

Program Fact Sheet

Self Study Year

2018-2019

1. Title of Degree

Executive Master of Public Administration

2. Organizational Relationship of the Program to the Institution

In a Department of Public Administration

3. Geographic Arrangement Program Delivery

Main Campus

4. Mode of Program Delivery (check all that apply)

In Person Instruction with online coursework available

5. Number of Students in Degree Program (Total, Fall of Self Study Year)

46

6. Ratio of Total Students to Full Time Nucleus Faculty

5.75

7. Number of Semester Credit Hours Required to Complete the Program

30

9. List of Specializations

None

10. Mission Statement

The Department of Public Administration at Portland State University is dedicated to preparing individuals to practice ethical, competent and effective public service in a range of roles in policy, management, and leadership. We seek to improve practice by facilitating learning through community engagement, promoting scholarship and encouraging reflection as we develop and work with leaders and professionals representing diverse communities across all domains of public service.

11. Indicate how the program defines its Academic Year Calendar (for the purposes of the Self Study Year) Other (please specify)

Other Academic Calendar Year

Fall, Winter, Spring, Summer

12. Language of Instruction

English

*To calculate the Ratio of Total Students to Full-Time Nucleus Faculty , divide the program's total number Students enrolled in the program by the total number of Full-Time Nucleus Faculty. For example, for a program with 20 nucleus faculty and 156 students, the ratio would be 7.8.

Preconditions

Preconditions for Accreditation Review

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

1. Program Eligibility

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

2. Public Service Values

The mission, governance, and curriculum of eligible programs shall demonstrably emphasize public service values. Public service values are important and enduring beliefs, ideals and principles shared by members of a community about what is good and desirable and what is not. They include pursuing the public interest with accountability and transparency; serving professionally with competence, efficiency, and objectivity; acting ethically so as to uphold the public trust; and demonstrating respect, equity, and fairness in dealings with citizens and fellow public servants. NASPAA expects an accreditable program to define the boundaries of the public service values it emphasizes, be they procedural or substantive, as the basis for distinguishing itself from other professional degree programs.

3. Primary Focus

The degree program's primary focus shall be that of preparing students to be leaders, managers, and analysts in the professions of public affairs, public administration, and public policy and only master's degree programs engaged in educating and training professionals for the aforementioned professions are eligible for accreditation. Variations in nomenclature regarding degree title are typical in the field of public service education. Related degrees in policy and management are eligible to apply, provided they can meet the accreditation standards, including advancing public service values and competencies. Specifically excluded are programs with a primary mission other than that of educating professionals in public affairs, administration, and policy (for example, programs in which public affairs, administration, and policy are majors or specializations available to students pursuing a degree in a related field).

4. Course of Study

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

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

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

the electives allowed to satisfy requirements for the other degree must be appropriate as electives for a degree in public affairs, administration, and policy.

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

Please verify this program is a member of NASPAA	No
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.	2018
If no,	
If the program is located outside the United States:	
Since your last review, have there been any changes that would create any potential legal impediments that NASPAA should consider in conducting a program review in your country or region?	No
Public Values	
Since your last review have there been any changes to the code of conduct or other ethical expectations at your institution?	No
Primary Focus	
Special Note for Programs with Multiple Modalities within a single degree:	
Throughout the Self Study Report, the program should pay attention to communicating the comparability of its modalities and offerings. <u>Multiple modalities refers to differing modes of pedagogy within the same program, be they geographic, technological, curricular or temporal. Typical structures that fall in this category are distance campuses, online education, and unique student cohorts.</u> A recommended way to do this is to use the <i>+Add new Delivery Modality Breakdown</i> button (where available) to provide data disaggregated by modality. Additional information could be uploaded as a document file(s) within the SSR with the appropriate information differentiated by modality. The Commission seeks information such as, but not limited to, faculty data on who is teaching in each modality and student data (applications, enrollment, diversity, attrition, employment outcomes). Qualitative information can be entered in the general text boxes where appropriate and should include information on the mission-based rationale for any modality, any differences between modalities (such as the limited emphasis option for online students), advising and student services for all modalities, assessment of all modalities, administrative capacity to offer the program in all modalities, and evidence of accurate public communication of program offerings.	
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.

The Executive MPA offered by the Department of Public Administration is a degree distinct from the MPA and MPA:HA. The Executive MPA is administrated in collaboration with the Center for Public Service, with different tuition structure, targeting a different student population. It seeks to serve mid-career and advance career public service professionals with a minimum of 10 years of career related experience. The program is designed and delivered in a cohort model with classes meeting one Saturday a month for approximately two years. It is a 45 credit hour degree program with a curriculum sequenced to meet the needs of this target population. Because it is a distinct degree, it is undergoing accreditation at the same time as the degrees covered by this SSR. See the Executive MPA SSR for more details.

Mode of Program Delivery

Mode of Program Delivery

In Person Instruction with online coursework available

Remote Sites and Locations

Does the program offer courses at remote sites and locations? No

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

We offer several field-based courses, but they all have an on campus component that precedes the field experience. These are currently in Washington, D.C., Seoul Korea, and Vietnam.

Standard 1. Managing the Program Strategically

Standard 1.1 Mission Statement: the Program will have a statement of mission that guides performance expectations and their evaluation, including:

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

Self-Study Instructions:

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

1.1.1 - 1.1.3

Provide Program Mission

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

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

The EMPA program is guided by both the PA Department's vision and mission and by EMPA-specific vision and mission statements that were developed in 2011-2012 to reflect the specific focus and intentions of the EMPA program. The PA Department's vision and mission statements are as follows:

PA Department Vision: The Department of Public Administration's vision is to be an agent of change to develop and enhance public service and nonprofit leadership through education, scholarship and service.

Building upon Portland State University's commitment to community-engagement, the Department of Public Administration is uniquely placed to prepare current and emergent leaders in local, regional, national and global communities.

We recognize that responses to contemporary problems require innovative approaches and alliances among governments, nonprofits and businesses, and encourage our faculty and students to engage in multidisciplinary and collaborative approaches to advance the public interest.

We aim to contribute to the integrity and effectiveness of the next generation of trusted public and nonprofit leaders and professionals.

PA Department Mission: The Department of Public Administration at Portland State University is dedicated to preparing individuals to practice ethical, competent and effective public service in a range of roles in policy, management, and leadership. We seek to improve practice by facilitating learning through community engagement, promoting scholarship and encouraging reflection as we develop and work with leaders and professionals representing diverse communities across all domains of public service.

EMPA-specific Vision and Mission statements that were developed building on the PA Department's Vision and Mission are as follows:

EMPA Vision: 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.

EMPA Mission: 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.

1.1.2 Describe the processes used to develop and review 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 and review process, detailing their explicit responsibilities and involvement. (Unlimited)

The development of EMPA-specific mission and vision statements has been an iterative process. Over the 35 year history of the EMPA program, there have been 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 and vision statements began in the late fall of 2011, shortly after the university approved a revised degree program; the final language for the vision and mission statements was ratified by EMPA faculty in April 2012.

These statements reflect faculty and program philosophy, guide the EMPA program structure and activities, and form the basis of EMPA's instructional evaluation system. The mission statement provides the key "integrating framework" for the curricular design of the program, the content of courses, and the socialization of faculty into program. The mission statement has been incorporated into recruitment and publication materials.

During the self-study year 2018-2019, EMPA faculty reviewed the mission and vision statements and decided not to make any changes to the statements.

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

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 initiate 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. These values are aligned with the public practice of Senator Mark O. Hatfield for whom the Hatfield School is named.

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.

Standard 1.2

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

Self-Study Instructions:

1.2.1 Please identify the major PROGRAM goals as they are related to your program's mission within the categories specified below. Be certain that at least a subset of these program goals identify the public service values identified in 1.1.3.

Note: If the program finds it easier to respond to Standards 1.2 and 1.3 outside of the framework of this template, it may instead upload a free-standing narrative response that addresses the questions.

Please link your program goals:

- to your mission's Purpose and Public Service Values.
- to your mission's Population of students, employers, and professionals the program intends to serve.
- to the contributions your program intends to produce to advance the knowledge, research, and practice of public policy, affairs, administration.

The program goals set forth below are grounded in the Public Service Values enumerated in 1.1.3. 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 US system of democratic governance and reflect 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 and globally (Leading in a Power-Shared World; Co- production of the Public Good).

The program's goals directly respond to its vision and mission statements which call for increasing the efficacy of public officials and effective public service leadership in a wide range of governance settings, organizations, and jurisdictions. The goals align with specific programmatic 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 goals embody the public values that ground the research, teaching and service activities of the EMPA faculty as well as provide the framework for the EMPA program.

Beginning in 2018, the EMPA program began gathering systemic feedback on the relevance and usefulness of program goals from both cohort members (in PA 508: Reflective Practice) and alumni (in an alumni survey). This feedback process will be extended to alumni employers in 2019 and beyond.

Standard 1.3

Standard 1.3 Program Evaluation: The Program will collect, apply, and report information about its performance and its operations to guide the evolution of the Program's mission and the Program's design and continuous improvement with respect to standards two through seven.

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

Self-Study Instructions:

Analysis of information generated by these strategic processes that explain changes in the program's mission and strategy should be reported in this section. Programs should use logic models or other similar illustrations in their Self Study Reports to show the connections between the various aspects of their goals, measurements, and outcomes. The program should relate the information generated by these processes in their discussion of Standards 2 through 5 (how does the program's evaluation of their performance expectations lead to programmatic improvements with respect to faculty performance, serving students, and student learning). The program should explicitly articulate the linkage between Standard 1.3 and Standard 5.1 (how does the program's evaluation of their student learning outcomes feed into their assessment of their program's performance). The logic model (or similar illustration) should be uploaded to Appendices tab.

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

to serve.

1.3.1 Please link your program performance outcomes

- **to your mission's Purpose and Public Service Values.**
- **to your mission's Population of students, employers, and professionals the program intends to serve.**
- **to the contributions your program intends to produce to advance the knowledge, research, and practice of public policy, affairs, administration.**

For the EMPA goals identified in Standard 1.2, the program has accomplished the following results in the last 5 years:

Goal 1: Provide the highest quality instruction and professional development experience to mid-career and executive level public servants

- Based on feedback from cohort members and faculty, continuous adjustments have been made in course offerings and sequencing including strengthening a "Diversity and Inclusion" emphasis, adding a explicit "Student Success" component and incorporating a new PA 508: Reflective Practice course.

- EMPA cohort members express high levels of satisfaction with course instruction, course content and program administration

Alums graduating from the program indicate the program content is highly relevant and useful in their professional work context.

The program's steady growth in the number and quality of students indicates that the program is meeting student needs and gaining a strong reputation in the community

Goal 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

- EMPA faculty published *New Public Leadership: Making a Difference from Where We Sit* Routledge, New York, NY. (Morgan, Ingle & Shinn, 2019),

- EMPA faculty published *Culturally mindful communication: Essential skills for public and nonprofit professionals*. Routledge, New York, NY. (Nishishiba 2018)

- EMPA faculty published *Research methods and statistics for public and nonprofit administrators: A practical guide*. Thousand Oaks, CA: Sage. (Nishishiba, 2013)

- EMPA faculty edited two volume set, *Let Knowledge Serve the City and University-Community Partnerships*. Sheffield, UK: Greenlead. (Allen, 2016)

- EMPA faculty completed the "EMERGE Public Leadership Performance Platform: Leadership Practices and Tools for Sizing-up and Taking-Action on Wicked Challenges" Center for Public Service (Ingle & Norman, 2018),

Goal 3: Engage in academic and professional service to the Portland State community and to government and nonprofits in Oregon and Southwest Washington

- EMPA Staff organize quarterly alumni events to engage in dialogue about current issues in public service

- EMPA faculty provided diversity training program for the City of Portland and Clark County
- EMPA faculty serve in board leadership roles for regional non-profits and on state agency governing commission
- EMPA faculty conduct annual leadership development programs for Clackamas County
- EMPA faculty conduct annual leadership development program for the U.S. Army Corps of Engineers, Portland District
- EMPA faculty engage in university level service in the Faculty Senate, Graduation Committee, and Diversity Action Council

Goal 4: Conduct advanced research and technology transfer with regional, national, and international partners in support of public service leadership locally and globally

- EMPA student David Bodway selected to deliver a paper entitled "A comparative analysis of transparent and efficient budgeting process via e-government" at the American Society for Public Administration (ASPA), Washington D.C. in March 2019 together with EMPA instructor Dr. Junghee Lee. The paper was written as part of the course assignment for PA 574: International Field Experience to Seoul Korea.

- EMPA students and alumni hosted and engaged with Japanese local government and non-profit professionals who participated in the Japanese Local Governance and Management Program to learn about Portland's community engagement case examples for application in Japan. The program takes place annually over the summer at Portland State University.

- EMPA faculty and students participated in and delivered presentations at the International Government Performance Management and Leadership Conferences in September 2013 (Japan), in September 2017 (Thailand) and are scheduled to participate in September 2019 (Vietnam).

- Beginning in 2017, EMPA faculty conducted annual workshops between EMPA cohort members traveling to Vietnam and executives from the School of Government at the University of Economics on leadership and governance comparative topics

- In 2019, a group of EMPA alumni is expected to participate in a cross-cultural leadership panel at the 6th International Conference on Government Performance Management & Leadership in Ho Chi Minh City, Vietnam

Goal 5: Support and complement efforts in sister programs in the Hatfield School of Government

- EMPA faculty co-designed and participate in delivery of certificate program on "Collaborative Governance" with the National Policy Consensus Center (NPCC).

- EMPA faculty collaborate in promoting and developing Citizen Academy programs for local governments originally developed by NPCC.

- EMPA faculty organized "Preparing the Next Generation of Civic Leaders" panel for the 2019 Northwest Regional Managers Conference Session, in collaboration with the NPCC.

- EMPA faculty collaborated on developing and implementing research agenda in collaborative governance with NPCC

- EMPA faculty awarded a 5-year Vietnam "Strengthening Provincial Capacity" USAID sub-contract with Chemonics International in collaboration with Oregon Solutions

1.3.2 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. Provide examples as to how assessments are incorporated for improvements.

The EMPA program has a three-pronged assessment approach, (1) student competencies and professional leadership development, (2) faculty instructional performance and course evaluation, and (3) curricular evaluation. The processes are described below. This assessment approach is consistent with the logic model which is attached as Appendix A.

(1) Faculty instructional performance and course evaluation

Student evaluation of faculty instructional performance and course content.

At the end of each course, students undertake a course evaluation that assesses the performance related to the quality of instruction and course content.

Timeline: On going.

Course-level Assessment of Learning Competencies. All courses are evaluated by students on the basis to which they facilitate the development of the competencies specifically listed in the course syllabus. As noted above, this information is collected through Qualtrics and stored for future review by the Program Director and faculty review committees.

Timeline: Pilot in 2018 cohort with full implementation in fall 2019. By 2021 a complete cohort of information will be available for curricular review.

(2) Curricular Evaluation

(a) On-going feedback. The EMPA program continuously collects curricular-relevant information from the program mentors, cohort representatives and instructors and uses this information to make tactical adjustments in the curriculum (i.e., course scheduling, sequencing, luncheon sessions, etc.). In addition, the EMPA program systematically collects the following types of information and uses it to make strategic adjustments in the curriculum.

(b) Employer Assessments. Three years after graduating a student sample for each cohort will be selected for evaluation by employers. This information is intended to be used to review the curriculum.

Timeline: Pilot in 2019 with full implementation in 2020.

(3) Student competencies and professional development

Baseline Assessment of Individual Learning Competencies. The EMPA program has established 13 student learning competencies, ten of which are generic to all degree programs in the public administration department and three that are program specific. All students self-assess their competencies against the 10 core and the 3 program specific leadership competencies using the program rubrics. This information is collected using a Qualtrics survey form and stored for future use.

Exit Evaluation of Learning Competencies. All EMPA students complete a final evaluation of the progress they have made throughout the program in developing the 13 competencies.

Timeline: Pilot in 2018 cohort with full implementation in fall 2019.

Assessment of student-developed leadership goals

Step 1. In the second course taken by EMPA cohort members (PA 517 Individual Leadership Development), students are introduced to the competency-based learning rubric, which is linked to

their own individual leadership goals that are developed in the course and posted on-line for continuous review.

Step 2. At the end of each term, students are required to use the work they completed in PA 517 and subsequent course work to assess their learning progress in attaining their leadership goals, and post it in their student-specific electronic Leadership Development Portfolio on a designated D2L site.

Step 3. Students are required to take a one credit course (PA 508 Reflective Practice) organized around their learning progress and outcomes. The course asks students to use their previous quarterly leadership goal attainment assessments to help them decide how they might use the capstone experience to leverage progress on their learning objectives and competencies.

Step 4. Alumni survey sent to students 3 or more years out from graduation to assess the value add of completing the EMPA program.

Timeline: Pilot in fall 2018 with full implementation in fall 2019.

The conceptual schematic of this three prong approach is shown in Appendix B.

Standard 2. Matching Governance with the Mission

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

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

Indicate relationship of the program to the institution

In a Department of Public Administration

Indicate Modes of Program delivery

In Person Instruction with online coursework available

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

The EMPA program has a single cohort-based format of delivery. The program is delivered in face-to-face Saturday classroom meetings on the PSU campus, with three eight-hour sessions scheduled at two to three-week intervals per course. The program also includes two 5-day intensive learning experiences: PA 539, a national policy process seminar in Washington DC in the second term of the program, and PA 544, an international cross-cultural experience in the fifth term of the program. Students spend additional contact time in online class discussions, in applied exercises and in completion of course assignments. Participants take one course at a time, completing 15 consecutive courses over a two-year period. Guest presentations and peer to peer learning are built into class and cohort curriculum design. Students also develop a personalized leadership portfolio as part of PA 517: Leadership Development for Public Organizations as a guide for further improvement of effective and ethical executive sensibilities and practices.

The program capstone course has been designed as a course where each student conducts an individual applied research project integrating their learning from the EMPA program. During the self-study year 2018-2019, based on program review and consultation with students, alumni, and faculty, EMPA faculty decided to revise the capstone course format and pilot a different approach in 2019-2020. The cohort graduating in 2020 will participate in an integrative capstone course that will focus on interactive reflective, problem-focused analysis and discussion; this is intended to better synthesize overall program learning and more effectively address the professional needs of the students.

To facilitate students' learning, the EMPA program employs a "high touch" model to support cohort members individually and collectively as they progress through classes and the degree. The dedicated full-time EMPA program coordinator plays a central role in this aspect of program delivery. The program coordinator supports all aspects of students' administrative needs, as well as providing overall management of program logistics and ongoing communication with each cohort. The program coordinator serves as another means of gathering feedback from students. Since 2018, the program coordinator also has played a lead role in organizing monthly "student success" meetings with the PA Department chair, the EMPA faculty lead, and the mentors to review student status and take actions needed to support student success.

The EMPA program has also engaged two practitioner mentors to support student success; in the

past several years these mentors have attended courses, engaged in one-on-one mentoring sessions, and provided career guidance to the students. In the 2019-2020 year the program will be adjusting this program to better serve the students' professional development needs by engaging Professor of Practice Cathy LaTourette to deliver customized executive coaching to the students. This approach is intended to provide a more tailored approach responsive to individual student needs and opportunities.

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

The Department of Public Administration (PA Department) is one of the academic units in the College of Urban and Public Affairs (CUPA). It is also one of the three academic units affiliated with Mark O. Hatfield School of Government (HSOG). During the 2018-2019 self-study year the Chair of the PA Department was Dr. Masami Nishishiba, and the Dean of CUPA was Dr. Stephen Percy, Ph.D. until he was appointed as an interim University President in May, and Dr. Sy Adler was appointed as interim Dean. PA Department Chair works closely with the Director of HSOG, Dr. Birol Yesilada who also oversees the Center for Public Service, which provides administrative support to EMPA program.

The PA Department Chair serves as the program director for EMPA. The chair reports directly to the Dean of CUPA. The Department Chair has operational authority to approve curricular change proposals, instructor and support personnel hiring, and budget. The Dean of the College of Urban and Public Affairs has the final decision-making authority on personnel and budget related issues.

The EMPA program administration team includes the Public Administration Department Chair, a faculty lead, and the staff with the Center for Public Service.

The PA Department Chair appoints EMPA faculty lead. During the self-study year (AY 2018-2019), the faculty lead was Dr. Marcus Ingle. In July 2019, Dr. Jennifer Allen, was appointed as the EMPA faculty lead.

The faculty lead facilitates EMPA faculty meetings, oversees curriculum change processes, conducts policy and program reviews, identifies and recommends EMPA course instructors, monitors program budget, meets with the prospective students and provides recommendations to the PA Department's admissions committee, and serves as the main point of contact for student and faculty regarding any concerns or issues they may have.

The faculty lead and the Department Chair rely on all EMPA teaching faculty that includes tenured/tenure-track faculty in the Department of Public Administration and adjunct instructors for the curricula and student-related issues. The EMPA teaching faculty meet regularly - at least four times per year - to discuss operational and strategic policy and program issues. Typically, curriculum related issues are deliberated among the EMPA faculty, and the proposal is submitted to the Department Chair for approval.

The faculty lead and program coordinator work on the program staffing plan and revenue projection, and submit a proposed budget to the Department Chair. After an iterative consultation process between the Department Chair and the Dean, the final program budget will be assigned by the Dean's office.

The EMPA program administration is supported by the Center for Public Service (CPS). The Director of the Center for Public Service supports the recruitment of EMPA students and the Assistant Director and the Budget Manager of CPS assist in EMPA budget management. The full-time program coordinator for the EMPA program is a staff member of CPS. Graduate assistant and

student workers are hired on an "as-needed" basis by CPS.

For the University-wide faculty governance procedures please refer to Faculty Governance Guide (2018-19) <https://www.pdx.edu/faculty-senate/sites/www.pdx.edu/faculty-senate/files/FGG.pdf>.

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

In the EMPA program, students, faculty, staff, and practitioners work together to improve the operational effectiveness and academic quality of the program, modelling the principle of co-production that is an integral part of the program.

All EMPA teaching faculty participate in program governance through their participation in quarterly faculty meeting where program related issues are discussed and deliberated. The EMPA faculty lead is responsible for organizing the agenda and facilitating the faculty meeting. Students also participate in program governance, with each EMPA cohort choosing one or two representatives who attend EMPA faculty meetings.

The mentors have also participated in the faculty meetings, where they provide program feedback and observations on students' performance. The mentors also have participated in monthly "student success" meetings with the faculty lead and the EMPA program coordinator, where they engage in discussion to identify programmatic approaches to assure student success.

The Department Chair attends the quarterly faculty meeting and participates in governance discussions. The Department Chair works closely with the faculty lead and program coordinator, and reviews and approves proposals related to curriculum, personnel and budget related to EMPA.

Standard 2.2

Standard 2.2 Faculty Governance: An adequate faculty nucleus - at least five (5) full-time faculty members or their equivalent - will exercise substantial determining influence for the governance and implementation of the program.

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

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

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

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

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

2.2.1a Please note the total number of nucleus faculty members in the program for the Self Study Year. 8.00

2.2.1b Please note the total number of instructional faculty members, including both nucleus and non-nucleus faculty, in the program for the Self Study Year. 4

2.2.2

2.2.2a Please provide a detailed assessment of how the program's faculty nucleus exerts substantial determining influence over the program. Describe its role in program and policy planning, curricular development and review, faculty recruiting and promoting, and student achievement through advising and evaluation.

The EMPA program is one of the degree programs offered by the Department of Public Administration in the Mark O. Hatfield School of Government. Three key nucleus faculty in the EMPA program are core full-time faculty members affiliated with the PA Department. In order to address the specific needs of the executive level students, and accommodate the weekend format of course offerings, the program also engages faculty members from other units within the university, including other academic units (School of Social Work, University Studies), and non-academic units such as the Center for Public Service within the Hatfield School of Government. The program is supported by an adequate faculty nucleus with the capacity to perform all aspects of faculty governance.

As noted in the Section 2.1.3., all teaching faculty engage in the governance of the program through their participation in faculty meetings. All teaching faculty, including part-time faculty and faculty with appointments with other academic units, participate in program and policy planning, curricular development and review, and student advising and evaluation. The complementary roles of many of the EMPA faculty with responsibilities in other graduate degree programs of the Department of Public Administration and the Hatfield School, such as the MPA, MPA:HA, MPP and Ph.D. programs, ensure collaboration, curriculum coherence, and attention to common policies and procedures.

The EMPA faculty lead appointed by the PA Department Chair reports to and works in collaboration with the Chair on curriculum, admissions and student advising matters, as well as instructor identification, other personnel hiring, and budget matters. While the EMPA faculty lead has the authority to identify instructors for the EMPA courses, assignment of the courses and the hiring decision of the part-time faculty is approved by the Department Chair. Recruitment of full-time faculty and promotion of the full-time faculty involved in the EMPA program is determined and governed by the PA Department at large.

The composition and nature of the EMPA nucleus faculty has changed since 2017 with the retirements and position changes of some of the EMPA nucleus faculty affiliated with the PA Department. Dr. Morgan, who served as the EMPA faculty lead for a number of years, stepped down from a full-time PA faculty position in September 2018. Dr. Shinn, another PA full-time

faculty who played an important role in EMPA governance, retired in June 2017. Dr. Nishishiba, who was one of the nucleus EMPA teaching faculty for a number of years, was appointed as a Department Chair in September 2016 and re-appointed for another three year term in 2019; given her responsibilities as department chair, she is not currently teaching EMPA courses.

Despite their change in status to Emeritus faculty, Drs. Morgan and Shinn have continued to be actively engaged in EMPA program governance and teaching. While their overall level of involvement with the PA Department has been minimized since retirement, they have stayed involved with the EMPA program at almost the same level as prior to their retirement. During the self-study year they have continued to teach the same classes for the EMPA program (as adjunct faculty), have participated in the EMPA faculty meetings on regular basis, and have advised EMPA students on their capstone projects. In essence, they have continued to participate in the EMPA program as core faculty even though they are no longer employed full time.

2.2.2b Please describe how the Program Director exerts substantial determining influence over the program. Describe his or her role in program and policy planning, curricular development and review, faculty recruiting and promoting, and student achievement through advising and evaluation.

The PA Department Chair serves as the Program Director for the EMPA program. The Program Director exerts substantial determining influence over the program by appointing the faculty lead for the EMPA program, approving instructor and staff hiring, approving the curriculum change, developing the program budget request before submitting this to the Dean's office, and tracking the budget. The Program Director works closely with the faculty lead in making EMPA program-related decisions. In program and policy planning, and curricular development and review, the faculty lead coordinates discussion among the teaching faculty; the Program Director also participates in these discussions and works with the lead to make program, policy and curricular-related decisions. The Program Director has the final approval authority for the program, policy and curricular-related decisions.

Identification of EMPA teaching faculty is initiated by the EMPA faculty lead in consultation with the Program Director. The Program Director has the authority to approve the hiring of the EMPA teaching faculty. Promotion of full-time EMPA faculty is determined by the main unit with which they are affiliated . The Program Director, in his/her role as the PA Department Chair, has authority to make promotion recommendations of the full-time EMPA faculty who are affiliated with the PA Department. The Program Director does not have any authority over the promotion decisions for the full-time EMPA faculty who are affiliated with units other than the PA Department. For student advising and evaluation, the faculty lead assigns students to each EMPA teaching faculty member as their academic advisor, mainly focusing on the capstone project. Mentors provide professional development advising, and EMPA program coordinator provide logistical support to the students. The EMPA faculty lead is responsible for overseeing the overall academic and professional advising activities for the EMPA students. The Program Director is engaged in student advising and evaluation when the students have major complaints about the program or the instructors and when the students have some petition to the Graduate Office.

2.2.3

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

2.2.3 Faculty Governance Comments

In the EMPA program, "substantial determining influence" in the program refers to the authority given to the faculty body and the individuals in leadership positions (i.e. Department Chair/Program Director and/or faculty lead) to make decisions on the program's strategic direction and issues that affects the operation of the program. The EMPA teaching faculty body, in collaboration with the Department Chair/Program Director, exerts "substantial determining influence" over program, policy, curricular issues and student advising. Department Chair/Program Director, together with the faculty lead exerts "substantial determining influence" over instructor identification and hiring, budget development and tracking, and student issues.

Standard 3 Matching Operations with the Mission: Faculty Performance

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

Self-Study Instructions:

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

3.1.1 In the Add/ View a Faculty Member Tab: "Provide information on 5 of your Nucleus Faculty who have provided instruction in the program for the self-study year and the year prior to the self-study.

3.1.2

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

The PA Department ascribes to the NASPAA definition for academically and professionally qualified faculty teaching in MPA, MPA:HA and EMPA programs. All full-time tenured, tenure-track and non-tenure track faculty in the PA Department are academically qualified with terminal degree related to their teaching responsibilities. They are expected to maintain scholarship activities to support their teaching responsibilities. We expect our academically qualified faculty to have an active presence in professional associations and present their current research. Academically qualified faculty are expected to be publishing or gearing up to publish in peer-reviewed print or electronic scholarship outlets. We also expect academically qualified faculty to incorporate current knowledge, and technique (when appropriate) into their course syllabi. When academically qualified faculty only recently earned their doctorate, they are mentored by the senior faculty in an effort to move their dissertation work and/or other research or community-based work into publications. We also honor the work of faculty who engage in professional and community service in the area of their teaching responsibilities, and guide them whenever possible to translate this service into publishable documents that will add to public administration's growing body of knowledge.

Our mission guides our intentional use of qualified practitioners in the classroom and we seek, per NASPAA definition, professionally qualified teaching faculty who have a record of outstanding professional experience directly relevant to their teaching responsibilities. Numbers of the MPA and MPA:HA elective courses are delivered by professionally qualified teaching faculty. Our mission emphasizes engagement and leadership development and we deem it essential to have a diverse pool of qualified practitioners from which to choose. The students benefit from their community-based experience and the program has greater breadth as we seek to develop leaders.

We do not expect our professionally qualified colleagues to hold terminal degrees in their areas, although some do or are working on the advanced degree as exemplified by those we bring to the classroom while earning their doctorates (for teaching experience) or shortly thereafter. These individuals we may identify as either academically qualified or both academically and professionally qualified instructors, if they had public service careers before entering the doctoral program. All teaching faculty, both full-time and practitioner adjunct faculty, are exceptionally well qualified both academically and professionally.

3.1.3

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

For programs with multiple modalities, complete the first table in aggregate. Then, using the *+Add new Delivery Modality breakdown* button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 3.1.3 would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus faculty data, the third table reflecting only satellite campus faculty data, and the fourth table reflecting only online faculty data.

3.1.3	N =	Nucleus Faculty	Full Time Faculty	Academically Qualified
All Courses	15	66%	66%	100%
Courses delivering required Competencies	15	66%	66%	100%

3.1.3: Delivery Modality Breakdown

Delivery Modality

Delivery Modality

Executive Cohort

3.1.3

3.1.3	N =	Nucleus Faculty	Full Time Faculty	Academically Qualified
All Courses	15	66	66	100
Courses delivering required Competencies	15	66	66	100

3.1.4

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

The EMPA faculty have access to different types of funds for their professional travel and other professional development activities to remain current in the field. Some funds available to individual faculty members include the following:

1. Individual Professional Development Account (IPDA)

This is the fund that is set up under Article 19 of the AAUP contract, funded by University at large. During the self-study year 2018-2019 IPDA was credited (prorated by FTE) as follows:
 Tenured or Tenure-Track Faculty (TTF) --- \$1,100
 Non-Tenure Track Faculty (NTTF)--- \$600

TTF and NTTF may utilize IPDA funds for activities that support their professional development; such as travel for the presentation of scholarly work, conference fees and travel, professional organization fees, professional licensure or certification requirements, acquisition of specialized equipment, tuition and/or fees, subscriptions and books, submission fees, and relevant training and continuing education opportunities.

Each faculty member has an individual index for IPDA. Unused funds in an IPDA will automatically roll over at the end of each year for four years (this includes negative (overspent) balances). Details about IPDA is specified in the AAUP Collective Bargaining Agreement Article 19 (https://www.pdx.edu/academic-affairs/sites/www.pdx.edu/academic-affairs/files/AAUP%20CBA%202015-2019_Final%20Draft%206-22-16%20w-signatures.pdf).

2. Departmental Travel Funds

These travel funds are allocated by the CUPA Dean's office into the Department's general budget. During the self-study year 2018-2019 each tenured and tenure track faculty (TTF) in CUPA has access to \$400 in departmental travel funds. These funds must be spent during the fiscal year, and not eligible for roll over to the next fiscal year.

3. Adjunct Faculty Professional Development Funds

Faculty with less than 0.5 FTE (Adjunct Faculty) are eligible for professional development funds per the American Federation of Teachers (AFT) contract, Article 13. During the self-study year 2018-2019, the University budgeted \$100,000 per fiscal year for Adjunct Faculty's research, travel, and conferences. To access the fund, individual Adjunct Faculty submit the request and the request needs to be approved by the Department Chair and the Union. Preference is given to applicants presenting, performing, or conducting primary research in their respective fields. Award of professional development funds are limited to \$2,000 per eligible faculty per year.

In addition to the funds available to the individual faculty through the Department, and The University, the Center for Public Service (CPS) also supported EMPA faculty who are engaged in the CPS-related projects. Example of activities include:

- Drs. Morgan and Ingle's attendance in the 5th Conference of Government Performance and Management Conference (GPMC) in Thailand in 2017.
- Participation of Dr. Junghee Lee and EMPA student David Bodway in presenting at ASPA 2019 to deliver a paper based on the information collected through PA544: International Field Experience in Seoul Korea course.
- Drs. Phil Cooper and Masami Nishishiba's attendance in OCCMA annual conference.
- Dr. Helen Kilber's participation to the EMPA cohort on the Washington DC National Policy Process seminar trip to better understand how her courses can be better integrated with the student experience.

In addition, the program is developing resources to support faculty in integrating inclusive and culturally responsive pedagogy into the curriculum.

Standard 3.2

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

Self-Study Instructions

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

Programs should be able to demonstrate how they "promote diversity and a climate of inclusiveness" in accordance with a strategic diversity plan, developed with respect to a program's unique mission and environment. The Commission seeks substantial evidence regarding programmatic efforts to promote diversity and a climate of inclusiveness, specifically demonstrable evidence of good practice, a framework for evaluating diversity efforts, and the connection to the program's mission and objectives. The program should upload its diversity planning document on the Self Study Appendices page.

Upload your program's diversity plan as a Self Study appendix.

3.2.1

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

Please check one: US Based Program

Legal and institutional context of program precludes collection of diversity data. No data.

3.2.1a

U.S. Based

3.2.1a Faculty Diversity	Full Time Male	Full Time Female	Part Time Male	Part Time Female	Total
Asian, non Hispanic/Latino		2			2
White, non-Hispanic/Latino ³		2	3	1	9
Race or Ethnicity Unknown		1			1

3.2.1b

Non U.S. based

Using the drop down menu, first select a broad designation for each individual category, then provide a specific name for the category.

Select Designation	Program-defined diversity category	Full Time Male	Full Time Female	Part Time Male	Part Time Female	Total
Total						

3.2.2

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

Current faculty diversity efforts support the EMPA program mission by increasing the efficacy of public officials for ethical, competent and effective public service. The EMPA program integrates theory and practice related to diversity. Program strategies adopted by EMPA program to incorporate diversity-related issues and diverse perspectives include the following.

Connecting domestic diversity issues with international perspectives.

PA 544 International Field Experiences and PA 547 Culture, Values and Leadership are intentionally offered in sequence to integrate course content that addresses domestic diversity issues and to build on students' learning in the international field experience. Prior to the international field experience, students are provided with a theoretical framework that facilitates their cross-cultural comparison and intercultural understanding. The international field experience focuses on developing students' cultural awareness by exposing them to international cultural contexts. After PA544 International Field Experience, PA 547 builds on students' heightened cultural awareness and guides students to apply their cultural awareness in a domestic organizational context. This approach seeks to help students develop cultural competence that they can apply in their role as leaders in their respective organization.

Encourage faculty members to incorporate diverse perspectives in their course materials.

At several quarterly EMPA faculty meeting, faculty have discussed how they each can incorporate diverse perspectives in their course materials. Based on the discussion, Dr. Mogren, for example, integrated a Critical Theory Panel into PA 540 Administrative Theory and Behavior. The two hour panel presented by Dr. Margaret Banyan and Dr. Rowanna Carpenter addressed perspectives different from the instructor of record and majority of texts in the field of Organizational Development. Another example of these efforts is the Equity in Public Sector Human Resource Management that took place in Professor LaTourette's PA 590: Human Resource Management in The Public Sector. During PA 590, Professor LaTourette hosted a 4 hour conversation with Portland Police Bureau's Equity Director to discuss the complexity of equity work.

The EMPA program is also promoting diversity and a climate of inclusiveness by taking a lead in organizing diversity, equity and inclusion related events for current EMPA students and EMPA alumni. The first event took place in July of 2019 with approximately 45 attendees (MPA/EMPA alumni, current and prospective students.) The first event focused on "lessons learned" from two

community leaders who have centered their career on issues of equity, diversity and inclusion. Attendees and alumni are currently being surveyed on topics for future events. Topics the program plans to explore are: climate change, housing shortages, and equitable policy development.

In addition, as noted in Standard 4, the program coordinator and faculty lead are developing resources to support faculty in integrating inclusive and culturally responsive pedagogy into the curriculum; this effort was initiated in the spring of 2019 and will be expanded during the 2019-2020 academic year. Both the program coordinator and faculty lead have participated in training provided by PSU in this area, as well as reaching out to the University's Office of Diversity, Equity and Inclusion for guidance and support.

3.2.3

3.2.3

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

Over the past 7 years, there has been significant growth in the representation of women both in leadership roles in the Department and in the faculty profile in the EMPA program. Dr. Masami Nishishiba was elected as Department Chair in 2016, and was recently re-elected to serve a second three-year term. Currently, among the eight EMPA nucleus faculty, five are women, and three identify as people of color. This is a significant change in faculty diversity during the last 5 years.

Standard 3.3 Research, Scholarship, and Service

Standard 3.3 Research, Scholarship and Service: Program faculty members will produce scholarship and engage in professional and community service activities outside of the university appropriate to the program's mission, stage of their careers, and the expectations of their university.

Self Study Instructions

In this section, the program must demonstrate that the nucleus faculty members are making contributions to the field and community consistent with the program mission. The object is not to detail every activity of individual faculty, rather to highlight for each of at least 5 nucleus faculty members **one** exemplary activity that has occurred in the last five academic years (this could be research, scholarship, community service or some other contribution to the field).

3.3.1

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

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

nucleus, as additional questions apply if so.

3.3.2

List some significant outcomes related to these exemplary efforts.

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

The activities described above have contributed to the field of public administration and to policy outcomes on the ground in a number of significant ways. Dr. Cooper's book on local government administration is the first in a series of books he will be authoring to expand the range of books available on this topic, while his book on policy tools is the only book currently available that addresses the full range of policy mechanisms and instruments in the context of policy mix design. Dr. Cooper's book on Civil Rights in Public Service is also the only book on this topic in the modern public administration literature; while there are many works on diversity and equality, equity, and inclusion, prior to the publication of this book there were no civil rights books specifically designed for students and professionals in public service. Dr. Cooper's second edition of *By Order of the President* has been repeatedly cited in national discussions of executive direct actions, and he has been highly sought after by the media to provide commentary on these matters.

The Professional Certificate in Tribal Relations Program led by Dr. Mogren has been met with enthusiastic support from state, local, and federal agencies, participating non-profit organizations, and tribal leaders. Participants attest to their enhanced understanding of tribal culture, history, political structure, and policy preferences and their improved effectiveness in working with Native American tribal governments and communities. The initial pilot program was deemed a success, and recruitment is currently underway for a fourth cohort.

Dr. Ingle's recent publication *New Public Leadership: Making a Difference from Where We Sit*, co-authored with Dr. Morgan and Dr. Shinn, combines scholarship and community engagement; it also involved EMPA student engagement, as cohort members developed the case example. An EMPA capstone has been grounded in the leadership tools presented in the book, which is now serving as a model for Oregon. The "positive deviance" model presented in the book also is the core approach for a recently awarded \$13 million US project in Vietnam (PSU was awarded \$863,206 of this award). The book has also led to invitations for the authors to speak to and address agencies, organizations and groups of public service leaders, including the US Army Corps of Engineers on the topic of prudential judgement and the Oregon Department of Forestry's quarterly leaders forum on Wicked Problems and internal leadership development program.

The two-volume set that Dr. Allen organized and edited with two PSU colleagues, *Sustainable solutions: Let knowledge serve the city* and *Sustainable solutions: Community-university partnerships*, showcased PSU's extensive work with community partners on sustainability issues. It resulted in collaboration with EAN University in Bogota, Colombia, on a US Embassy grant to work with higher education institutions across Colombia to integrate sustainability into higher education. These books have also led to multiple invitations for both Dr. Allen and other colleagues whose work was featured in the books to either speak or advise on sustainability in higher education, nationally and internationally.

Standard 4 Matching Operations with the Mission: Serving Students

Self-Study Instructions

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

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

Self-Study Instructions;

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

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

The EMPA program recruits mid to executive level public servants with a minimum of 10 year of professional experience. The program recruits largely through 15-20 information sessions scheduled annually at federal, state, and local government and nonprofit organizations throughout the region. The program also relies on extensive email distributions to various lists that the Center for Public Service maintains for the purposes of outreach within the region and throughout the State of Oregon and southwestern Washington State. Increasingly, the program relies on its growing network of graduates and alumni for word of mouth marketing and recruiting.

Cost of attendance for the EMPA program is communicated on the website, marketing materials, during information sessions, and during student one on one pre-admission interviews. Overall cost of attendance for the EMPA is approximately \$37,200; this cost is consolidated into a "package deal" that covers tuition, university student fees, and program specific fees (catering, parking, breakfast on course days, and field experience trip fees).

Standard 4.2 Student Admissions

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

Self-Study Instructions

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

4.2.1a Admissions Criteria and Mission

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

The EMPA program focuses on admitting students with significant work experience who are already in a leadership position or who show high potential to be a leader in the near future. The Admissions Committee consists of three faculty members from the Department of Public Administration, who also review all MPA, MPA-HA, MNL (Master of Nonprofit Leadership), and Graduate Certificate applications. The committee assesses whether the EMPA applicant meets the requirement of 10 years of "significant" work experience, and make the admission decision based on 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 and start the program in September, allowing students to take courses as a cohort.

The application material includes: (1) statement of intent that addresses why the program is a good fit for the applicant and whether the applicant meets the significant work experience requirement, (2) 3 recommendation letters, (3) a resume, (4) transcripts from all academic institutions attended, and (5) a pre-admission interview with faculty lead. The statement of intent asks applicants 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 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.

4.2.1b

4.2.1b Exceptions to Admissions Criteria

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

Each year, we admit several students with a GPA between 2.50 and 2.74 (below the 2.75 standard) 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 University Conditional status. After completing nine graduate credits with a GPA of 3.00 or higher, the conditional admission status is removed as a restriction on their student account. Students admitted on University Conditional status who do not achieve a GPA of 3.00 or higher after completing nine graduate credits will have their admission rescinded. However, due largely to the program's student success working group's efforts to support students admitted with conditional status, the majority of these students achieve a 3.00 GPA in their first 9 credits and go on to complete the program.

The GRE is not required for the EMPA admission process; we believe that the other qualifications we 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.

Students are admitted once a year and take courses as a cohort. Occasionally, we admit students 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 cohort, or who have already completed some classes as part of a former cohort but due to extenuating circumstances needed to stop out. New mid-year applications are reviewed by the Department's Admission Committee using the same procedures as for all other applicants.

The EMPA program started to require a pre-admission interview during the 2017 recruitment cycle. This requirement provides an opportunity for the faculty lead to discuss program learning outcomes,

expectations, and career alignment with prospective applicants. Interviews take place in person or by phone, depending on the applicant's proximity to the university. After the interview, the faculty lead submits a short memo about the applicants' attributes to the candidate's file for review by the Admissions Committee. The interview provides an opportunity to learn more about leadership experiences that may have been significant but may not necessarily be reflected in official position descriptions. Most candidates associate "significant work experience" with supervisory and budget authority, rather than with the experience they may have gained in navigating the complexity of leadership challenges related to dealing with 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 information about the kinds of leadership challenges candidates have successfully faced, which contribute to their qualifications for candidacy. The interview provides both the candidate and the Admissions Committee with information that they are not likely to otherwise receive.

4.2.1c

Complete the table below:

4.2.1c Admissions Criteria (check all that apply)

Bachelors Degree	Required
Letter of Recommendation	Required
Resume	Required
Standardized Tests	N/A
GRE	No
GMAT	No
LSAT	No
TOEFL	No
Other Standardized Test	No

GRE

*Denotes Optional Field

GMAT

*Denotes Optional Field

LSAT

*Denotes Optional Field

GPA Required

Minimum Required	2.75
Statement of Intent	Required
Essay/Additional Writing Sample	N/A
Professional Experience	Required
Number of years of Professional Experience	10
Interview	Required
Special Mission Based Criteria	Required
Other	N/A

4.2.2a

4.2.2a Please provide the following application, admission, and enrollment data for the Self-Study Year (SSY).

For programs with multiple modalities, complete the first table in aggregate. Then, using the *+Add new Delivery Modality breakdown* button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.2.2a would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

4.2.2a Admission Numbers	Self Study Year (SSY)
Total SSY Applicants	33
Total SSY Admits	29
Total SSY Enrollments	25
Fall SSY Total Full Admissions	23
Fall SSY Total Conditional Admissions	6
Fall SSY Total Full Enrollments	22
Fall SSY Total Conditional Enrollments	3
Fall SSY Total Pre-Service Enrollments	0
Fall SSY Total In-Service Enrollments	0

4.2.2a: Delivery Modality Breakdown

Delivery Modality

Delivery Modality	Main Campus
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4.2.2a	Self Study Year (SSY)
Total SSY Applicants	33

4.2.2a	Self Study Year (SSY)
Total SSY Admits	29
Total SSY Enrollments	25
Fall SSY Total Full Admissions	23
Fall SSY Total Conditional Admissions	6
Fall SSY Total Full Enrollments	22
Fall SSY Total Conditional Enrollments	3
Fall SSY Total Pre-Service Enrollments	0
Fall SSY Total In-Service Enrollments	0

4.2.2b

4.2.2b Please provide the Full Time Equivalency (FTE) number for total enrolled students in the Fall of the Self Study Year. 50

*The number of FTE students is calculated using the Fall student headcounts by summing the total number of full-time students and adding the number of part-time students times the formula used by the U.S. Department of Education IPEDS for student equivalency (currently .361702 for public institutions and .382059 for private institutions). For U.S. schools, the number should also be available from your Institutional Research office, as reported to IPEDS.

Note: If your program calendar does not allow for a Fall calculations, please use a reasonable equivalent and note your methodology below.

4.2.2c

4.2.2c Admitted/Enrolled Students and Mission

Given the described applicant pool, discuss how the pool of admitted students and enrolled students reflects the program mission. Programs can also use this space to explain any of their quantitative data. (Limit 250 words)

The EMPA 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". Applicants come with a variety of professional orientations and policy interests including law enforcement, natural resources management, education administration, emergency management, public health, housing, and transportation, with functional specializations ranging from court administration to budget and finance to human resource management and policy analysis.

Consistent with the program mission, many enrolled students hold leadership positions in their organization. Reflecting their positions in the organizations, the average age of the students is fairly high at 37 years old. Many of our EMPA students receive promotions or are hired into a higher rank position while they are enrolled in the program, or shortly after graduating from the program. For example, our cohort of 21 that graduated in June 2019 had 12 promotions or advanced into leadership at a new organization during their enrollment in the EMPA program.

Standard 4.3 Support for Students

Standard 4.3 Support for Students: The program will ensure the

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

Self-Study Instructions

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

4.3.1 Academic Standards and Enforcement

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

Supporting students' academic success is a focal point of the faculty lead and program coordinator. During the outreach and recruitment process, the program coordinator and alumni of the program take the primary responsibility for communicating expectations of the program, including the PSU Graduate School policy that "All coursework applied to a master's degree must be completed within seven years prior to the awarding of the degree". This PSU policy is communicated on Graduate School website (<https://www.pdx.edu/ogs/summary-of-procedures-for-masters-degrees>) and in the Graduate School section of the PSU Bulletin (<https://www.pdx.edu/academic-affairs/psu-bulletin>). In subsequent pre-admission conversations, the faculty lead communicates faculty academic expectations and how the student can expect to be supported throughout their academic journey. Once enrolled, the program coordinator takes the lead in communicating university academic policies, monitoring progress toward degree completion, and identifying where additional academic support may be needed. Graduation standards are communicated to students through the Degree Requirements / Course of Study Guides (<https://www.pdx.edu/hatfieldschool/degree-information>). Each term, the program coordinator reviews students' academic progress on an individual basis and collaborates with faculty on any needed action to support student success.

4.3.2 Support Systems and Special Assistance

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

Current student support mechanisms include peer to peer support by the cohort members, faculty efforts to be adaptable to the needs of working adults, and a monthly meeting of a student success working group which focuses on connecting struggling students to the appropriate resources. Each term, the program coordinator reviews academic progress and attendance to identify students who are falling behind their cohort colleagues and are in need of additional assistance. The support to those who are falling behind is typically provided through one on one advising sessions, informal communication on class days, or formal academic policy conversations with faculty. Additionally, the program coordinator and faculty lead co-facilitate conversations with students who are not progressing academically, discuss why the student is not complying with program policy, and identify strategies for how the student can address specific challenges. These strategies may include seeking assistance through university resource centers, setting up an academic completion plan, exploring "stopping out" to take care of extenuating personal circumstances, etc.

The program is currently conducting an extensive evaluation of the resources provided to students. In addition to the student success working group, faculty and staff are reevaluating how cohort mentoring is provided and are exploring shifting to a structured strengths-based coaching model in Fall 2019.

Reflecting the role the program coordinator plays in student support, the program coordinator's job description was recently revised to include providing additional attention to facilitating cohort onboarding, ongoing student advising, and managing communication of program policy around academic progress.

4.3.3

4.3.3a Below, using the SSY-5 cohort, indicate the cohort's initial enrollment numbers, how many of those enrolled graduated within 2 years, as well as those students graduating within 3 and 4 years. Note that the numbers in each successive column are **cumulative**, meaning that the number of students in the column for 4 years should include the numbers of students from the 3 year column, plus those that graduated within 3-4 years of study. In the final column, sum the total number of students who have graduated (column 4) and those students who are continuing to graduation.

For programs with multiple modalities, complete the first table in aggregate. Then, using the *+Add new Delivery Modality breakdown* button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.3.3a would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

	Initially Enrolled	Graduated within 2 Years	Graduated within 3 Years	Graduated within 4 Years	Total Students Graduated and Persisting to Graduation
Total Number of Students in the SSY-5 Cohort	17.00	0.00	12.00	15.00	15

4.3.3a: Delivery Modality Breakdown

Delivery Modality

Delivery Modality

Main Campus

	Initially Enrolled	Graduated within 2 Years	Graduated within 3 Years	Graduated within 4 Years	Total Students Graduated and Persisting to Graduation
Total Number of Students in the SSY-5 Cohort	17.00	0.00	12.00	15.00	15

4.3.3b

Please define your program design length: Quarters

7

4.3.3c Completion Rate additional information / explain

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

The majority of students enrolled in the EMPA program are full time working professionals who are balancing the conflicting priorities of their professional, personal, and academic responsibilities. The EMPA is an accelerated program that is designed for students who are experienced professionals. Nevertheless, many students face extenuating circumstances in their professional or personal lives that inhibit them from completing the program in the anticipated 21 months. However, due to the individualized nature of our program, students who stop out are supported in determining an alternative time to rejoin a future cohort or work one on one with faculty to complete outstanding academic requirements. On an annual basis, the program is working with approximately 5-10 students from earlier cohorts on alternative completion plans. With the program coordinator providing once-a-term degree completion advising for these students, we have seen the majority of these students make progress towards or successfully complete the program.

4.3.4**4.3.4 Career counseling and professional development services**

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

Over the last academic year, faculty and staff have been exploring ways to strengthen support services available to students. Although the majority of students are employed full time during the program, many are seeking advancement or new opportunities. In addition to the career services provided by the University, the EMPA program will be implementing executive coaching in Fall 2019 to provide customized professional development sessions tailored to mid-career professionals. These coaching sessions will focus on student's career goals of salary negotiation, advancement, seeking new leadership opportunities, and improving their interviewing skills. The current provider of these services is a full-time Professor of Practice affiliated with the Center for Public Service. She has over three decades of experience working in executive level human resource positions, and also instructs in our program, thus have a good understanding of our students' academic and professional needs.

4.3.4a(1) Internship Requirement

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

N/A

4.3.4a(4)**4.3.4a(5)****4.3.4b**

Report the job placement statistics (number) for the year prior to the 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.)

For programs with multiple modalities, complete the first table in aggregate. Then, using the +Add new Delivery Modality breakdown button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.3.4b would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

4.3.4b Employment Statistics	Self-Study Year Minus 1
National or central government in the same country as the program	0
State, provincial or regional government in the same country as the program	1
City, county, or other local government in the same country as the program	8
Foreign government (all levels) or international quasi-governmental	0
Nonprofit domestic-oriented	1
Nonprofit / NGOs internationally-oriented	1
Private Sector - research/consulting	0
Private sector (not research/consulting)	0
Military Service	0
Obtaining further education	0
Unemployed seeking employment	0
Unemployed not seeking employment	1
Status Unknown	0
Total Number of Graduates	12

4.3.4b: Delivery Modality Breakdown	
Delivery Modality	
Delivery Modality	Main Campus
4.3.4b	Self-Study Year Minus 1
National or central government in the same country as the program	0
State, provincial or regional government in the same country as the program	1

4.3.4b	Self-Study Year Minus 1
City, county or other local government in the same country as the program	8
Foreign government (all levels) or international quasi-governmental	0
Nonprofit domestic-oriented	1
Nonprofit / NGOs internationally-oriented	1
Private Sector - research/consulting	0
Private sector (not research/consulting)	0
Military Service	0
Obtaining further education	0
Unemployed seeking employment	0
Unemployed not seeking employment	1
Status Unknown	0
Total Number of Graduates	12

Standard 4.4 Student Diversity

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

Self-Study Instructions:

In the Self-Study Report, the program should demonstrate its overt efforts to promote diversity, cultural awareness, inclusiveness, etc, in the program, as well as how the program fosters and supports a climate of inclusiveness on an on-going basis in its operations and services. Programs should be able to demonstrate how they "promote diversity and climate of inclusiveness" in accordance with a strategic diversity plan, developed with respect to a program's unique mission and environment. The Commission seeks substantial evidence regarding programmatic efforts to promote diversity and a climate of inclusiveness, specifically demonstrable evidence of good practice, a framework for evaluating diversity efforts, and the connection to the program's mission and objectives. The program should upload its diversity planning document on the Self Study Appendices page.

Specifically, the SSR should address the following, as a minimum.

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

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

(Limit 250 words)

4.4.1 Ongoing "Diversity" Activities

The EMPA is currently reviewing our diversity and inclusion programming, with the goal to move from acknowledgement to impact. . Some foundational work to address diversity and inclusion that has taken place include: embedding a diversity component in the program through PA 547: Cultural Leadership and PA 544: International Field Experience courses, having faculty attend diversity trainings, and inviting guest speakers who offer additional perspectives on diversity and inclusion issues and challenges. Although these efforts have had some positive impact on our students, we recognize that this approach has not been sufficient in ensuring that diversity and inclusion is integrated into the overall framework of the program's curriculum.

As we look toward the next seven years, the Department Chair/Program Director, faculty lead and program coordinator are committed to collaborate with the faculty team to improve the program's cultural responsiveness. Some ways this will be accomplished include: revitalizing cohort onboarding to include expectation setting around a climate of inclusiveness; having faculty review courses to identify where they can include an equity lens; providing alumni opportunities to engage in topics of diversity and inclusion; succession planning for diversifying EMPA faculty body, and implementing culturally responsive executive coaching. Specifics of these ideas are discussed below.

Cohort Onboarding: Implementation in Fall 2019 with a 3.5 hour cohort onboarding to set inclusive tone, program expectations, and level the playing field for the incoming cohort's knowledge of graduate school.

Faculty Course Review: Faculty will be provided with resources and tools during their will quarterly faculty meetings to enable them to do a "deep dive" into their course syllabi using Universal Design for Learning and Inclusive Pedagogy strategies.

Alumni Engagement: Starting in Summer of 2019, we will be hosting quarterly conversation series around diversity, equity, and inclusion issues within the public sector. Events will take place in the community with a primary focus on our alumni's ongoing leadership learning.

Succession Planning: While the EMPA program has a reasonable gender balance in its faculty, as faculty retire there will be more opportunities to further diversify faculty teaching in the EMPA program.

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

4.4.2 Program Recruitment Diversity Activities

The program's recruitment strategy relies mainly on information sessions with regional public sector partners who have benefited from employing our graduates and alumni word of mouth marketing. Within the last few years although higher percentages of underrepresented populations have expressed interest in the program, fewer applicants of underrepresented populations are completing the application process and students from underrepresented populations are more likely to drop out in the first 6 months of the program.

Interviews with program alumni and current students indicate that there are several key issues impeding these students' ability to succeed. These issues include: lack of culturally responsive mentorship, lack of curriculum/literature that includes the voices of underrepresented populations, and the increased emotional labor in their professional/personal lives due to coming into a classroom where they may be the only individual representing their narrative.

Based on these findings, the program is working to implement the student success strategies mentioned in 4.4.1 and to collaborate with community partners to provide culturally responsive recruitment through quarterly alumni events, offering information sessions to targeted groups, and updating marketing materials to better reflect the narratives of those outside of the dominant culture.

The program also continues to recognize the need for more individualized support to help students successfully navigate academia, with a primary focus on first generation students and students from underrepresented populations. This support will be accomplished by connecting applicants to alumni in meaningful ways, more effective cohort on-boarding, and systematic check-ins with the program coordinator throughout their time in the program.

4.4.3a

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

Please Check One:

US Based Program

Legal and institutional context of program precludes collection of any "diversity" data.

No

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."

For programs with multiple modalities, complete the first table in aggregate. Then, using the *+Add new Delivery Modality breakdown* button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.4.3a would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

4.4.3a Ethnic Diversity - Enrolling Students	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		2	2	1	5
American Indian or Alaska Native, non Hispanic/Latino		1			1
Asian, non Hispanic/Latino	2		1	1	4
Native Hawaiian or other Pacific Islander, non Hispanic / Latino					0
Hispanic / Latino			1	3	3
White, non-Hispanic/Latino	9	9	4	9	31
Two or more races, non Hispanic/Latino					0
Nonresident Alien					0
Race and/or Ethnicity Unknown					0
Total					0
Disabled			1		1

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

The way our university collects application data doesn't fully align with NASPAA's criteria. For example two of our students identify as two or more races, Hispanic/Latino and one identifies as American Indian or Alaska Native, Hispanic/Latino but that option isn't available in the above table. We made the decision to count both in Hispanic/Latino although this might not match how they view their racial

identity.

4.4.3a: Delivery Modality Breakdown**Delivery Modality****Delivery Modality****Executive Cohort**

4.4.3a Ethnic Diversity - Enrolling Students	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		2	2	1	5
American Indian or Alaska Native, non Hispanic/Latino		1			1
Asian, non Hispanic/Latino	2		1	1	4
Native Hawaiian or other Pacific Islander, non Hispanic / Latino					0
Hispanic / Latino			1	3	3
White, non-Hispanic/Latino	9	9	4	9	31
Two or more races, non Hispanic/Latino					0
Nonresident Alien					0
Race and/or Ethnicity Unknown					0
Total					0
Disabled			1		1

4.4.3b**4.4.3b Ethnic Diversity - Enrolling Students**

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

Non-US Based Program: Using the drop down menu, first select a broad designation for each individual category, then provide a specific name for the category.

For programs with multiple modalities, complete the first table in aggregate. Then, using the +Add new Delivery Modality breakdown button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 4.4.3b would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite

campus student data, and the fourth table reflecting only online student data.

Select Designation	Program-defined Diversity Category	Self-Study Year Minus 1 Male	Self-Study Year Minus 1 Female	Self-Study Year Male	Self-Study Year Female	Total
Total						

4.4.3b: Delivery Modality Breakdown

Delivery Modality

Delivery Modality	Executive Cohort
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Standard 4.4.3c

4.4.3c

Standard 5 Matching Operations with the Mission: Student Learning

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

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

Self-Study Instructions:

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

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

- PART A: How does the program define what students are expected to know and to be able to do with respect to the required universal competencies and/or required/elective competencies in ways that are consistent with its mission?
- PART B: How does the program know how well its students are meeting faculty expectations for learning on the required (or other) competencies?
- PART C: How does the program use evidence about the extent of student learning on the required (or other) competencies for program improvement?

The program's answers to these three questions will constitute the bulk of the self-study narrative for Standard 5. COPRA requests that programs submit within their Self Studies, a written plan or planning template that addresses how they plan to assess each competency, when they will be assessing each competency, who is responsible for assessing each competency, and what measures will be used to assess each competency. The plan may be articulated within the appropriate text boxes and questions below to the Self-Study Appendices page. The plan should be connected to the program's overall mission and goals and should be sustainable given the resources available to the program.

PART A. Defining competencies consistent with the mission

Section 5.1 Universal Required Competencies

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

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

To lead and manage in public governance

Universal Competency #1: To lead and manage in public governance:

The EMPA program has adopted the ten competencies developed by the Department of Public Administration for EMPA program graduates as a refinement of the five NASPAA universal

competencies (See Appendix C for Competency Maps and Matrices"). The following EMPA competencies and narrative operationalize the competency "to lead and manage in public governance":

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.

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.

To participate in and contribute to the public policy process

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

The EMPA program has adopted the ten competencies developed by the Department of Public Administration for EMPA program graduates as a refinement of the five NASPAA universal competencies (See Appendix C for Competency Maps and Matrices"). The following EMPA competencies and narrative operationalize the competency "to participate in and contribute to the public policy process":

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

As reflected in the goals and beliefs statement provided in section 1.2.1 and competencies enumerated above, especially #4, 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.

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

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

The EMPA program has adopted the ten competencies developed by the Department of Public Administration for EMPA program graduates as a refinement of the five NASPAA universal competencies (See Appendix C for Competency Maps and Matrices"). The following EMPA competencies and narrative operationalize the competency "to analyze, synthesize, think critically, solve problems, and make decisions":

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.
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, and 6), 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 Research Design & Analytic Methods (PA 559). 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 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.

To articulate and apply a public service perspective

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

The EMPA program has adopted the ten competencies developed by the Department of Public Administration for EMPA program graduates as a refinement of the five NASPAA universal competencies (See Appendix C for Competency Maps and Matrices"). The following EMPA competencies and narrative operationalize the competency "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.

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

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 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, 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.

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

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

The EMPA program has adopted the ten competencies developed by the Department of Public Administration for EMPA program graduates as a refinement of the five NASPAA universal competencies (See Appendix C for Competency Maps and Matrices"). The following EMPA competencies and narrative operationalize the competency "To communicate and interact productively with a diverse and changing workforce and citizenry":

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.

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

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 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. (PA539: National Policy Process), and the other in a foreign country (PA544: International Field Experience). Also, as discussed in section 3.2.2., by sequencing the international field experience course with PA: 547: Culture, Values and Leadership course, the program intentionally connects domestic diversity issues with international perspectives. 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 diverse, equitable and inclusive.

In addition, the program faculty has made a conscious commitment to address diversity in each of the program's required courses. While PA544: International Field Experience and PA547: Culture, Values and Leadership courses specifically address the theme of diversity and cultural competence, 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, and this theme should be 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 been examining the course content of all required courses to explore opportunities for increasing attention to the diversity theme. As a result, some faculty members added course materials that incorporate perspectives from non-white mainstream scholars.

Standard 5.2 Part A: Mission Specific Required Competencies

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

Standard 5.2 Mission-Specific Required Competencies (if applicable)

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

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

The EMPA program has adopted three mission-specific competencies required of all students (see Appendix D for assessment rubric):

EMPA 1. Demonstrate what is required to lead at and across the individual, group/team, organization and community levels

EMPA 2. 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.

EMPA 3. 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:

EMPA 1: 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 are an integral part of the student learning activities. The organizational dimension of leadership is the central focus of PA 540: Administrative Theory and Behavior and PA 545: Organizational Development which are taught interrogatively to reinforce this competency over an entire term of the program.

EMPA 2: 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 further develop their knowledge and skills in PA 517: Leadership Development for Public Organizations, PA 540: Administrative Theory and Behavior, PA 545: Organizational Development, their PA 508: Reflective Practice and PA 512: Advanced Case Analysis (Capstone).

EMPA 3: 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 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 545: Organizational Development, their PA 508: Reflective Practice and PA 512: Advanced Case Analysis (Capstone).

Standard 5.3 Part A

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

Section 5.3 Mission-Specific Elective Competencies (if applicable)

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

Standard 5.1-5.3 Part B

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

The program is expected to engage in ongoing assessment of student learning for all universal required competencies and all mission-specific required 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. The plan may be articulated within the appropriate text boxes and questions below or uploaded as a pdf in the appendices tab.

Standard 5.1 Part C

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

Universal Required Competencies: One Assessment Cycle

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

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

Note that while only one universal required competency is discussed in the self-study narrative, COPRA expects the program to discuss with the Site Visit Team progress on all universal competencies, subject to implementation expectations in COPRA's official policy statements.

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

For MPA competency #2: "Identify and apply relevant theories and frameworks to the practice of public service leadership, management and policy", the program chose to use several assignments from the spring 2018 PA 512: Advanced Case Analysis.

2. Evidence of learning that was gathered:

The instructor for this course provided four final capstone reports to review.

3. How evidence of learning was analyzed:

Another EMPA faculty member then reviewed the capstone reports against the evaluation rubric (see Appendix E). This rubric provides guidelines for assessing the level of competency students demonstrate for a particular competency.

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

The feedback from the evaluation is shared with the course instructor as well as the program leadership to assess overall how well students demonstrated the competency.

Standard 5.2 Part C

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

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

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

For EMPA competency #1: "Demonstrate what is required to lead at and across the individual, group/team, organization and community levels", two courses were evaluated to try to capture the different levels of leadership addressed in this competency. In this case, PA: 517: Leadership Development for Public Organizations and PA 540: Administrative Theory and Behavior were chosen.

2. Evidence of learning that was gathered:

The instructors for each of these courses identified assignments from the courses that they felt would demonstrate how well students were achieving the competency and provided copies of these assignment - with instructor comments included - to another faculty member to evaluate.

3. How evidence of learning was analyzed:

Another EMPA faculty member then reviewed the capstone reports against the evaluation rubric (see Appendix E). This rubric provides guidelines for assessing the level of competency students demonstrate for a particular competency.

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

The feedback from the evaluation is shared with the course instructors as well as the program leadership to assess overall how well students demonstrated the competency.

Standard 5.4.1 Professional Competencies

Standard 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 program should provide information on how students gain an understanding of professional practice.

5.4.1 Please describe, with respect to your mission, the most important opportunities available for students to interact with practitioners across the broad range of the public service profession. Be certain to indicate the relative frequency of each activity.

Given that the EMPA students are themselves practitioners with extensive professional experience, the interactions among the cohort are themselves a rich opportunity for the students to learn from other practitioners. In addition, PA 539 National Policy Process in Washington DC involves a week of interactive meetings with experienced professionals in federal agencies, non-profit organizations, and trade associations and the international trips to Korea and Vietnam are similarly structured to provide rich interactions with public service practitioners in those countries. Several courses, including PA 547 Cultural Leadership and PA 540 Organizational Development, include guest speakers or expert panels. In addition, the program organizes quarterly alumni events to share the work being done by EMPA graduates with current students and other alumni.

Standard 6 Matching Resources with the Mission

Standard 6.1 Resource Adequacy: The program will have sufficient funds, physical facilities, and resources in addition to its faculty to pursue its mission, objectives, and continuous improvement.

Self-Study Instructions:

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

Programs are required to report on resource adequacy in the areas of:

- Budget
- Program Administration
- Supporting Personnel
- Teaching Loads/Class Sizes/Frequency of Class Offerings
- Information Technology
- Library
- Classrooms, Offices and Meeting Spaces

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

If available, please provide the budget of the degree seeking accreditation 539,959

6.1a Overall budget for program Decreasing

6.1b

6.1b Please describe the adequacy of your program's budget in the context of your mission and ongoing programmatic improvement, and specifically, the sufficiency of the program's ability to support its faculty, staff, and students, including the areas noted above.

Since the last accreditation process, Portland State University made a policy change so that all self-support, credit-bearing courses would now be accounted for in the general fund. This policy change affected the EMPA program's budget development and allocation process. In the new model, the Center for Public Service (CPS) that provides administrative support to the EMPA program first formulates a Strategic Enrollment Management Plan (SEM plan) based on instructional and operational costs and student enrollment estimates. The PA Department integrates the EMPA program SEM plan into the overall PA Department SEM plan and submits to the College of Urban and Public Affairs Dean's Office. After the University's budget is determined, the Dean's office allocates budget to each academic Department. Once the budget is allocated, the PA Department Chair, EMPA faculty lead and Department Manager, together with CPS Assistant Director, Budget Manager, and the EMPA Program Coordinator review the allocated overall budget and finalize the

EMPA program budget.

This shift resulted in better integration of the EMPA program into the Public Administration Department, and strengthened the overall governance and collaboration between EMPA and other graduate programs within the Department.

Even though the university budget has been facing challenges in recent years, the EMPA budget that has been allocated to the program has been generally sufficient to support the faculty, staff and student needs of the program. The budget has also been adequate to enable the program to support faculty development related to the program's goals. For example, the EMPA budget covers faculty and staff participation to the annual Oregon City/County Managers Association (OCCMA) conference. During the self-study year, EMPA budget supported Dr. Junghee Lee and EMPA student, Mr. David Bodway's attendance at the annual ASPA conference. (For more examples, see standard 3 where discuss faculty development). The positive feedback from student and alumni regarding the value of the program indicates that the program has been maintaining a high level of academic and professional content relevant to the students it serves.

As is the case with other units at the university the EMPA program would benefit from greater availability of scholarship and financial hardship funds to facilitate greater student success in degree completion. Although we have been able to identify funds on a case by case basis, having a more reliable resource to draw on would benefit our students.

6.2a

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 518 Leading Public Organizations	One semester, session, or quarter per year
Course 2	PA 517 Leadership Development in the Public Sector	One semester, session, or quarter per year
Course 3	PA 533 Public Policy: Origins & Processes	One semester, session, or quarter per year
Course 4	PA 539 National Policy Process - Washington, D.C.	One semester, session, or quarter per year
Course 5	PA 590 Public Human Resource Management	One semester, session, or quarter per year
Course 6	PA 540 Administrative Theory & Behavior	One semester, session, or quarter per year
Course 7	PA 545 Organizational Development	One semester, session, or quarter per year
Course 8	PA 534 Administrative Law	One semester, session, or quarter per year
Course 9	PA 544 International Field Experiences - Vietnam or Korea	One semester, session, or quarter per year
Course 10	PA 547 Culture, Values, & Leadership	One semester, session, or quarter per year

	Required Course (list them by course catalogue name and number)	Frequency
Course 11	PA 559 Research Design & Analytic Methods	One semester, session, or quarter per year
Course 12	PA 583 Advanced Budgeting Concepts & Techniques	One semester, session, or quarter per year
Course 13	PA 513 Administrative Ethics & Values	One semester, session, or quarter per year
Course 14	PA 512 Capstone Project	One semester, session, or quarter per year
Course 15	PA 508 Reflective Practice	One semester, session, or quarter per year

6.2b

6.2b For each specialization advertised by your Program, indicate the number of students graduating with each specialization in the self-study year, the number of courses required to fulfill that specialization and how many courses were offered within that specialization during the self study and preceding year (count only distinct courses; do not double count multiple sections of the same course offered in the same semester/session/quarter).

6.2c

6.2c In the space provided, explain how the frequency of course offerings for required and specialization courses documented in the tables above represents adequate resources for the program. To the extent that courses are not offered with sufficient frequency, explain why and what is being done to address the problem. (Limit 100 words)

The EMPA program operates as a cohort model curriculum that begins with a new cohort each fall term. Courses are offered systematically, once a year as cohort curriculum. If a student needs to stop out at anytime, they pick up courses with the cohort starting the next fall or complete outstanding courses through independent study or with our MPA students.

Standard 7: Matching Communications with the Mission

Standard 7.1 Communications: The Program will provide appropriate and current information about its mission, policies, practices, and accomplishments -- including student learning outcomes -- sufficient to inform decisions by its stakeholders such as prospective and current students; faculty; employers of current students and graduates; university administrators; alumni; and accrediting agencies.

Self-Study Instructions

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

In preparing its Self Study Report for Standard 1-6, the Program will provide information and data to COPRA. *Some* of these data will be made public *by NASPAA* to provide public accountability about public affairs education. NASPAA will make key information about mission, admissions policies, faculty, career services, and costs available to stakeholder groups that include prospective students, alumni, employers, and policymakers.

Other data will have to be posted **by the program** on its website (or be made public in some other way). These data are listed below. A program that does not provide a URL needs to explain in a text box how it makes this information public (through a publication or brochure, for example).

Data and Information Requirements - Provide URLs

The information listed below is expected to be publicly available through electronic or printed media. Exceptions to this rule should be explained and a clear rationale provided as to why such information is not publicly available and/or accessible. Programs are expected to ensure ongoing accuracy in all external media on an annual basis.

General Information about the Degree - From Eligibility Section

7.1.1 Please provide a URL to the following information, which is to be made public, and kept current, by the program.

Degree Title	https://www.pdx.edu/cps/executive-master-of-public-administration
Organizational Relationship between Program and University	https://www.pdx.edu/cps/about-the-empa
Modes of Program Delivery	https://www.pdx.edu/cps/the-student-experience
Number of Credit Hours	https://www.pdx.edu/cps/empa-degree-map
Length of Degree	https://www.pdx.edu/cps/empa-degree-map
Number of Students	https://www.pdx.edu/cps/empa-program-accreditation

Mission of the Program - From Standard 1

Mission Statement<https://www.pdx.edu/cps/about-the-empa>**Faculty - From Standard 3****Number of Faculty Teaching in the Program**<https://www.pdx.edu/cps/empa-faculty-and-staff>**Program Faculty identified including credentials**<https://www.pdx.edu/cps/empa-faculty-and-staff>**Cost of Degree - From Standard 4.1****Tuition Cost (in state and out-of-state)**<https://www.pdx.edu/cps/empa-tuition-fees>**Description of Financial Aid Availability, including Assistantships**<https://www.pdx.edu/cps/empa-tuition-fees>**Admission - From Standard 4.2****Admission Criteria**<https://www.pdx.edu/cps/how-to-apply-to-the-empa>**Career Services - From Standard 4.3****Distribution of placement of graduates, graduating from the year prior to the data year (number)**<https://www.pdx.edu/cps/empa-program-accreditation>**Graduates - From Standard 4.3****Completion Rate (Percentage of class entering five years prior to data year that graduated within 2 years and 4 years)**<https://www.pdx.edu/cps/empa-program-accreditation>

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

7.1.1

List of Dual Degrees: N/A

List of Specializations: N/A

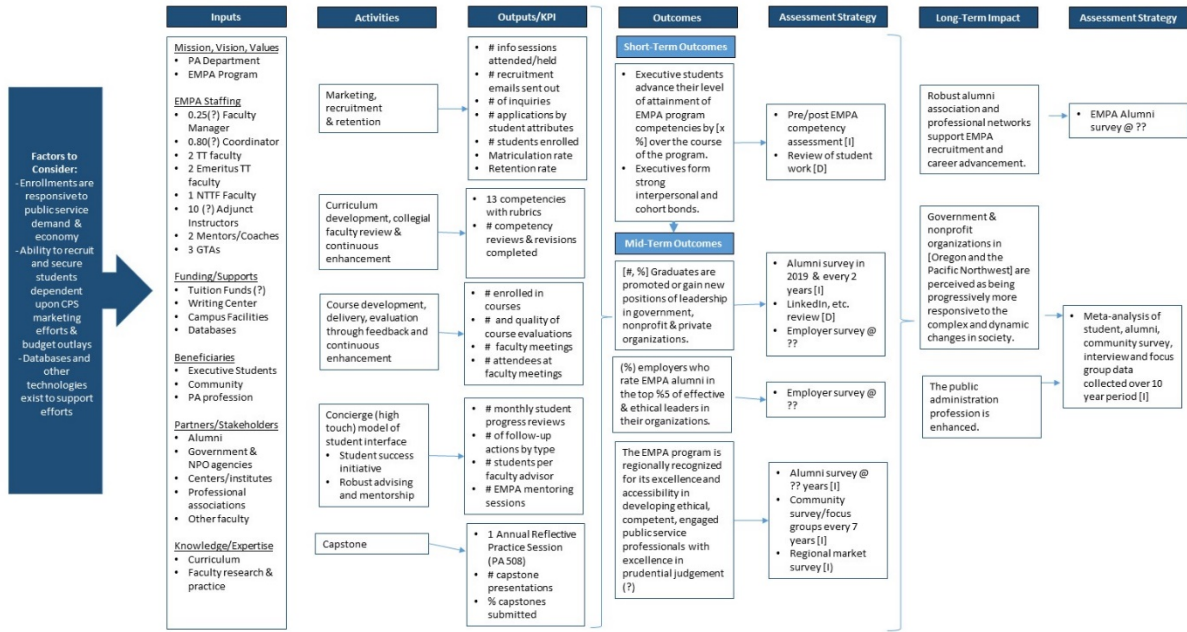
Fast-track Info: N/A Program is accelerated cohort model

4.3 Internship Placement List: N/A Students are actively employed (minimum of 10 years of significant work experience)

Appendix A: Logic Model

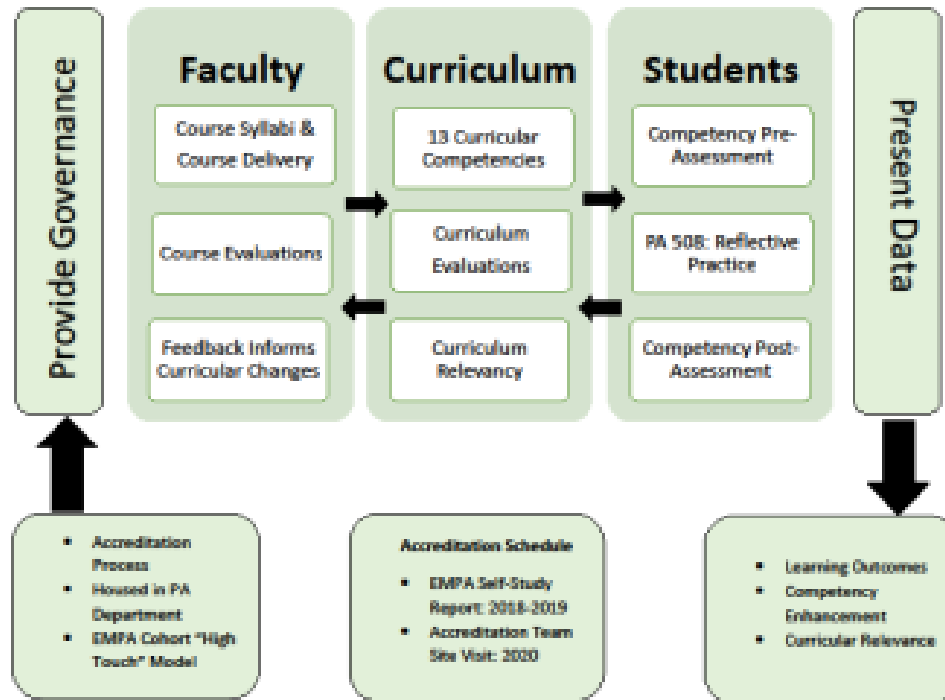
EMPA Program Planning and Assessment Logic Model – Adapted by MDI and JA from MPA Logic Model developed by B. Sandberg, July 2019

Organization: Public Administration (PA) Department, Center for Public Service (CPS), Hatfield School of Government
Program/Project: Executive Master of Public Administration (EMPA)



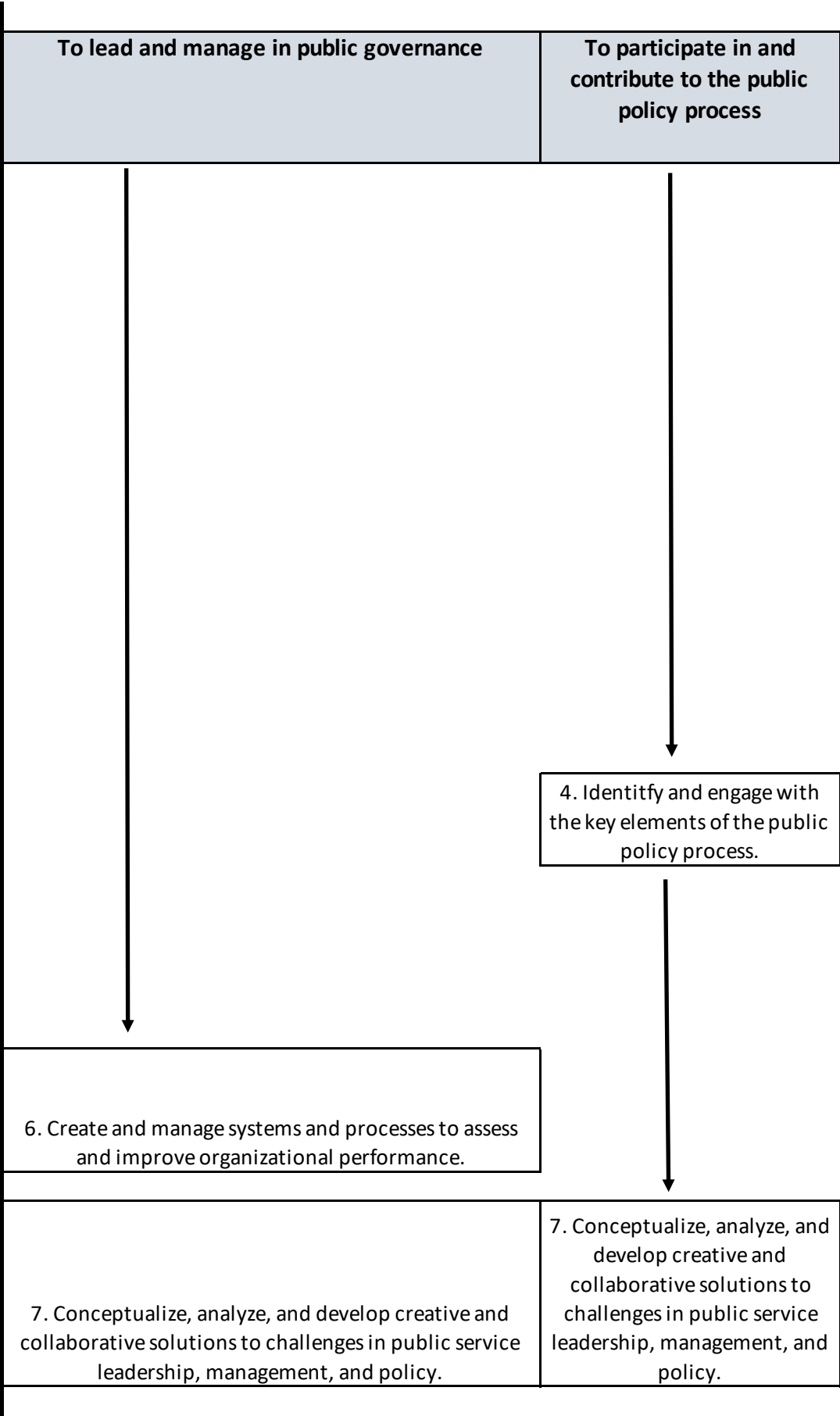
Appendix B: Assessment Framework

Integrative and Collegial EMPA Assessment Elements Framework



Revised MDI July 7, 2019

Appendix C



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

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

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.

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

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.

8. Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services.	8. Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services.	8. Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services.
	9. Demonstrate verbal and written communication skills as a professional and through interpersonal interactions in groups and in society.	9. Demonstrate verbal and written communication skills as a professional and through interpersonal interactions in groups and in society.
	10. Think critically and self-reflectively about emerging issues concerning public service leadership, management, and policy.	10. Think critically and self-reflectively about emerging issues concerning public service leadership, management, and policy.

Executive Master of Public Administration Course to Competency Matrix

Pre-course Instructor Intention to Address Competency Within a Course

Matrix as of Fall 2018 Course Presentations

		Ethics & Roles	Theories & Frameworks	Diverse Cultures	Policy Process	Quant & Qual	Org Assess & Improve	Collaborative	Cross-sectoral	Communication	Reflection	Lead at and across	Lead within variety of structures	Leadership Challenges
		1	2	3	4	5	6	7	8	9	10	1	2	3
PA 518	Foundations of Public Service	H	H	M-H	L	L	L	M	M	M	H	H	H	H
PA 517	Leadership in Public Organizations	H	H								H	M	H	H
PA 533	Public Policy Origins and Process	M	H	H	H	M		H		H	H	L	H	L
PA 539	National Policy Process	M	H	M	H	L	L	M	M	M	M	H	L	L
PA 590	Public Human Resource Management	H	M				M	H		H	H	H	L	L
PA 540	Administrative Theory & Behavior		H			M	H	M	M	H		M	H	M
PA 545	Organizational Development		H			M	H	H	M	H		H	M	H
PA 534	Administrative Law		H					H	H	H	H			H
PA 544 (SK)	International Field Experience			H			H			H	H		H	H-M
PA 544 (V)	International Field Experience	H		H							H	H		
PA 547	Culture, Values, & Leadership			H			H			H	H		H	H
PA 559	Research Design & Analytic Methods	M	M	M	L	H	H	M	L	H	M			H
PA 583	Advanced Budgeting				H	H	H			H		H	H	H
PA 513	Administrative Ethics & Capstone Project	H	M	M	L	L	L	M	L	M	M	H	H	H
PA 512	Capstone Project											H	H	H
PA 508	Reflective Practice													
Competency Totals (H only)		5	7	5	3	2	6	4	1	9	8	9	8	11

APPENDIX D: ASSESSMENT PLAN

As described in Standard 1.3.2, the EMPA program has a three-pronged assessment approach, (1) student competencies and professional leadership development, (2) faculty instructional performance and course evaluation, and (3) curricular evaluation. This assessment process is consistent with the program's Logic Model (see Appendix A under Standard 1). The processes are described below.

(1) Faculty instructional performance and course evaluation

a. ***Student evaluation of faculty instructional performance and course content.***

At the end of each course, students undertake a course evaluation that assesses the performance related to the quality of instruction and course content.

Timeline: On going.

- b. ***Course-level Assessment of Learning Competencies.*** All courses are evaluated by students on the basis to which they facilitate the development of the competencies specifically listed in the course syllabus. As noted above, this information is collected through Qualtrics and stored for future review by the Program Director and faculty review committees.

Timeline: Pilot in 2018 cohort with full implementation in fall 2019. By 2024 a complete set of information will be available for curricular review.

(2) Curricular Evaluation

- (a) ***On-going feedback.*** The EMPA program continuously collects curricular-relevant information from the program mentors, cohort representatives and instructors and uses this information to make tactical adjustments in the curriculum (i.e., course scheduling, sequencing, luncheon sessions, ec.). In addition, the EMPA program systematically collects the following types of information and uses it to make strategic adjustments in the curriculum.
- (b) ***Employer Assessments.*** Three years after graduating a student sample for each cohort will be selected for evaluation by employers. This information is intended to be used to review the curriculum.

Timeline: Pilot in 2019 with full implementation in 2020.

(3) Student competencies and professional development

- a. ***Baseline Assessment of Individual Learning Competencies.*** The EMPA program has established 13 student learning competencies, ten of which are generic to all degree programs in the public administration department and three that are program specific. All students self-assess

their competencies against the 10 core and the 3 program specific leadership competencies using the program rubrics. This information is collected using a Qualtrics survey form and stored for future use.

b. Exit Evaluation of Learning Competencies. All EMPA students complete a final evaluation of the progress they have made throughout the program in developing the 13 competencies.

Timeline: Pilot in 2018 cohort with full implementation in fall 2019.

c. Assessment of student-developed leadership goals

Step 1. In the second course taken by EMPA cohort members (PA 517 Individual Leadership Development), students are introduced to the competency-based learning rubric, which is linked to their own individual leadership goals that are developed in the course and posted on-line for continuous review.

Step 2. At the end of each term, students are required to use the work they completed in PA 517 and subsequent course work to assess their learning progress in attaining their leadership goals, and post it in their student-specific electronic Leadership Development Portfolio on a designated D2L site.

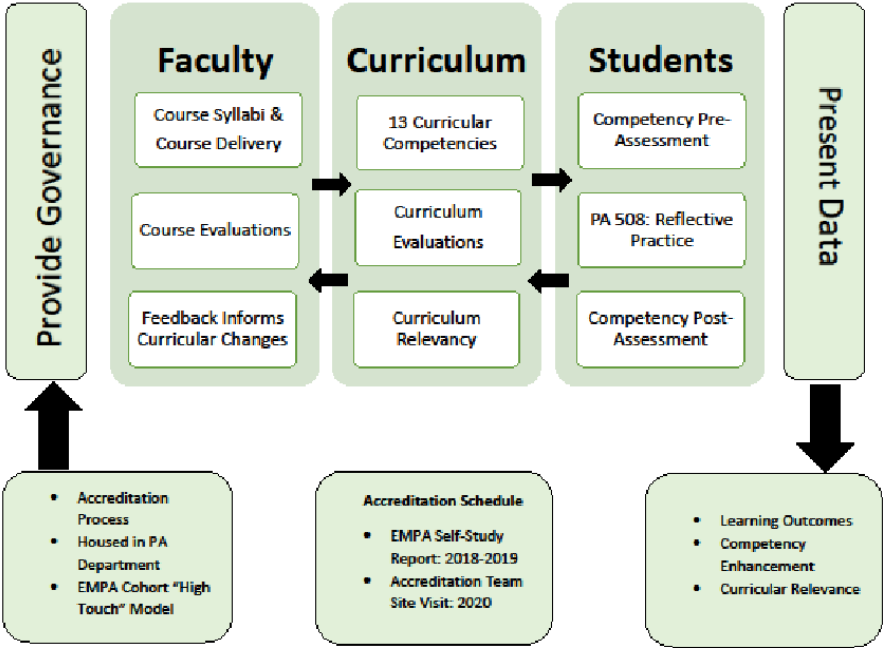
Step 3. Students are required to take a one credit course (PA 508 Reflective Practice) organized around their learning progress and outcomes. The course asks students to use their previous quarterly leadership goal attainment assessments to help them decide how they might use the capstone experience to leverage progress on their learning objectives and competencies.

Step 4. Alumni survey sent to students 3 or more years out from graduation to assess the value add of completing the EMPA program.

Timeline: Pilot in fall 2018 with full implementation in fall 2019.

The conceptual schematic of this three-pronged approach is shown below.

Integrative and Collegial EMPA Assessment Elements Framework



APPENDIX E: EMPA SPECIFIC COMPETENCY RUBRICS

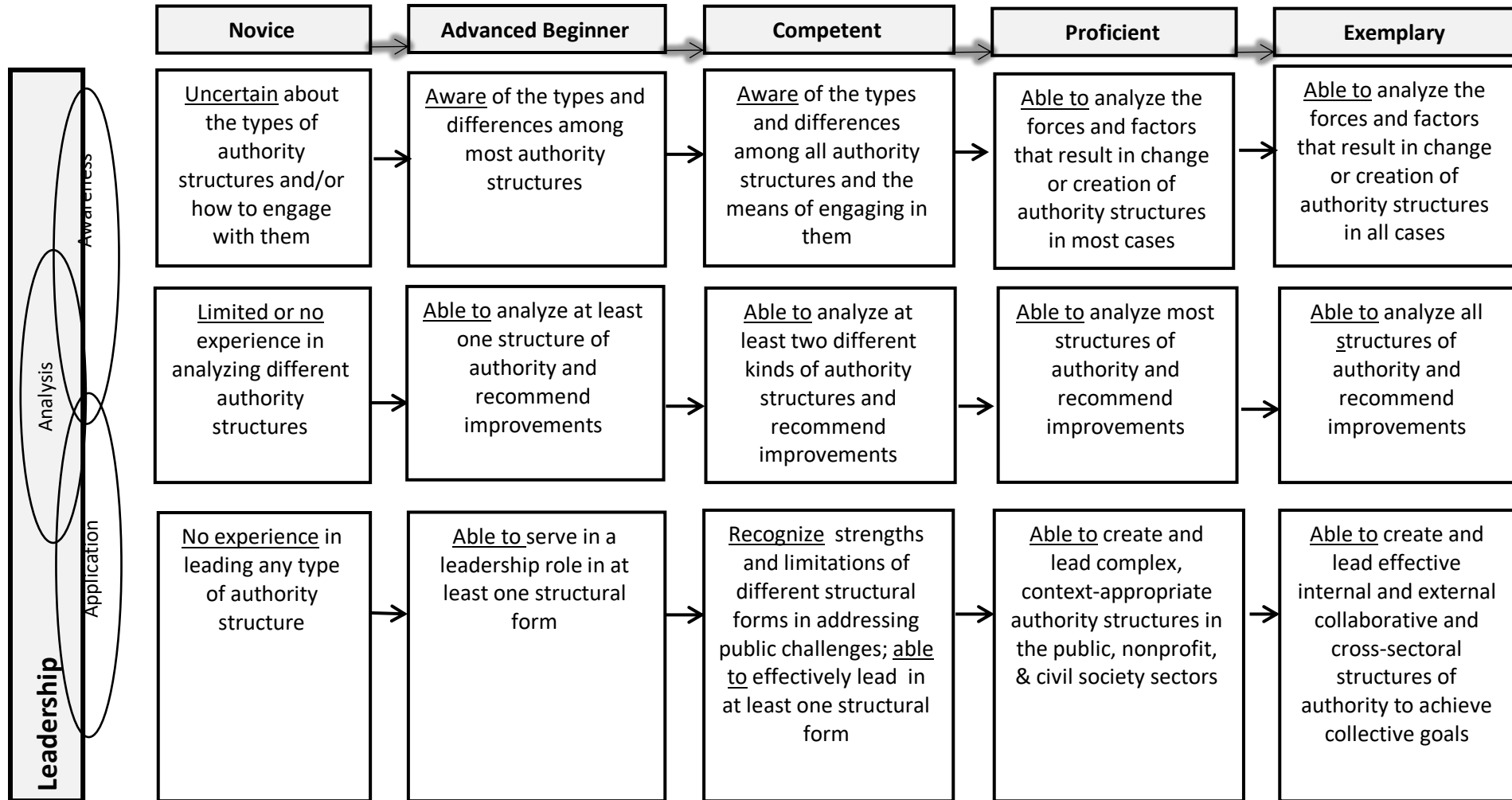
EMPA Program Specific Competency 1: Matching Leadership Approaches* to Different Organizational Levels
 Demonstrates what is required to lead at and across the individual, group/team, organizational, and community/societal levels.

	Novice	Advanced Beginner	Competent	Proficient	Exemplary
<div style="border: 1px solid black; padding: 5px; display: inline-block;">Leadership</div> <div style="display: flex; align-items: center; justify-content: center; gap: 10px;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; text-align: center;">Analysis</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; text-align: center;">Application</div> </div>	<p><u>Uncertain</u> about key elements of leadership approaches at any level</p>	<p><u>Aware</u> of key elements of leadership approaches at the individual, group, and team levels</p>	<p><u>Able to articulate</u> the key elements of supervisory, managerial & facilitative leadership at multiple</p>	<p><u>Able to articulate</u> the integrative role of different leadership approaches at all organizational levels</p>	<p><u>Able to articulate</u> the integrative role of organizational leadership approaches and their implications at the community level</p>
	<p><u>No experience</u> in analyzing leadership approaches at any level</p>	<p><u>Able to analyze</u> leadership at the individual and group/team levels</p>	<p><u>Able to analyze</u> what combination of leadership approaches are appropriate at both the supervisory & mid-management levels of organizations</p>	<p><u>Able to analyze</u> what combination of leadership approaches are appropriate at all levels of the</p>	<p><u>Able to analyze</u> how to integrate leadership approaches at the community and societal levels</p>
	<p><u>No experience</u> in leading at any level</p>	<p><u>Recognize</u> strengths and limitations of different leadership approaches within a variety of organizational and community contexts</p>	<p><u>Able to lead</u> at the group, team, taskforce, and/or project organizational levels</p>	<p><u>Able to adopt</u> appropriate leadership approaches to the situation and context; has mastered leadership at the middle management level</p>	<p><u>Able to lead</u> at the senior executive level, including leading in multi-stakeholder and jurisdictional settings</p>

*Throughout this rubric, the terms “leadership” and “leadership approach” include the reciprocal relationship between leaders and followers. Research indicates that leaders create constructive relationships by creating hope, providing stability, demonstrating compassion, and building trust for their followers (see Rath & Conchie, *Strengths Based Leadership*, 2009). The leader manages and nurtures those relationships as appropriate to organization level, authority structure, and the nature of the

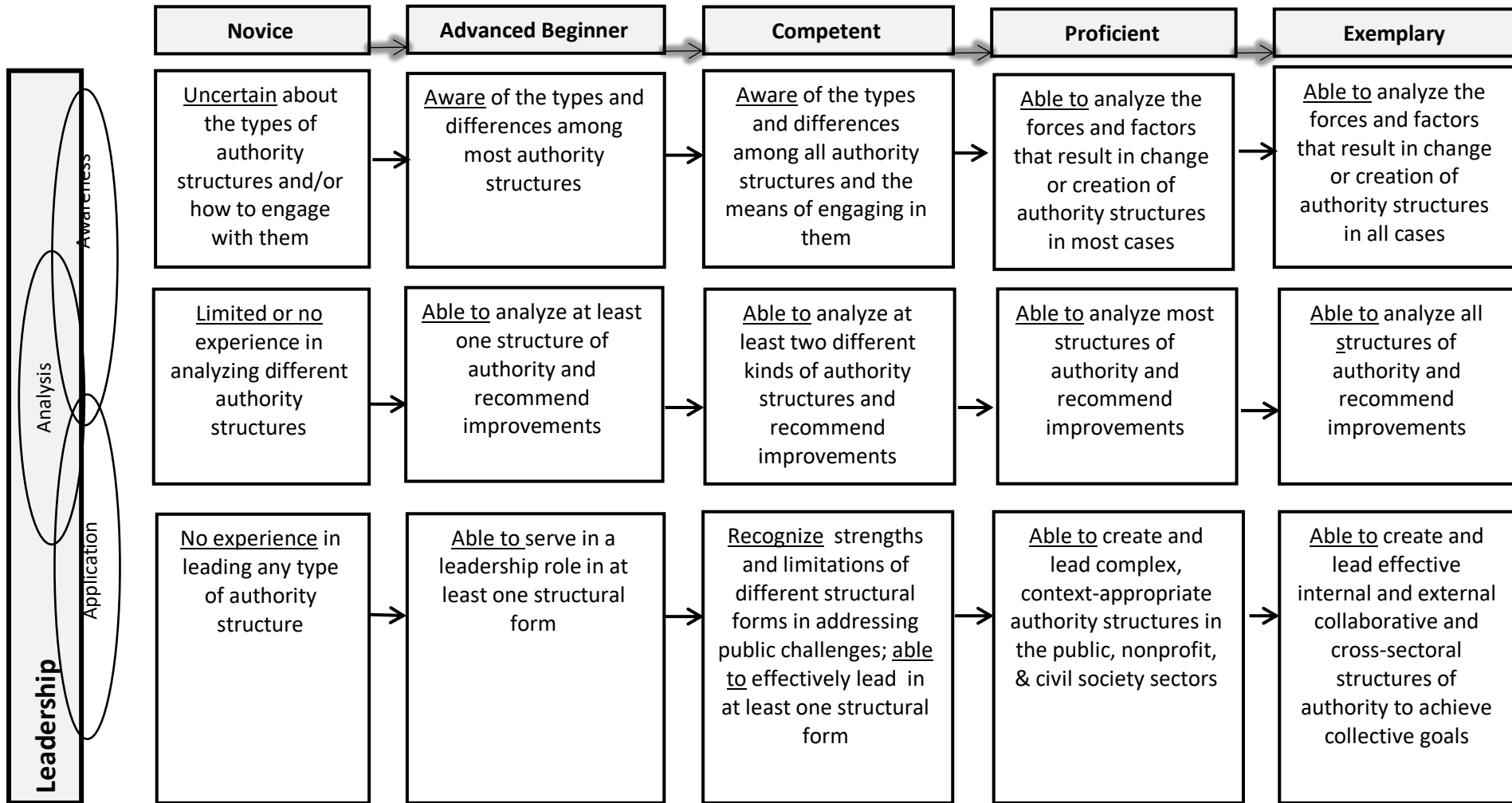
EMPA Program Specific Competency 2: Matching Leadership Approaches to Different Structures of Authority

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



EMPA Program Specific Competency 2: Matching Leadership Approaches to Different Structures of Authority

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



APPENDIX F: COMPETENCY ASSESSMENT RUBRIC

Example using Competency #3

DEPARTMENT OF PUBLIC ADMINISTRATION: STUDENT ASSESSMENTS COMMITTEE

RUBRIC TO ASSESS STUDENT WORK FOR EVIDENCE OF COMPETENCY ATTAINMENT

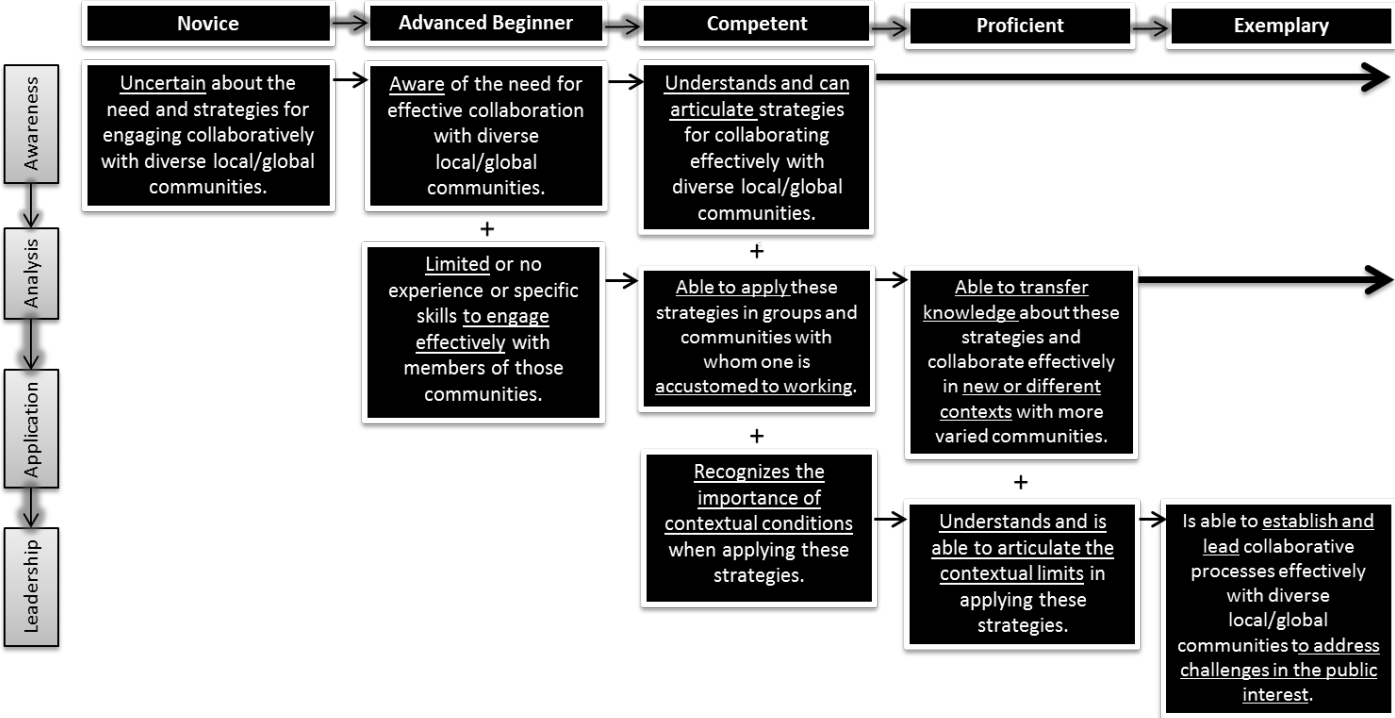
Competency #/Name: 3, Respond to and engage collaboratively with diverse local and global cultures and communities to address challenges in the public interest.

Course #: _____ **Quarter/Year:** _____ **Instructor:** _____

Course Learning Objective: _____

Rater(s): _____

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



Upon review of assigned student work and using the competency map above as a guide, please indicate your rating of each student's attainment of the designated competency as it relates to the course learning objective listed above, on a scale of 1 to 5.

Student Name	Student Work Product Reviewed	Novice (1)	Advanced Beginner (2)	Competent (3)	Proficient (4)	Exemplary (5)
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

Diversity, Equity, & Inclusion Plan

EXECUTIVE MASTER OF PUBLIC ADMINISTRATION PROGRAM
DEPARTMENT OF PUBLIC ADMINISTRATION
PORTLAND STATE UNIVERSITY
DRAFT – AUGUST 12, 2019

*“Let Knowledge Serve the City” (Doctrina urbi serviat)
2019 – 2024*

INTRODUCTION

The EMPA program is one of several programs within Portland State's Department of Public Administration. The program was the second executive track program to receive NASPAA accreditation in the nation and is currently still one of two accredited executive track programs serving mid-career public servants in the nation. The EMPA program seeks to meet the learning needs of mid-career and executive level public service leaders. The program seeks to serve public leaders with 10 or more years of relevant professional experience. The program's 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. The program seeks to provide students with the public service leadership competencies required to improve performance and build trust in democratic governance.

The EMPA program is committed to advancing the PSU-wide learning objective focused on diversity; this learning objective states that "[s]tudents need the capacity to become engaged citizens in order to meaningfully participate in and contribute to local, national, sovereign tribal nations and international communities. In order to do this, students need the capacity to communicate across differences to address longstanding and persistent real-world issues/challenges related to class, culture, ethnicity, gender, gender identity, gender expression, language, race, and sexual orientation" (PSU's Draft Diversity Action Plan, 2011-2012).

Over the past several years, EMPA leadership, faculty and staff have been exploring opportunities and strategies to better integrate considerations of diversity, equity and inclusion (DEI) throughout the program. This draft plan includes some of the strategies that the program has already begun to implement as well as those that are still being developed. This plan is intended to provide a systematic framework to help ensure that the EMPA program's DEI efforts are developed and implemented as thoughtfully and comprehensively as possible. This plan is a living document that will be updated based on what works well and what needs to be adapted to ensure that the program achieves its goals and incorporate best practices as effectively as possible.

Background on PSU and Program Diversity:

Based on PSU's Fall 2018 University-wide enrollment figures, of the 26,379 students, the student body consists of 55.1% Whites, 8% Asians, 13.9% Latino/Hispanics, 3.5% African American, 1.1% Native American, 6.1% Multi-ethnic, 0.6% Native Hawaiian/Pacific Islanders, 4.9% identifying as "Other." International students constitute 6.8% of the student population.

In terms of program faculty and staff, gender diversity has improved in recent years. In 2012 there was one female identifying faculty. However, the current EMPA faculty and staff team consists of 11 faculty and 2 staff 8 (61.5%) are female. Currently two of our faculty identify as people of color; this is significantly different from 2012.

The diversity profile of those enrolling in the EMPA cohorts have improved over time; for example, in Academic Year (AY) 2014-2015, those enrolling in the EMPA student body consisted of 27.3% persons of color (as self-defined by the students), compared to 41% in AY 2017-2018. However, students who identify as people of color have also had the highest rate of attrition in the early months of the program and a higher percentage of students of color do not complete the full application process. For example, in 2018, of the 8 students who dropped out of the program during the first term, 6 identified as people of color. Addressing this situation is a major priority for program leadership, faculty, and staff.

In terms of other demographic attributes the program has served a number of veterans and, while we have not tracked these statistics closely, we are aware that we are serving a number of students who are neuro-divergent or may be the first in their family to attend graduate school. We also serve a number of students who are in the LGBTQIA community, although we have not been formally collecting data on students' sexual orientation or gender identification.

DIVERSITY OBJECTIVES, STRATEGIES, & MEASURES

Defining Diversity, Equity, & Inclusion:

The EMPA program uses the definitions of diversity, equity, and inclusion included in the University-wide Diversity and Equity Inclusion plan (DEIP) developed in 2017:

Diversity: *Diversity is achieved when we ensure that participation levels of students and employees alike reflect that of the population. Specifically, for PSU, diversity will be achieved when it reflects the composition of the Portland metropolitan region in which PSU is based. We aspire to increase the percentage of students, faculty and staff who are from underrepresented groups. Underrepresented groups refer to, but are not limited to, groups based on race, ethnicity, tribal affiliation, tribal status, geographic location, gender, gender expression, disability status, documentation status, etc. who are underrepresented in institutions of higher learning. Underrepresented may also refer to other economic or social indicators such as persons from economically disadvantaged backgrounds or those who are first generation of their family to attain a higher education.*

Diversity is further used to describe the many national, racial, ethnic groups and sovereign tribal Nations in the United States that have brought their cultures, languages and belief systems to North America. It is a term that has grown to include the representation of all those who hold both dominant and minoritized identities, and it aims to prioritize attention to the importance of diversification across society, including employment, research, policy making, political representation, and institutional governance composition. Its goal is both a means and an end – diversifying who is at the table making decisions (such as hiring committees) is more likely to end up with more inclusive results. Diversity is also an important outcome of initiatives to, for example, diversify the student and faculty body.

Equity: We commit to equity as a foundation of PSU’s excellence. We define equity as ensuring everyone has access to opportunities necessary to satisfy essential needs, advance their well-being, and achieve their full potential. Our aim is to address the roots of inequities, including but not limited to racism, homophobia, sexism, ableism, classism, and the intersections of these inequities ([Let Knowledge Serve the City: Strategic Plan 2016-2020](#)).

Inclusion: Inclusion occurs when the structures and practices that support students and employees alike make them feel welcomed, affirmed and respected across campus and outside campus while they undertake university-related activities. Inclusion is involvement and empowerment, where the inherent worth, dignity and ways of knowing of all people are recognized

The EMPA program acknowledges that these guiding definitions of what constitutes diversity, equity and inclusion will need to be revisited over time. In working on diversity, equity, and inclusion we recognize that it is important to actively engage in ongoing learning opportunities regarding diversity, equity and inclusion considerations. The EMPA program acknowledges that expanding our understanding of and sensitivity to diversity, equity, and inclusion is an ongoing journey.

This plan addresses the following five issue areas, following the guidance provided by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA):

1. Climate
2. Faculty & Staff Diversity: Retention & Recruitment
3. Student Diversity: Retention & Recruitment
4. Teaching & Curriculum
5. Research & Community Outreach

Below we provide context for each of these issues and identify our goals, associated strategies and indicators of success.



From NASPAA, <https://accreditation.naspaa.org/wp-content/uploads/2017/08/creating-an-inclusive-climate-strategies.pdf>

1. Inclusive Climate

We address the issue of a climate first – as presented in the graphic above - because we feel that all of our other efforts must be built upon and reflective of an overall culture and commitment to diversity, equity and inclusion. For our program to have an authentically inclusive climate, all of our faculty, staff and students need to be committed to fostering an environment of trust and be fully supportive of integrating diversity, equity and inclusion considerations throughout the program. While many of the actions noted in the sections below related to faculty, students, curriculum, research and engagement contribute to the development of an inclusive climate, having an overarching commitment to the values noted above is critical to ensure that DEI considerations are fully integrated into every aspect of the program.

At the core of the EMPA program's definition of success is developing our cohorts into inclusive learning communities. Cohorts typically span a wide range of ages and are characterized by intellectual diversity as well as diverse personal identities – with this diversity comes a broad range of learning styles, and, as a result, it is crucial for the program's faculty and staff to seek to provide a truly inclusive learning environment.

The program's efforts to be inclusive seek to incorporate considerations beyond race and gender. For example, this plan includes actions intended to better support individuals who may have disabilities or are neurodiverse. Additionally, the plan highlights the importance of ensuring that a range of political perspectives are presented in the curriculum and the classroom and that those who may have more conservative perspectives are welcome to express their views in the context of the program.

Despite our efforts to provide a welcoming and inclusive climate, we recognize that we need to do more to provide a truly inclusive learning environment, particularly for students from underrepresented populations. Students and alums have provided feedback that course materials should be more diverse, instructors should be more open to difficult dialogue, and the program should seek instructors with diverse backgrounds with whom students from underrepresented communities can better identify; progress on these fronts would make the EMPA courses more racially welcoming. Although our program is geographically located in a white dominant community, it is a high priority for the program to provide an environment that elevates leaders of color through graduate education as well as providing a learning environment that provides all students with opportunities to learn in a diverse, equitable and inclusive space.

One of our next steps toward creating an inclusive climate is to complete a formal Climate Assessment with our Office of Global, Diversity, and Inclusion with a particular focus on building a supportive environment for adult learners. In addition to this assessment, program staff are actively engaging in onboarding support that addresses developing an inclusive culture by leveling the

playing field of academic institutional knowledge, decreasing feelings of imposter syndrome and academic shock, and validating students’ experience. In addition to the onboarding, staff will continue to explore ways that policies and procedures can better integrate an equity lens throughout the program.

Table 1: Climate

Objectives	Strategies	Potential Indicators	Timeline (Lead)
<p>1. Develop and maintain diverse and inclusive climate that embodies and inculcates the values of civics, civility, and citizenship among our faculty, staff, and students.</p>	<p>a. Engage the OGD I to conduct a program climate assessment.</p> <p>b. Encourage civility in the classroom through the intentional establishment of ground rules for communication and class discussions, including helping students understand and respect diversity in ideological viewpoints.</p> <p>c. Invite guest speakers from underrepresented groups (e.g., women, people of color, young professionals) to engage in the department-wide dialogue around issues of diversity and inclusion in public service.</p>	<p>a.1. Climate Assessment completed.</p> <p>b. Student feedback (focus group and survey) suggests inclusive and civil climate in the classroom.</p> <p>c. Number of events, and attendees to the department-wide dialogue around issues of diversity and inclusion in public service.</p>	<p>a. AY20/21 (Faculty Lead and Program Coordinator)</p> <p>b. AY 23~ (Faculty Lead and Program Coordinator)</p> <p>c. AY 21~ (Faculty Lead and Program Coordinator)</p>

	<p>d. Adopt onboarding processes for new faculty, adjunct instructors and staff that help them feel welcome.</p>	<p>d. On-boarding process in place.</p>	<p>d. AY 20~ (Faculty Lead and Program Coordinator)</p>
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2. Faculty Diversity: Retention and Recruitment

Faculty and staff are responsible for fully integrating DEI considerations into the program over the long term. While students play important roles in advancing DEI, they cycle through the program and despite our effort to strengthen our alumni engagement, the faculty have the best opportunity to be the “through line” for the EMPA. Therefore, any effort to create an inclusive climate must fully engage the faculty. While in this section we focus on the demographic profile of faculty and efforts to recruit and retain a diverse faculty community, we want to note that faculty and staff play central roles in all of the other elements of this plan.

The EMPA faculty has a reasonable gender diversity but could be more diverse in terms of including more faculty of color and those from other under-represented groups. As noted in the plan below, an assessment of faculty retirement plans and of other possible faculty transitions may provide opportunities to engage new faculty in the program, which may provide opportunities to further diversify the EMPA faculty profile.

Aside from faculty demographics, we are also working to provide support for faculty to examine how DEI considerations can be integrated into their courses (see Curriculum section below). We hope that this kind of support will both facilitate and enrich the faculty’s work on DEI issues; further, we hope that the efforts to integrate knowledge and actions about DEI issues throughout the program will foster a sense of collective engagement and partnership among the EMPA faculty, contributing to program cohesion and overall satisfaction with the working environment.

Table 2: Faculty Diversity and Retention

Objectives	Strategies	Potential Indicators	Timeline (Lead)
<p>1. Continue to improve EMPA faculty’s gender and ethnic/racial diversity.</p>	<p>a. Monitor and record faculty’s gender and ethnic/racial diversity on an annual basis. (As part of the NASPAA annual report.)</p> <p>b. Discuss and assess if there is other areas of diversity in faculty background that we need to pay special attention to (e.g. political perspectives, etc).</p> <p>c. Start assessing if there is any retirement plans or if any of the current faculty are planning to transition out of the program. Based on this assessment, start succession planning and incorporate considerations of how hires could contribute to diversity goals.</p>	<p>a. Percentage distribution of the faculty members in gender and ethnic/racial background (Self-report).</p> <p>b. Percentage distribution of the faculty members’ background based on attributes or perspectives identified as important to include.</p> <p>c. Numbers of faculty members who indicated possible retirement before AY26 and strategies to expand diversity through recruitment of new faculty.</p>	<p>a. Annually (Program Director and Faculty Lead)</p> <p>b. AY20 (Program Director and Faculty Lead)</p> <p>c. Annually (Program Director)</p>

3. Student Diversity: Retention & Recruitment

In terms of addressing student diversity, areas of priority focus are to improve recruitment and retention of students representing ethnic/racial diversity as well as other underserved populations and ensuring that DEI is integrated into the program so that all students develop knowledge and skills relevant to their public service careers.

The EMPA is currently reviewing our diversity and inclusion programming, with the goal to move from *acknowledgement* to *impact*. Some foundational work to address diversity and inclusion that has taken place includes: embedding a diversity component in the program through PA 547: Cultural Leadership and PA 544: International Field Experience courses, having faculty attend diversity trainings, and inviting guest speakers who offer additional perspectives on diversity and inclusion issues and challenges. Although these efforts have had some positive impact on our students, we recognize that this approach has not been sufficient in ensuring that diversity and inclusion is integrated into the overall framework of the program's curriculum.

As we look toward the next seven years, the Department Chair/Program Director, faculty lead and program coordinator are committed to collaborating with the faculty team to improve the program's cultural responsiveness. Some ways this will be accomplished include: revitalizing cohort onboarding to include setting expectations around a climate of inclusiveness, having faculty review courses to identify where they can include an equity lens, providing alumni opportunities to engage in topics related to diversity and inclusion, succession planning for diversifying EMPA faculty body, and implementing culturally responsive executive coaching. Specifics of these ideas are discussed below.

- Cohort Onboarding: Implementation in the fall of 2019 with a 3.5 hour cohort onboarding to set inclusive tone, program expectations, and level the playing field for the incoming cohort's knowledge of graduate school.
- Faculty Course Review (see below): Faculty will be provided with resources and tools during their will quarterly faculty meetings to enable them to do a "deep dive" into their course syllabi using Universal Design for Learning and Inclusive Pedagogy strategies.
- Alumni Engagement: Starting in the summer of 2019, we will be hosting quarterly conversation series around diversity, equity, and inclusion issues within the public sector. Events will take place in the community with a primary focus on our alumni's ongoing leadership learning.

- Succession Planning (see above): While the EMPA program has a reasonable gender balance in its faculty, as faculty retire there will be more opportunities to further diversify faculty teaching in the EMPA program.

The program’s recruitment strategy relies mainly on information sessions with regional public sector partners who have benefited from employing our graduates and alumni word of mouth marketing. Within the last few years although higher percentages of underrepresented populations have expressed interest in the program, fewer applicants of underrepresented populations are completing the application process and students from underrepresented populations are more likely to drop out in the first 6 months of the program.

Interviews with program alumni and current students indicate that there are several key issues impeding these students’ ability to succeed. These issues include: lack of culturally responsive mentorship, lack of curriculum/literature that includes the voices of underrepresented populations, and the increased emotional labor in their professional/personal lives due to coming into a classroom where they may be the only individual representing their narrative.

Based on these findings, the program is working to implement student success strategies and to collaborate with community partners to provide culturally responsive recruitment through quarterly alumni events, offering information sessions to targeted groups, and updating marketing materials to better reflect the narratives of those outside of the dominant culture.

The program also continues to recognize the need for more individualized support to help students successfully navigate academia, with a primary focus on first generation students and students from underrepresented populations. This support will be accomplished by connecting applicants to alumni in meaningful ways, more effective cohort on-boarding, and systematic check-ins with the program coordinator throughout their time in the program.

Table 3: Student Diversity Retention and Recruitment

Objectives	Strategies	Potential Indicators	Timeline (Lead)
1. Attract more students of color	a. Identify and employ more focused and culturally appropriate efforts to share information through website,	a. Number of culturally relevant marketing strategies identified and employed.	a. AY20 (Lead and Coordinator)

	<p>social media and other material about our programs.</p> <p>b. Highlight students’ diversity and diversity-related activities on our website, social media and other marketing materials.</p> <p>c. Highlight faculty, adjuncts, and staff’s diversity and diversity-related activities on our website, social media and other marketing materials.</p>	<p>b. Percentage distribution of photos and videos that highlights the range of our students’ diversity and diversity-related activities on our website, social media and other marketing materials.</p> <p>c. Percentage distribution of photos and videos that highlights the range of faculty, adjuncts and staff’s diversity and diversity-related activities on our website, social media and other marketing materials.</p>	<p>b. AY20 (Lead and Program Coordinator)</p> <p>c. AY20 (Lead and Program Coordinator)</p>
<p>2. Matriculate more students of color.</p>	<p>a. Track/audit potential students who start an application but fail to complete, or those who are admitted but fail to matriculate. (Many of these are from diverse populations.)</p>	<p>a. Number of prospective students of color tracked and followed through during the application and matriculation period.</p>	<p>a. AY 20 (Lead and Program Coordinator)</p>

<p>3. Retain students of color.</p>	<p>a. Review materials used in new student orientation, and other program information sharing with a lens towards diversity and inclusion.</p> <p>b. Support the actions described in sections of this plan related to faculty and curricular development to strengthen overall climate and improve student experience.</p>	<p>a. New orientation materials and strategy for onboarding all students with a DEI lens.</p> <p>b. Number of social events that focus on diversity-related issues.</p>	<p>a. AY 20 ~ (Faculty Lead and Program Coordinator)</p> <p>b. AY 21~ (Lead and Program Coordinator)</p>
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4. Teaching & Curriculum

For the past several years, the EMPA program has recognized the importance of incorporating cultural diversity more effectively into the program’s curriculum and teaching pedagogies. The addition of PA 544 International Field Experiences and PA 547 Culture, Values and Leadership was intended to help address this aspect of the program; however, as issues of diversity, equity and inclusion have become even more central to the dialogue in the organizations our students work and in the broader community, better integrating an equity lens and more inclusive pedagogies that integrate diverse voices has become even more important.

Based on feedback from students over the past several years as well as outreach to students and alums of the program for specific input on this plan, there are a number of areas that the program could strengthen. These include amplifying the voices of underrepresented communities and of women in the sources and materials provided in class, bringing in speakers who can share direct experience of both the challenges and the importance of diversity, equity and inclusion efforts, exploring pedagogical approaches that reflect different modes of learning and the needs of neuro-divergent individuals, and providing more space and support for those who may hold more conservative viewpoints.

In 2019, the program coordinator and the incoming faculty lead participated in several training sessions on culturally inclusive pedagogies as well as in community-based sessions on allyship so that they could become more familiar with these issues and with

the approaches and resources available to help people better engage with DEI considerations. As noted in the specific actions described below, the programs will be integrating training in these areas to faculty meeting agendas starting in 2019-2020, as well as providing other resources to help faculty evaluate their courses and identify ways that they can better integrate a broader spectrum of voices into their course materials, integrate exploration and discussions of DEI issues into class sessions, and adopt pedagogical approaches that will serve all of our students more effectively.

Table 4: Teaching and Curriculum

Objectives	Strategies	Potential Indicators	Timeline (Lead)
<p>1. Improve and sustain faculty sensitivity to the importance of providing a diversity of perspectives in the content, materials, and textbooks faculty select for classroom use and the assignments offered</p> <p>2. Improve faculty’s ability to incorporate diversity, equity, and inclusion (DEI) knowledge and practices into their courses</p> <p>3. Help faculty better understand different modes of learning and how pedagogical strategies can help neurodiverse students or students with disabilities to be more successful</p>	<p>a. Provide training and other resources in faculty meetings and other venues to assist faculty members in assessing their course syllabi and identifying how they can integrate diverse perspectives into their courses</p> <p>b. Identify ways to support additional faculty professional development in the area of diversity, equity, and inclusion to improve knowledge and practice.</p> <p>c. Support the development of standardized approaches to communication (syllabi,</p>	<p>a.1. Training and resources provided to faculty.</p> <p>a.2. Number of faculty members who assess and revise the course syllabi and content based on the review.</p> <p>b.1. Faculty attending trainings and other social justice-oriented workshops or events. For example, Oregon Humanities offers sessions on race and allyship that are relevant to this effort.</p> <p>c. Adoption of standardized approach to syllabi and</p>	<p>a. AY20~22 (Program Director and Faculty Lead)</p> <p>b. AY20-22 ~ (Faculty Lead and Program Coordinator)</p> <p>c. AY 20-21 (Faculty Lead and Program Coordinator)</p>

<p>4. Improve faculty’s sensitivity to the importance of considering the language and vocabulary they use in terms of diversity, equity and inclusion</p> <p>5. Improve faculty’s understanding of the value of providing diverse political views in their courses, and their ability to integrate a broader spectrum of political philosophies into their course materials</p>	<p>use of technology) that are accessible to multiple learning modes</p> <p>d. Provide resources to assist faculty in identifying how they can integrate a broader spectrum of political perspectives into their courses</p> <p>e. Provide resources and training to faculty related to the importance of language and vocabulary in conveying sensitivity to diversity, equity and inclusion considerations</p>	<p>other course-related communication and outreach strategies</p> <p>d. 1. Resources provided to faculty on how to integrate diverse political views into course materials 2. Integration of such views into course materials</p> <p>e. Faculty indicate higher level of awareness of how language and vocabulary send important signals with regard to DEI issues</p>	<p>d. AY 20-21 (Faculty Lead and Program Coordinator)</p>
<p>6. Expand students’ skills and capacity to engage and interact effectively with diverse communities and populations.</p>	<p>a. Invite guest speakers from underrepresented groups (e.g. women, people of color, young professionals.)</p> <p>b. Organize events for students and alumni that offer opportunities to engage with DEI issues</p>	<p>a. Number of guest speakers from underrepresented group incorporated in the courses.</p> <p>b. Number of and level of attendance at events</p> <p>c. Addition of</p>	<p>a. Annually (Faculty Lead, Faculty members, and Program Coordinator)</p> <p>b. AY 20-22 (Faculty Lead</p>

	<p>c. Integrate culturally sensitive communication skills to courses where appropriate</p>	<p>communication modules into courses</p>	<p>and Program Coordinator) c. Faculty lead and faculty members</p>
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5. Research & Community Outreach

Faculty in the EMPA Program are highly engaged with the community, both in service roles as well as with community-engaged scholarship. EMPA faculty and staff maintain strong relationships with various community organizations including DEI and social justice focused organizations. Additionally, many of the program’s students and alums are involved in advancing DEI work in their personal and professional lives.

There are opportunities to further leverage the relationships and connections that the EMPA community has to engage more intentionally and authentically with community partners. The program has already begun to organize events that bring together EMPA faculty, staff, students and alums with community leaders engaged in DEI work; expanding such events to include a broader and more diverse participants and partnering with other organizations to extend the reach of these events is one near term opportunity.

Table 5: Research and Community Outreach

Objectives	Strategies	Potential Indicators	Timeline (Lead)
<p>1. Support faculty research with community engagement.</p>	<p>a. Actively share and highlight faculty research with community engagement.</p> <p>b. Explore ways that students might incorporate DEI into capstone case studies.</p>	<p>a. Number of faculty research with community-engagement highlighted at various venues and marketing outlets.</p> <p>b. Number of case studies that include DEI topics.</p>	<p>a. AY20 (EMPA Faculty and Program Leadership)</p> <p>b. AY20 (Faculty Lead and Instructor of Record for Case studies)</p>
<p>2. Further expand and strengthen the Department’s relationships with DEI and social justice focused organizations.</p>	<p>a. Identify and leverage on, and strengthen existing relationships that the faculty, staff, students and alums have with DEI and social justice focused organizations.</p> <p>b. Identify and develop new relationships with organizations that has DEI and social justice focus.</p>	<p>a. Number of existing relationships with DEI and social justice focused organizations, and the types of interactions of them.</p> <p>b. Number of new relationships with DEI and social justice focused organizations, and the types of interactions with them</p>	<p>a. AY 20~ (Faculty Lead and Program Coordinator)</p> <p>b. AY 20~ (Faculty Lead and Program Coordinator)</p>

Challenges & Limitations

Our strategy is to provide resources and support to our faculty, staff, and students to foster a more supportive environment for diversity, equity, and inclusion. We recognize that in many cases we will be asking people to move out of their comfort zones and encourage them to adopt new approaches to instruction, communication, and engagement. This is not a short-term effort, but rather one that will require patience and adaptation as we learn what works best. This plan cannot be successful unless our faculty, staff, students, and alumni are fully engaged and committed to fully integrating DEI values into everything we do.

This plan represents our proposed strategies to make the EMPA community as welcoming and inclusive as possible. We are also seeking to better prepare our students to take on the challenges related to DEI that they face in their professional and personal lives. We recognize that these are complex challenges, but we hope that our efforts in this program can contribute to addressing these issues more broadly in our communities.

Diversity and Inclusion Plan Development Process

- 2018-2019 Academic Year: the incoming Faculty Lead for 2019-2020 and the Program Coordinator began to collect resources and attend trainings related to diversity, equity, and inclusion, related pedagogical resources, and allyship in order to inform the EMPA DEI efforts.
- Spring 2019: The 2019-2020 Faculty Lead shared the EMPA's draft diversity plan with EMPA faculty to request input on the EMPA program's needs and opportunities in this area.
- Summer 2019: The 2019-2020 Faculty Lead and Program Coordinator sought input from current students and alumni of the program (via email) on issues that needed to be addressed and actions that could be taken to advance DEI considerations in the program.
- August 2019: The 2019-2020 Faculty Lead and Program Coordinator drafted the plan and provided it for review to the Program Director/PA Chair.
- As noted above during the fall of 2019 program leadership will work with OGD to carry out a climate assessment to identify needs and resources needed to support this plan.

Next steps: The draft Diversity, Equity and Inclusion Plan will be deliberated with EMPA faculty, students and alumni for additional input during the 2019-2020 academic year. While the plan will always be a living document, the intention is that the plan be formally approved and adopted by EMPA faculty during the early part of 2019-2020 academic year.