**MPA Program Meeting Agenda**

**November 21, 2019**

**1:30 – 3:00 p.m.**

**Lab I 3033**

1. **Announcements (5 minutes)**

Cali’s December 11 talk at Lord Mansion, 6:30 – 8:30 p.m.

Textbook orders for winter: overdue, be sure to follow up

Please get me AY 2020-2021 preferences by tomorrow (even if preliminary)

Jon said that if anyone teaches at 8 credits, they could be sanctioned.

Amy has been asked to be on the Board of S Sound YMCA for 4 years – give Amy info you might have about them

1. **MPA Staff Updates (15 minutes)**

**Mike**

ATNI: Met with Leonard Forsman, Alan Parker, Ron Allen. Curriculum needs: collaborative governance, policymaking process, economic development, natural resource management

NASPAA: workshop on accreditation standards and process; new MPA director’s session (community engagement), emergency management curriculum

Centennial Accord: transition barriers for Native students, need for better coordination on financial aid

Legislative professional training program: Jeremy Mohn, Larry Geri and myself met to discuss alternative ways of approaching (graduate certificate program vs. professional certification/continuing education model). Jeremy also with the Legislature’s legislative aides committee and they expressed interest in the professional certification option. Now considering next steps.

Transcriptability of concentrations: initial discussion at graduate program meeting in October; slow-down because of turnover in R&R. Puanani-are there other institutions without grades that we can use as a model for this? Santa Cruz, Reed, Antioch-if anyone comes across a promising template for this, send to Mike and he will look at these.

Marketing meeting:

Quarterly MPA check-in: focus is mostly on undergraduate enrollment right now. “Big Bets”

Alumni relations: Anna got the ball rolling. Dhara and I will be moving forward with this, working with Advancement on the Raiser’s Edge platform.

Eric and Tina followed up with the Umatilla request for a training session

Summer schedule: nearly finalized, still looking for a 2 credit elective for summer 1

**Anna:**

Info sessions coming up, Dept of Ecology, Latino leadership networking event and …. We now have texting software to text prospective students. Tried it yesterday and had one reply. Good to remind students about deadlines. Student Ambassadors are working on blogs and making calls to prospective students and Instagram account that they’re posting and Anna is monitoring. Dec syllibi deadline date will go out soon. Rate students for Merritt award. Sustainability award deadline at end of this week.

**Puanani:**

Tacoma students are waiting for the …acoco bird to be on the marketing items before they will buy them.

How many MPA students have gone through the program? 1084. MPA started in 1982 and Tribal gov started in 2002. Trying to build bridges between Tribal gov and Tacoma and Lummi. Recruiting – tomorrow five tribal students are coming into talk with her

What can faculty do to build that bridge and help work with students? Encourage FAFSA. They need to know if they’re going to be offered loans and they also need to be told about not accepting all the money they’re offered because they will have to pay it back.

1. **Next Steps in Curriculum Review (40 minutes)**

**Background: MPA program faculty and staff met on November 12 to develop goals for our curriculum review and to give a preliminary review to proposals for curriculum changes. Mike Fraidenburg from the Thurston County Dispute Resolution Center facilitated that meeting. Meeting outputs include 1) a rank ordered set of goals for the review and 2) a preliminary rating from faculty on a set of proposed frameworks for the curriculum based on how well they satisfy these goals. These outputs are included in a forthcoming set of meeting notes.**

***Action Items:* We need to decide on next steps for our process. In particular:**

1. **Do we want to request a meeting facilitator for our next curriculum meeting? (This would need to be approved by administration.** Majority would like a facilitator.
2. **If we have a meeting facilitator, should we ask Mike Fraidenburg to facilitate again?** Yes check to see if Mike F is available. Request to end on time and also check in and check out. After Dec. 3rd, extend Curriculum meetings to 2 hours.
3. **What do we want to accomplish at our next curriculum meeting? Some options:**

**--- Generate ideas on how to meet one or more of our goals**

**--- Generate revisions to one or more of the proposed models so it will better match our goals?**

1. Merging core and assimilating core – cohort model-redefine
2. Look at 4 vs 4+2 model

Would like to build these models out with the bigger group because only 3 people built the models that were considered at the previous meeting.

* Format
* Core content
* Pre-requisites
* Concentrations
* ( If we go down to 4, we would have to require courses in addition to core)
1. Look at 2 required concentrations with a 6 credit core, no change for Public Policy but a change for Tribal and PNAPP
2. Recruiting is awkward because our requirements are so inconsistent within our programs
3. Sometimes Puanani has to guide prospective students away from Tribal Governance because of the limited offerings in that program
4. Lucky would like us to put the words “Introduction to” in front of our Cores because we’re misleading students

Major and minor changes, do we have to go through NWCCU review for these – Mike will check with Geri

Amy asked that Mike create a new email regarding what’s possible with regards to change about time

**--- Form one or more subcommittees to develop proposed curriculum changes for faculty to review (Table idea)**

Not clear on whether we can get Mike back so need a plan for the meeting if the College won’t pay or if he is unavailable.

Not quite clear on the scope of our review. Does not really make sense to have one comprehensive proposal. Seems like there are a number of particular issues that are mostly separable:

1. Cohorts

Currently defined cohorts: Olympia PNAPP, Tacoma PNAPP, and Tribal Governance

Do we retain a cohort system? If so, are these the appropriately defined cohorts?

1. Core format

--- How many credit hours should our core program be?

--- How many credit hours should we offer each core course?

--- Are the core courses sequenced appropriately?

1. Core course content: What courses should be part of the core program?

--- Should we keep the existing core courses? If so, what content should be in the existing core courses?

--- Do we need additional core courses or fewer core courses?

1. Concentrations

--- Do we need any additional concentrations?

--- How should the PNAA concentration be defined?

--- How many credit hours should the tribal governance concentration be?

--- What content should the tribal governance concentration include?

--- Should the public policy concentration be revisited? If so:

--- How many credits hours should the public policy concentration be?

--- What courses should be included in the public policy concentration?

1. Should be retain the statistics pre-requisite?
2. Should we retain the internship requirement?
3. Instructional hours: do we need consistency in instructional hour to credit hour ratio? If so, what should be the instructional hour to credit hour ratio
4. Faculty workload: How many credit hours should MPA faculty teach per year?

Possible workgroups

1. Cohorts and core format
2. Core content
3. Concentrations
4. Workload and instructional hours

Or we could do these together and take them in order

Possible way forward would be to address cohorts and core first and this year, and leave concentrations until later.

Note that we need not change everything at once or in a comprehensive way. Can make changes incrementally.

1. **AY 2020-2021 Course Offerings (25 minutes)**

***Background*: Mike Craw is in the process of developing our curriculum for AY 2020-2021. He would like faculty input on elective course offerings we should plan to offer this year so he can begin to consider appropriate full-time and adjunct faculty to offer those courses.**

Core program: 4 teaching teams needed:

1. First Year Olympia PNAPP: Will need 3 faculty if we are aiming to admit 45 students per usual
2. First year TG: Aiming for 30 admissions and so 2 faculty
3. Second year Olympia PNAPP: 2 faculty (Cali and Wenhong Wang)
4. Second year Tacoma PNAPP: 2 faculty (Doreen and Tyrus Smith)

Limitations: Want at least on Native American person for Tribal Governance core

Policy: Planning to offer Foundations of Public Policy in Tacoma, FAME in Tacoma and ARM in Olympia

*Cali would like to teach legislative centric policy class next year but she thinks another class needs to be taught in Tacoma. Amy is willing to teach her policy class in Tacoma. Foundations in Olympia with Cali and Foundations in Tacoma with Amy. Amy will offer her Policy class in the Fall in Tacoma. This will give us 2 core classes in Tacoma in the Fall.*

*Puanani-we need to plan our class offerings because when we open a second class, students don’t come because they’ve already been planning around the schedule of the initial class offering.*

*Meghan and Cali would like to reduce our reliance on adjuncts. Faculty are the only ones who can take ILCs and internships and should be getting to know their students.*

*We need more 4 credit non-profit classes. We may need adjuncts for non-profit because we only have Doreen who has expertise in this area.*

*Cali can teach process orientated – State Policy process – adjuncts would be good topical veterans policy (perhaps she will teach this in Spring)*

*Can we do 2 weekends of non-profit to meet student need (Lucky)*

*Student advising is sorely lacking – students really need it and they’re asking Puanani and Anna and the advising should be coming from Faculty and there’s currently no infrastructure for this.*

*Mike is trying to have a rough draft of next year timeline by first week of Dec. Please let Mike know if you have ideas.*

*Don’t make fun classes compete with budget and finance. Make students take it.*

*Have in mind 4 credit and 6 credit courses you might offer and let Mike know.*

1. What electives should we seek to offer this year?
2. Any significant gaps in what we typically offer in terms of electives?
3. Do we want a bridge faculty member?
4. What workload should we plan on per faculty member?

Mike offered to be available for ILC’s if Faculty are too overloaded.

Analysis assumes a profile similar to this year (admitting about 75 students, 45 in Olympia, 30 in TG)

Some analysis on elective offerings under alternative workload:

Given faculty line resources from the College (7.75), with a 30 hour workload over the year we can on average offer 8.5 concentration and elective courses (4 hours at 15:1 ratio) per quarter

Goes down by 1 course for every 2 hour drop in workload:

28: 7.5

26: 6.5

24: 5.5

Typically offer between 6.5 and 9 concentration courses per quarter:

Fall 18: 9

Winter 19: 6.5

Spring 19: 8.5

Fall 19: 8

Slack analysis: Between 0 and 2 courses worth of slack on electives and concentration courses

Possible consequences from not meeting demand:

--- More demand for summer courses

--- Students take longer to graduate

**5) Meeting Wrap-Up (5 minutes)**