self study year and two preceding years).**

| If available, please provide the budget of the degree seeking accreditation | $574,141 |
|---|---|
| Overall budget for program | increasing |
| Faculty Salaries for Full Time | increasing |
| Faculty Salaries for Professional Adjuncts and Part Time Instructors | increasing |
| Faculty Travel | increasing |
| Assistantships and Other Forms of Student Support | increasing |

**6.1a2 Provide a brief narrative describing the extent to which the budget trends documented in the self-study are adequate to support the program mission.**

Since the program is operated on a self-support basis, all revenues collected from tuition and fees are used to support program operations.  The annual budgets we have posted as part of this self-study reflect the combined annual budgets for two cohorts, one that is half-way through the completion of the degree program and the other that is in its first year of course-work.   The program has experienced a steady growth in its gross revenue over the last three years of operation.  This reflects a combination of growth in enrollment and modest increases in tuition.  The fees collected for books and travel are dedicated funds under Oregon law, which means they are not used to subsidize other program operations.  Travel revenues declined in 2012 because of a program decision to have students book their own overseas travel to better accommodate their desire for greater flexibility in coordinating with their personal travel plans both during the pre- and post-trip course periods.

With the growth in revenue has come a growth in expenses, some of which reflect unit cost increases, but most of which reflect investments to improve program quality and marketing.  The growth in revenue has also enabled the program to invest in alumni development to better meet the needs of EMPA alums, an initiative to evaluate degree delivery options to reach rural parts of the state, and the

opportunity to consider hiring a writing coach to meet the specific needs of EMPA students whose writing skills need improvement.

The program budget incorporates an indirect cost rate of 16% to 18% that is charged by the University on the expenditures for all self-support activities and 20% that is charged by the Center for Public Service.  These indirect costs cover expenses for faculty offices, telephones, computer network service and support and administrative infrastructure costs, such as the registrar's office, the business office and the alumni office.

**6.1b Resource Adequacy: Program Administrator**

**6.1b1 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) | X |
| Designated GA support is provided to program administrator(s) | X |
| Designated staff support is provided to program administrator(s) | X |
| Program administrative duties are assigned to a tenured faculty member | X |
| Other (describe) | X |
| A program director has been hired to provide administrative oversight of the program.  The current director is Professor Emeritus Douglas Morgan, who played a key leadership role in creating the new 45 Quarter hour degree program and the new Center for Public Service.  The Division and the Center for Public Service are mindful of succession planning necessary to ensure continued success. | |

**6.1b2 Describe how the arrangements provided for program administration are consistent with the mission of the Program and are adequate. Limit of 250 words. Also answer drop down questions on self-study.**

The program has complete independence over its budget and with this independence enjoys the freedom to hire the number and quality of staff needed to operate the program at a high level of quality and with the kinds of experience and expertise needed to maintain high levels of credibility with public agencies and experienced practitioners in the region.  As a self-support program, the tuition level is set to accommodate a high level of support.  The self-support status provides insurance that the fees and tuition collected for the program will be reinvested to support program delivery. In fact it is this very

independence that allows us to run a successful EMPA as we would not have that flexibility if this were within the usual university operating procedures.

## 6.1c Resource Adequacy: Supporting Personnel

**6.1c1 Adequate secretarial and clerical personnel should be available to enable the program to meet its educational objectives. Describe the secretarial and clerical assistance available to program faculty and administration. Additional administrative functions, such as student recruitment, placement director, internship supervision, placement, and alumni relations can be provided in a variety of ways. In this section of the SSR, the Program is asked to identify how those services are provided and then to summarize the extent to which those arrangements are adequate for the program's mission. For each of the following functions/positions, please indicate how such services are provided to the program: (drop down menus with the options listed in parentheses after each.)**

**For each of the same aspects of the program, please provide an assessment of the level of program support:**

| Clerical Support | Allows for continuous  program improvement |
|---|---|
| Student Recruitment | Allows for continuous program improvement |
| Internship Placement and Supervision | Allows for continuous program improvement |
| Placement of Graduates | Allows for continuous program improvement |
| Alumni Relations/Services | Allows for continuous program improvement |

**6.1c2 <u>Explain how both the structural arrangements and the levels of support for program administration identified above are adequate an appropriate given the program's mission. Limit of 250 words. Also answer drop down questions on self-study.</u>**

The program operates on the philosophy that executive level students should not be burdened with excessive paperwork, but should spend their time on course assignments and developing their intellectual capacity, knowledge and skills as leaders.  Accordingly, we complete the students' paperwork that is required for course registration, graduation and other administrative transactions for successful completion of their degrees.  We also provide them with books, parking, refreshments and occasional lunches during the all-day Saturday class sessions. We have sufficient clerical staff support to provide this high level of student service as well as the resources for recruitment, advertising and organizing networking functions for our EMPA graduates and current cohort participants.  While resources are adequate, there is the need to improve the efficiency and effectiveness in the allocation of these resources.

Program support provided to students includes career development and placement assistance. While nearly all students are successfully employed upon entering the program, some are seeking career transition or assistance in finding positions that meet their leadership goals.  The program provides students with assistance in the following ways:  1. Faculty advisors and their network of community

contacts are made available to students; 2. Cohort and program alumni are actively used to assist fellow students with job placement and advancement; 3. The cohort mentor has extensive contacts with agencies in the region.  His knowledge, experience and skills are used to assist students with their career development aspirations; 4. The Leadership Development Portfolio required of all students serves as an important vehicle for structuring and organizing each student's leadership skills in ways that best match their career aspirations.

**6.1c3 For each of the following functions/positions, please indicate how such services are provided to the program:**

| Clerical Support | more than 1 FTE of clerical support for the program |
|---|---|
| Recruitment Coordinator | assigned to the program administrator |
| Internship Coordinator | not applicable/ no internship program |
| Placement Director | this function is performed as outlined above in the narrative for **6.1c2** |
| Alumni Relations /Services | the program director and program coordinator have joint responsibility for organizing and supporting program alumni |

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

**6.1d (1) 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.**

The director of the EMPA program is in charge of staffing course instruction.  The director follows the Public Administration Division program practice of a seven course teaching load that assumes that faculty will have adequate time for teaching, student advising, research and scholarship, and service. The director has the resources needed to hire fully qualified full- and part-time faculty, and to purchase the release time of faculty members in the Public Administration Division.  Three faculty members who teach in the EMPA program (Cooper, Nishishiba, and Shinn) hold tenure-track appointments in the Public Administration Division, but summer support and other salary arrangements are made with the Center for Public Service in exchange for their EMPA teaching and advising services.  Four faculty members (Ingle, Jones, LaTourette [effective Fall 2012] and Morgan) are long-term contract employees in the Center for Public Service and have faculty appointments in the Public Administration Division. Four faculty are adjuncts (Larsen, Mogren, Lazenby and Kass) and are paid as much as is allowed for teaching in the EMPA program.  In short, teaching load policies have not been a barrier to providing high quality faculty resources in the EMPA program. In turn, faculty holding tenure track appointments in the Public Administration Division have been fully supported by their Divisional colleagues for their service to the EMPA program.

**6.1d (2) Indicate how many times during the self-study year and two preceding years that a member of the nucleus faculty taught more than the teaching load prescribed in the policy above.  For the last**

**two such instances, provide a brief explanation of the circumstances and rationale for the increased teaching load, and how the teaching overloads supported the mission of the program.**

Only one faculty member per year has taught in the EMPA program on an overload basis and that decision has been made to support the strong personal preference of the faculty member.

**6.1d (3) Fill in table providing information on the self-study year and two preceding years of how frequently required courses were offered?**

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

|  | Required Course (list them by course catalogue name and number) | Frequency |
|---|---|---|
| Course 1 | PA 513: Administrative Ethics and Values | One quarter per year |
| Course 2 | PA 518: Leading Public Organizations | One quarter per year |
| Course 3 | PA 533: Public Policy: Origins and Process | One quarter per year |
| Course 4 | PA 534: Administrative Law | One quarter per year |
| Course 5 | PA 540: Administrative Theory and Behavior | One quarter per year |
| Course 6 | PA 545: Organizational Development | One quarter per year |
| Course 7 | PA 552: Analytic Methods in Public Administration II | One quarter per year |
| Course 8 | PA 583: Advanced Budgeting Concepts and and Techniques | One quarter per year |
| Course 9 | PA 590: Human Resource Management in the Public Sector | One quarter per year |
| Course 10 | PA 510: Advanced Case Analysis | One quarter per year |
| Course 11 | PA 512: Case Analysis | One semester, session, or quarter per year |

**6.1d(4) 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. Fill in table in the online self**

**study. Count only distinct courses; do not double count multiple sections of the same course offered in the same semester/session/quarter.**

The EMPA program offers no specialization.

**6.1d (5) Explain how the frequency of course offerings for required and specialization courses table 6.1d (4) 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.**

Because the EMPA course is delivered on a cohort basis with classes being scheduled sequentially, courses are offered to meet the curriculum needs of cohort members.  This means there is little likelihood of a student being unable to participate in a course that they need to take.  Two exceptions may arise.  First, a student may opt out of taking a class for professional or personal reasons (for example, a student may be assigned to a work detail that takes them out of the state, family emergencies may need attention, or there might be a need to adjust to special workload considerations with the student's organization).  Second, a student may come into the EMPA transferring credits from other programs.  In these cases students have several options.  A student can arrange to take a class with another EMPA cohort or take the missed class as a part of a regularly scheduled Public Administration course offered during weeknights.  These are exceptional cases and each is treated individually.

**6.1e Briefly describe why you think your program fits into the category chosen in the drop down menu on the online self study for adequacy of information technology.**

The EMPA program is supported by Portland State University's standard IT services. The basic requirements and services include: classroom teaching technology; university social media networks, calendar and email services; closed access networks with shared internal drive access for faculty and staff to save important information; necessary software package licenses on faculty or staff request; Desire 2 Learn (D2L) online instruction software that supports an online component to instruction; electronic access to university library content and services.  When any problems occur for accessing these resources, the University's Office of Information Technology, D2L team members, and library team are available to resolve problems (http://oit.pdx.edu/).  All nucleus faculty members have a university provided computer, network access and IT accounts, and all adjunct faculty members have IT accounts and access to a university desktop computer for communication, class preparation and scholarship.  EMPA students have IT accounts for on and off-campus access, D2L access, electronic access to library resources, and access to student computer labs and printers.

**6.1f Briefly describe why you think your program fits into the category chosen in the drop down menu on the online self study for adequacy of library access.**

The EMPA faculty and students have full access to the Portland State University Millar Library and its resources. The library is sufficiently developed to fully support graduate level instruction, and advanced research and scholarship.  The library has a strong collection of books, journals, monographs, references materials and electronic databases in public administration, health administration, nonprofit management, and public affairs and policy.  The library appoints a subject area librarian who specifically

attends to the needs of faculty and students in the College of Urban and Public Affairs including the EMPA program.  Additionally, PSU is a repository for public documents.  The Millar Library participates in the Pacific Northwest (OR & WA) regional inter-library network and makes an extensive list of journal publications available electronically at no direct cost to faculty and students. The library also serves as a published document repository for PSU faculty members (http://library.pdx.edu/).  The College of Urban of Public Affairs (CUPA) also maintains a library of professionally related materials available to students in the Executive MPA program among other students in CUPA.

**6.1g Briefly describe why you think your program fits into the category chosen in the drop down menu on the online self-study for adequacy of your program's classroom sizes, configuration, and technological capacity.**

The cohort model of delivery allows for scheduling selected classroom space adequate to meet the needs of EMPA students.  With classes offered on Saturdays during the day, the EMPA program is in a favorable position with regard to competition for classroom space.  PSU is growing in size with a commitment to building new and rebuilding existing space to high environmental standards as well as standards for learning.   Day-long teaching requires space that can be flexibly arranged as well as extra space for learning materials, teaching supplies and support items.  Classrooms used all have appropriate learning technology.

**6.1g(2) Briefly describe why you think your program fits into the category chosen in the drop down menu on the online self study for adequacy of space provided and privacy for student counseling, course preparation, research, and other faculty responsibilities.**

The Mark O. Hatfield School of Government moved into a new building, the Urban Center, in 2000.  The building is an award-winning signature building on campus housing a mix of office, research, and teaching space.  The EMPA uses classrooms across campus as well as those in the Urban Center.  Full-time faculty are given designated individual office space.  Adjunct faculty and some staff have shared space adequate to the tasks listed in 6.1f (2). That said, PSU is growing in all aspects of its mission with space always at a premium.

The cohort model relies on full day Saturday class meetings, which means that meetings with individual students are individually arranged to accommodate the convenience and preferences of students.  Often these meetings take place in coffee bars and restaurants on campus or in faculty offices.  PSU is an urban university with commercial space on the first floors of many of our buildings, so such informal meetings may be quite close to classrooms or offices.  The Center for Public Service has space that can be allocated for specific purposes listed above, i.e. research, policy projects, and student support.  Adjunct faculty are assigned the use of offices on a shared-use basis.  Most of the adjuncts involved with the EMPA are involved with other CPS activities and may have permanent office space related to CPS.  Students in the EMPA program have access to all university facilities and services available to other graduate students including counseling, support centers, and recreation facilities.  Because some of these service centers and facilities are not open on the weekends, EMPA students need to make special arrangements or adjustments in their personal schedules to access such services.  Staff related to the EMPA can assist students in making such arrangements and gaining access.

## Standard 7.  Matching Communications with the Mission.

**Mission-Linked Public Data Reporting**
**7.1 Fill in tables as listed**

This section includes primarily links to the website for NASPAA's reference of which has been entered to the online self-study.

# APPENDIX A (Exemplary Faculty Activities)

| Name | Research or Scholarship |
|------|------------------------|
| **Matthew Jones** | Ed Downey, Carl D. Ekstrom and Matthew A. Jones (Eds.). (2011). E-Government Website Development: Future Trends and Strategic Models. Hershey, PA: IGI Global.<br><br>Ed Downey and Matthew A. Jones (Eds.). (2012). Public Service, and Web 2.0 Technologies: Future Trends in Social Media. Hershey, PA: IGI Global.<br><br>Nishishiba, M., Jones, M. & Kraner, M. (under contract). A Case Study Approach to Research Methods in Public Administration and Non-profit Management. Thousand Oaks, CA: Sage Publications.<br><br>The following are publications:<br><br>Jones, M. and de Guzman, M. (2011). E-policing: The value of police websites for citizen empowered participation. in E. Downey, C.D. Ekstrom and M. A. Jones (Eds.), E-Government Website Development: Future Trends and Strategic Models. Hershey, PA: IGI Global.<br><br>Jones, M. and de Guzman, M. (2012). Using Web 2.0 as a Community Policing Strategy: An Examination of the United States Municipal Police Departments. in E. Downey & M. Jones (Eds.), Public Service, and Web 2.0 Technologies: Future Trends in Social Media. Hershey, PA: IGI Global.<br><br>de Guzman M. & Jones. M. (2012) E-Policing: Environmental and organizational correlates of police website development. International Journal of Electronic Government Research 8 (1), 64-82. |
| **Douglas Morgan** | "Beyond New Public Governance", with Bao, Larsen and Wang. Forthcoming in Administration and Society, November 2012.<br><br>Foundations of Public Service, with Green, Shinn and Robinson, M.E. Sharpe, 2008, second edition in publication for release in 2013.<br><br>New Public Governance: A Regime-Centered Perspective, with Brian Cooke, accepted for publication by Francis and Taylor<br><br>Handbook on Local Public Budgeting with Robinson, Strachota and Hough. M.E. Sharpe. scheduled for publication in 2012<br><br>Leading from Where You Sit: Public Service Leadership with Shinn and Ingle, M.E. Sharpe, scheduled for publication in 2014. |

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|---|---|
| **Marcus Ingle** | Leading from Where You Sit, with Morgan and Shinn, under contract for publication by M.E. Sharpe in 2014.<br><br>With Masami Nishishiba, Hisao Tsukamoto and Mari Kobayashi. 2007. Project Management Toolkit: A Strategic Framework for New Local Governance. The Tokyo Foundation, published simultaneioursly in English and Japanese.<br><br>With Shpresa Halimi. 2009. Tools for Community Based Environmental Management in Vietnam: The CBEM Toolkit. Executive Leadership Institute and the National Policy Consensus Center, Portland State University, 2005.<br><br>Numerous conference papers on curricular design and strategies for leadership development:<br>Ingle, Marcus; Dinh, Bui Phuong & Huan, Dang Van. 2011. "The EMERGE Public Leadership Framework and Tools in Practice: An Educational Partnership Case Application in Vietnam" International Conference on Leadership and Governance Performance, Portland, Oregon, Ocober 1-2, 2011.<br><br>Myint, Phyusin & Ingle, Marcus. 2011. "Repatriating EMERGE Concepts and Practices from Vietnam for Innovative Public Leadership Approaches in Portland and Oregon". International Conference on Leadership and Governance Performance, Portland, Oregon, Ocober 1-2, 2011. |
| **Phillip J. Cooper** | "The Duty to Take Care: President Obama, Public Administration, and the Capacity to Govern," Public Administration Review 71 (Jan./Feb. 2011):7-18. One senior scholar is invited by PAR in each presidential administration to assess the President's first term from a public administration perspective. This article reflects that invitation. |
| **Masami Nishishiba** | Nishishiba, M. (2012). Local Government Diversity Initiatives in Oregon: An Exploratory Study. State and Local Government Review State and Local Government Review, 44(1), 55-66. Nishishiba, M. (Principal)<br><br>with Douglas Morgan and Margaret Banyan. 2012. "Looking Back on the Founding: Civic Engagement Traditions in the United States" in The State of Citizen Participation in America, Edited by Hindy Lauer Schachter and Kaifeng Yang, New York: Information Age Publishing, 21-52. |

| Craig Shinn | With Morgan, Green and Robinson. 2013. Foundations of Public Service, second edition in publication with M.E. Sharpe

With Morgan and Ingle, Leading from Where You Sit, scheduled for publication with ME Sharpe in 2014.

With Shpressa Halimi, "Multi-level environmental governance: Lessons learned from the management of large scale conservation programs" in A Regime-Centered Approach to New Public Governance, accepted for publication by Francis and Bacon. |
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