

Standard 3 Matching Operations with the Mission: Faculty Performance

- 3.1 *Faculty Qualifications: The program's faculty members will be academically or professionally qualified to pursue the program's mission.*
- 3.2 *Faculty Diversity: The program will promote diversity and a climate of inclusiveness through its recruitment and retention of faculty members.*
- 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.*

Rationale:

Students should have the opportunity to receive instruction from properly qualified faculty. The program's faculty, as a group, should include a variety of perspectives and experiences (e.g., gender, ethnicity, race, disabilities) to invigorate discourse with each other and with students and to prepare students for the professional workplace. Faculty members should form a self-sustaining community of scholars who pursue intellectual, professional, and community service agendas consistent with the program's mission. Program faculty should engage in the scholarship of public affairs, administration, and policy because it leads to teaching and mentoring of students in cutting-edge methods and applications, it advances the profession, and it impacts the community. They should engage in community and professional service related to public affairs, administration, and policy because it promotes their personal accountability and commitment to the values they are expected to model, and it provides opportunities for them to connect theory and practice and to recruit students and place graduates.

Self-Study Instructions: Standard 3.1

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. (See also Page 44 of Appendix A)

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. (Data repopulated from previous tables where available).

Special Note: When completing the Self Study Report in the online system, programs will enter each faculty member and their corresponding data individually (under Standard 3). These 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.

3.1.1 Name	Full or Part time	Academically Qualified, Professionally Qualified, or Other	Highest Degree Earned	Demonstrate their Academic or Professional Qualifications
			Drop Down Ph.D. DPA MPA MA MS JD Other	Drop down menu (select all that apply) -Publishes in area of program responsibility -Attends annual conferences and/or workshops associated with area of program responsibility -Provides community or professional service in the area of program responsibility -Is currently or previously employed in field associated with area of program responsibility -Maintains professional certification in area of program responsibility -Other, please specify

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

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)

3.1.2 Academically and Professionally Qualified Faculty Info

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

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

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

3.1.4 Faculty Support

Rationale:

An accredited program must demonstrate that the faculty engaged in instruction possesses credentials and expertise consistent with the curricular outcomes for which they are responsible and sufficient to support the program mission. Students should have the opportunity to receive instruction from properly qualified faculty.

3.1 Clarifying Examples:

Program A has exactly five full-time faculty members that conduct all instruction. Three have Ph.D.s in Public Administration and the other two, who were recently hired, are ABD in Public Administration, and are nearing completion of their dissertations. Although the program currently has only 60% of its faculty with Ph.D.'s, it can make a case that it is in compliance with the standard that requires 75% of faculty to be academically qualified. COPRA will accept ABD as meeting the standard, as long as the faculty members have not been ABD for an excessive period of time.

Program B has a mission that focuses on urban policy. The program has a Professor of Practice with a Masters in Urban Planning and 25 years of high-level urban planning experience, including continuing consulting. The program can make a case that the Professor of Practice is professionally qualified based on professional experience directly related to program responsibilities.

Program C has a mission to provide a quality education to future practitioners in nonprofit management. The program hires a part time instructor with 2 years experience as a Finance Director in a local government and argues she is professionally qualified to teach non-profit finance courses. The program is likely not in conformance with Standard 3.1 due to the limited professional experience of the instructor and the lack of relevant experience in the non-profit sector.

Program D has no mentoring program for new faculty; does not fund or encourage travel to academic or professional conferences for tenure-track faculty; and does not provide systematic performance feedback. Unless the program can make the case it is investing in faculty currency in the field in other ways, it will not be in conformance with Standard 3.1.

Program E has reviewed its curriculum related to mission episodically over 15 years. Student evaluations of teaching identify learning problems students have experienced for three years in courses delivered by two faculty members. The program has provided no evidence of steps taken to provide professional development opportunities for those faculty members to address these concerns. Program E is not in conformance with Standard 3.1.

Program F has a faculty member from the Psychology Department who teaches the Program's human resource management course. The faculty member, now seven years past receiving her PhD, has an active research program and a practice in clinical psychology. Although one of her Ph.D. fields was in organizational psychology, the faculty member will not be considered academically or professionally qualified unless the program can demonstrate that the form, quality, and quantity of her scholarship or professional practice are related to the program's mission in public affairs, administration, and policy.

3.1 Basis of Judgment:

- Faculty who teach in accredited programs must be academically or professionally qualified.
- The program's decision to use professionally qualified faculty should be consistent with its mission.
- In general, a professionally qualified faculty member will have a terminal level degree in his or her area of responsibility. The burden is on the Program to document the qualifications of all of its faculty members. One way to demonstrate that a program's faculty members meet this standard is if at least 75% of nucleus faculty are [academically](#) qualified to pursue the Program's mission. A faculty member can be [professionally](#) qualified by virtue of having a record of outstanding professional experience directly relevant to the faculty member's Program responsibilities.
- As a general rule COPRA does not consider it appropriate for a program to have faculty that are neither academically or professionally qualified. If a program lists a faculty member who is neither academically or professionally qualified the burden of proof is on the program to show that it was appropriate in an emergency situation, and should explain what steps it is taking to ensure the quality of instruction/ the course was not adversely affected.
- Where nucleus faculty members come from departments outside the Program, clearly defined responsibilities--such as official assignment of duties or joint appointments—should be identified.
- The Program will have systematic steps and strategies for and investment in individual faculty career development to ensure that faculty members sustain and improve their academic and professional qualifications.
- Program faculty should represent diverse substantive areas in public affairs, administration, and policy consistent with the Program's mission and defined competencies.

Self-Study Instructions: Standard 3.2

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 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.

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

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

US-based

3.2.1 a Faculty Diversity	FT		PT		Total
	M	F	M	F	
Black or African American, non-Hispanic					
American Indian or Alaska Native, non Hispanic/Latino					
Asian, non Hispanic/Latino					
Native Hawaiian or other Pacific Islander, non Hispanic/Latino					
Hispanic/Latino					
White, non-Hispanic/Latino					

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

*See glossary for definition

Non US-based

3.2.2 b Faculty Diversity	FT		PT		Total
	M	F	M	F	
Total					

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.

3.2.3 Current Faculty Diversity Efforts

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

3.2.4 Faculty Diversity over past 5 years

3.2 Rationale

The program's faculty, as a group, will include a variety of perspectives and experiences (e.g., gender, ethnic, racial, disabilities) to invigorate discourse with each other, and with students, and to prepare students for the professional workplace. Programs with a public service orientation should demonstrate their commitment, to the extent it is possible *within their legal and institutional framework*, to public service values in the processes used to recruit and retain faculty and in the ways they assure students are exposed to people with diverse views and backgrounds.

3.2 Clarifying Examples

Program G posts the University's guidelines for faculty searches for the program's diversity plan. The program is not in conformance with Standard 3.2 because it lacks a program specific set of steps and strategies.

Program H has a fully developed diversity plan that incorporates best practice in recruitment and retention. In the last three searches, they have hired white males 2 out of 3 times. In the other search, the program hired a white female. The diversity data shows that there are 7 white faculty, two are white females. The site visit team reviewed documents related to the search and verified that the program followed its recruitment plan. In the narrative explaining its hiring decisions for each search, the program stated that the minority faculty in the candidate pool did not have the expertise in the competency area needed by the program. The program has 3 minority part-time faculty out of 6 total and regularly uses a diverse pool of guest lecturers. Program E is in conformance with Standard 3.2.

Program I has articulated steps and strategies that relate program mission to recruitment for diversity but is silent on the matter of climate and inclusiveness. The program is not in conformance with Standard 3.2.

Program J is located in Central America. It lists the following diversity categories: Mestizo, White, Black-Creole, American Indian, and Other. The program discusses its diversity plan and how it is ensuring that students are exposed to diverse perspectives from the faculty. The program is in compliance with Standard 3.2.

Program K is located in Asia. It lists the following diversity categories: Asian and International. It makes no reference to a diversity plan and does not discuss how students are exposed to diverse perspectives from the faculty. The program is not in compliance with Standard 3.2.

Below is a list of some sample strategies programs use to pursue their faculty diversity goals. It is meant to be illustrative, although not exhaustive.

3.2.1 Strategies used in recruitment	Strategies used in retention	Other strategies used to assure students are exposed to diverse views and experiences
Advertisement includes statement welcoming diverse applicants consistent within legal and institutional environment	There is a new faculty orientation that provides information on the promotion and tenure process	Use of part time instructors
Advertisement is placed in publications and on listservs that serve diverse audiences	New faculty are assigned to a faculty mentor	Use of guest lecturers
Advertisement is sent to schools with concentrations of diverse graduate students	New faculty are provided information about employee resource groups and contact numbers for the chair or facilitator.	
Databases are purchased and ads sent.	New faculty regularly meet with the program director to discuss progress vis a vis the tenure and promotion process	
Phone calls are made to program directors from schools with a diverse graduate student body to encourage applications from potential candidates	New faculty members are introduced to the teaching and learning center or a master teacher for assistance in course development.	

Phone calls or recruitment letters made to women and minorities known by program faculty to encourage application	New faculty regularly meet with the program director or chair to discuss issues and needs.	
Faculty, administrators, women, and professional staff of color to help uncover the available pool.	Other please specify	
Invitations are sent to authors of articles from publications, such as <u>Black Issues in Higher Education</u> , which feature people of color in the field		
Job announcements are sent to diversity related caucuses in ASPA, APPAM, APSA, and other organizations relevant to the position		
Evaluation criteria are used to create an inclusive pool of candidates		
The search committee receives training on recruitment and selection practices that increase potential for diverse pools and hires		
The department receives training on recruitment and selection practices that increase potential for diverse pools and hires		
Minority and female faculty have an opportunity to meet with other minority and female faculty informally during the interview process		
A female or minority is included on the search committee		
Documentation on why candidates are excluded from interview is required		
Other, please specify		

3.2 Basis of Judgment

- There are Program specific steps and strategies that demonstrate evidence of good practice in recruitment and retention of faculty consistent with its mission.
- Basis of Judgment: The program’s diversity strategies provide a framework for evaluating the diversity efforts of the program. Evidence can be found in the diversity of the full- and part-time faculty, the research interests of the faculty, as well as other measures.
- The Program’s data on recruitment and retention demonstrate adherence to the Program’s diversity strategies.
- The program demonstrates that it appreciates [diversity](#), broadly defined in the context of the program and its mission, as critical in today’s workplaces and professional environments.

Self-Study Instructions: Standard 3.3

Self Study Instructions

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

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).

3.3.1 Name	Research or Scholarship	Community Service	Efforts to Engage Students

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

3.3.2 List some significant outcomes related to these exemplary efforts

3.3 Rationale

Faculty members in an accredited program form a self-sustaining community of scholars who pursue intellectual, professional, and community service agendas consistent with the Program's mission. Program faculty engage in the scholarship of public affairs, administration, and policy because it leads to teaching and mentoring of students in cutting-edge methods and applications, it advances the profession and it impacts the community. They engage in community and professional service related to public affairs, administration, and policy because it promotes their personal accountability and commitment to the values they are expected to model and provides opportunities for them to connect theory and practice, to recruit students and to place graduates. In short, programs are expected to be able to articulate how they are making a difference for their students, in their community, and in the profession.

3.3 Clarifying Examples

Program L whose mission includes preparing students for service in local government lists a faculty member that served as the academic member on a taskforce for ICMA that set competencies for employees working for local governments. The program is in compliance with Standard 3.3.

Program M is a small program with a mission to create competent professionals for local government service. The program has 5 faculty members, 3 of whom are able to demonstrate some form of commitment to advancing the field and making a difference in the community consistent with the program's local government focus. Two faculty members have no exemplary activities in any of the tables in Standard 3. Program M is not in conformance with standard 3.3.

Program N is located in a research-focused university where there are few, if any, incentives for community or professional service. However, most senior faculty members volunteer their time on community boards or commissions. Several conduct applied research collaboratively with public service organizations that leads both to scholarship and to organizational improvements. Faculty members make use of these professional experiences to enrich their classroom teaching and student mentoring, which the Program documents. Program N is in conformance with Standard 3.3. The Standard does not expect all faculty members to engage the community or profession. Untenured faculty members might be expected to focus on traditional scholarship to earn tenure. However, the program has documented that overall it is contributing to its community and to the profession.

Program O has a mission that states that it is training students to be engaged public servants. Program faculty talk about the importance of public service and provide opportunities for students to engage in applied projects in the community. Program L is in conformance with Standard 3.3.

Glossary

Academically qualified faculty member:

A faculty member who holds a terminal degree related to his or her teaching responsibilities and has maintained scholarship activities to support his or her teaching responsibilities. If the faculty member received their terminal degree more than 5 years prior to the self-study, they need to show currency in the field, particularly in his or her area of scholarship. The program should demonstrate how the faculty are academically qualified to advance the program with regard to its mission. All academically qualified faculty will also use class syllabi that demonstrate current knowledge and technique.

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: A person having origins in any of the black racial groups of Africa.

Diversity: Differences relating to social identity categories such as race, ethnicity, gender, class, nationality, religion, sexual orientation, disability, age, and veteran status. NASPAA is using the Common Data Set (CDS) categories for US-based programs, Non US-based programs will define their own diversity categories based upon their own context.

International (faculty or student): A person who is not a citizen or national of the country where the program is located, and who is in that country on a visa or temporary basis and does not have the right to remain indefinitely. (For purposes of Diversity Data)

Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Minority Faculty: (For U.S.-based programs) Faculty who designate themselves as Black, non-Hispanic; American Indian or Alaska Native; Asian, Native Hawaiian or other Pacific Islander, or Hispanic.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Nucleus faculty member: A faculty member who participates in the program's 1) governance by

participating in faculty meetings, area of specialization committees, student admissions, curriculum planning and overall program administration; 2) instruction by teaching an average of at least one course per year in the program; advising students and supervising them on analytical papers, theses, or applied research and public service projects, and 3) research and/or professional and community service activities significantly related to public affairs. This designation refers to full-time tenured or tenure-track faculty and full-time clinical or professors of practice (or comparable titles at institutions). The members of the nucleus faculty need not all be in the same department or unit at the University.

Part Time Instructional Faculty: Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full time instruction faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.

Program Faculty: Refers to Nucleus, Extended and Part-Time Instructional Faculty as a whole.

Professionally qualified faculty member: A full-time faculty member can be professionally qualified by virtue of having a record of outstanding professional experience directly relevant to the faculty member's Program responsibilities. In general, a professionally qualified faculty member will have a graduate degree, and will have relevant professional experience in his or her area of responsibility. Additionally, professionally qualified faculty will engage in professional and community service in an area which supports his or her teaching responsibilities. Professionally qualified faculty may also publish professional, practice relevant writing related to his or her area of teaching. All professionally qualified faculty will also use class syllabi that demonstrate current knowledge and technique.

Scholarship: the development of new knowledge, the re-synthesis or re-conceptualization of existing knowledge, and/or the creative application of theory to practice.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.