

Standard 2 Matching Governance with the Mission

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

2.2 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.

Rationale:

To pursue its mission an accredited program should have a transparent, identifiable, and effective governance system. Governance includes, but is not limited to: program policy and planning; establishing degree requirements; making and implementing recommendations regarding admission of students; advising students; specifying curriculum and learning outcomes; evaluating student performance and awarding degrees; appointing, promoting, and tenuring faculty; and participating in defining and assuring faculty performance, collectively and individually, both full- and part-time. The governance arrangement, including administrative leadership, should ensure the integrity of the program. Because program faculty members have deep knowledge of their program and a commitment to participatory processes, they should play a significant role in the governance and execution of the program. A program faculty member is defined as one whose participation in the governance and delivery of the program is functionally equivalent to that of a full-time faculty member in the program, commensurate with the rank of his or her appointment.

Self-Study Instructions: Standard 2.1

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

A. Indicate relationship of the program to the institution

Populated from Program Fact Sheet Pg 3

B. Indicate Modes of Program Delivery

Populated from Program Fact Sheet Pg 3

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

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

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

Rationale:

To pursue its mission, an accredited program should have a transparent, identifiable, and effective governance system. **Governance** includes, but is not limited to:

1. program and policy planning including allocation of resources;
2. establishing degree requirements;
3. making and implementing recommendations regarding admission, advising and evaluations of students;
4. advising students; specifying curriculum and learning outcomes;
5. evaluating student performance and awarding degrees;
6. appointing, promoting, and tenuring faculty; and
7. participating in defining and assuring faculty performance, collectively and individually, both full- and part-time.

An appropriate **administrative infrastructure** that matches program delivery is essential for the proper governance of the Program. Programs may have multiple forms of delivery and a clearly defined program infrastructure should be identified that matches Program delivery form. Given the choices made regarding program delivery, the Program needs to demonstrate adequate administrative and faculty governance.

The governance arrangement, including administrative leadership, should ensure the integrity of the Program. Because program nucleus faculty members have deep knowledge of their program and a commitment to participatory processes, they also should play a significant role in the governance and execution of the program. A program nucleus faculty member, is one whose participation in the governance and delivery of the program is functionally equivalent to that of a full-time, tenured faculty member in the program, commensurate with the level of his or her appointment.

2.1 Basis of Judgment:

- The Program's administrative infrastructure fits its activities, including geographic location of program delivery, use of technology in program delivery, and type of program (traditional, accelerated, executive)
- The normal expectation is for the program to have an identifiable director who provides an appropriate focus of attention, direction and accountability.

Self-Study Instructions: Standard 2.2

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

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

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

When completing the Self Study Report in the online system programs will enter a sample of five faculty members 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.

FACULTY NUCLEUS & GOVERNANCE

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

2.2.1a

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

2.2.1b

Provide the following information for no fewer than 5 Nucleus Faculty members of your choosing

2.2.1 Name	Faculty Nucleus Qualification	Degree	How Involved in program (check all that apply)

	Drop Down	Drop Down	Teaching
	Academically Qualified	Ph.D.	Governance
	Professionally Qualified	DPA	Public Affairs
		MPA	Research
		MA	Community Service
		MS	
		JD	
		Other	

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.

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.

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

2.2 Clarifying Examples

Program C lists a full-time department chair with reduced teaching load in exchange for administrative responsibilities, two full-time faculty with teaching loads primarily in

undergraduate courses, and eight adjunct faculty, all practitioners with appropriate terminal degrees. Because it lacks five full-time faculty members, the burden is on the program to demonstrate that it has sufficient faculty resources to be in conformance with Standard 2.2.

Program D has joint appointments with PhD level staff from its research institutes. The appointments range from .25 to .50. The Program documents these faculty performing functionally equivalent roles to the 1.0 appointments (teaching, research, advising, attending meetings, serving on committees, community service etc.), albeit with less commitment of their time. The fractional appointees demonstrably contribute to the program's ability to meet the performance goals it establishes. If a fractional appointment is only teaching, then certain functional and normal expectations of the faculty role are not being met. Combined with its full-time appointments, the program exceeds 5 faculty FTE and is in conformance with Standard 2.2.

Program E has four full-time faculty members, including a chairperson who receives release time from teaching for administrative duties, plus four faculty members from other departments, each with .33 appointments to the program. The fractional appointees teach courses in the Program's curriculum but do not otherwise participate in the governance of the Program. The Program is not in conformance with Standard 2.2.

2.2 Basis of Judgment:

- The normal expectation is for program nucleus faculty to participate in recruiting, promoting, and awarding tenure to their colleagues, as well as to participate in making other policies related to the design and delivery of the program. Participation is broadly defined. For example, it could mean participation on faculty search, promotion, or tenure committees. Deviations from the normal expectation may be justified on the basis of the Program's mission.
- The faculty [nucleus](#), which is identifiable to parties outside of the program, includes a minimum of five (5) full-time faculty or their equivalent who conduct the teaching, research and service responsibilities entailed in the Program's mission. Fewer than five might be justified if a program can clearly demonstrate the capacity of the nucleus to teach; advise; engage in public affairs, administration, and policy scholarship and service; expose students to a variety of perspectives; and to govern student admissions, plan curriculum and otherwise administer the program to promote student and faculty success. The sufficiency of the faculty nucleus beyond five depends upon the requirements of the program's mission, its size, curriculum design and delivery formats, and student success.

- COPRA accepts as evidence that (for every location and modality) students are being taught by an adequate faculty nucleus who are engaged in the implementation of the program where:
 - at least 50% of the courses are taught by full time faculty (employed by the institution)
 - at least 50% of the courses delivering required competencies are taught by qualified nucleus faculty members employed by the institution.

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.

Administrative Infrastructure refers to the coordination of management arrangements that support Program delivery, including but not limited to student admissions, student advising, student services, course scheduling, course reviews and student assessment, library and research support and faculty program coordination and assessment.

Extended Faculty Member: Include faculty within the current department or from other departments that teach a course in the program but do not have a primary responsibility for the program in terms of governance, program development or program implementation.

Full-Time Faculty Member: A faculty member employed full-time by the university or institution.

Governance: The legitimate institutions and processes, including the creation and implementation of policy, for authoritatively directing resources and activities in the public domain, broadly defined to include political jurisdictions and nonprofit entities.

Leadership: A process whereby an individual influences others to achieve a common goal. The means of influence may use analytical, managerial, interpersonal, communicative, and other skills. Some people are leaders because of their formal position within an organization, whereas others are leaders because of the way other group members respond to them. (These two common forms of leadership are called “assigned leadership” and “emergent leadership.” This is a more inclusive view than charismatic or positional leadership. In the context of the NASPAA standards, leadership does not define the individual’s formal position or role but rather the result of his/her ability to move an entity—an individual, group, organization, government, community, nation, etc.—to achieve enhanced or new outcomes, using means appropriate to his or her role and areas of responsibility. Examples of such enhanced or new outcomes include, but are not limited to, designing, adopting and implementing desirable policy or administrative initiatives; achieving goals; and/or facilitating major rethinking about

or transformation of processes or systems.

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.

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.

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