Genia, Erin

From:	Gould, Amy
Sent:	Wednesday, February 27, 2013 8:29 AM
To:	Lyttle, Lee; King,Cheryl Simrell; Swetkis, Doreen; Gates,John; Stumpff, Linda; Gibbons, Randee; Genia, Erin; Hays, Janet
Cc:	Geri,Laurance

Subject: RE: Clarification, Program Review

Thank you, Lee. Yes, this is the sequence of our request. 1) Use part of the fac/staff meeting on March 13th to clarify Michael's questions amongst ourselves, then 2) Invite Michael in for 30 minutes to our first meeting in Spring to make sure we are understanding his questions accurately. - Amy

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From: Lyttle, Lee
Sent: Wed 2/27/2013 7:57 AM
To: Gould, Amy; King,Cheryl Simrell; Swetkis, Doreen; Gates,John; Stumpff, Linda; Gibbons, Randee; Genia, Erin; Hays, Janet
Cc: Geri,Laurance
Subject: RE: Clarification, Program Review

Everyone,

Before inviting Michael to our next session, I'd like us to discuss this first discuss Amy and Erin's 5 'Understandings'. They seem to be more responses that we should talk about before inviting Michael in. We can invite him to our first spring quarter meeting.

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The Evergreen State College Lab I, Room 3011
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-----Original Message-----
From: Gould, Amy
Sent: Thu 2/21/2013 12:22 PM
To: Lyttle, Lee; King,Cheryl Simrell; Swetkis, Doreen; Gates,John; Stumpff, Linda; Gibbons, Randee; Genia, Erin; Hays, Janet

Cc: Geri,Laurance
Subject: Clarification, Program Review

MPA staff & faculty,

   In recent months, we've engaged in starting the process of a program review as requested by the Provost. As we moved through the program review process, it became clear that further clarification of Michael's questions is needed in order to adequately respond to them. The two meetings with Faith as facilitator were positive steps towards clarifying what matters to us as a team. However, it's important that now we revisit our understandings of Michael's specific questions guiding the program review. Thankfully, our next MPA staff/faculty meeting on March 13th will take time to do this. We additionally request that at our first MPA staff/faculty meeting in Spring quarter,

we invite Michael in for 30 minutes as check-in to be clear that our understandings of his questions are correlating with his intent in asking the questions. The basis for reaffirmation and clarification is below. Thank you- Amy & Erin

Michael's questions for program review:

1) Does the program's General and the Tribal Concentrations curriculum match well with national norms for similar programs?

2) What changes has the program undergone in recent years?

3) Is there enough core 'public administration' content in each concentration while ensuring that concentration specific material doesn't overshadow general information that should be required of any student earning an MPA degree?

4) Are the program's mission and goals currently being met?

5) What changes would better permit a great degree of success? Are there resource implications for any of these proposed changes?

What Are Our MPA Staff/Faculty Understandings? Clarification Needed:

1) We do not have "general" and "tribal" concentrations. Our casual naming of cohorts seems to be confused with our actual concentrations: Public & Nonprofit Administration, Public Policy, and Tribal Governance. Arguably, there are no national norms or similar programs for what we do. We defined our public administration degree by not seeing these 3 concentrations as separate degrees, but fundamentally central areas of concentration within PA. This is a crucial part of our "story". We've codified through our concentrations that nonprofits, public policy, and tribal governance are central to the study of PA. This is not the case nationally or internationally. Many colleges offer a separate degree in Nonprofit Management or Public Policy or Indigenous Studies/ Indigenous Governance. Here, we see all 3 as equally important to PA as a field of study and practice.

2) Within the last 10 years, the program has undergone changes in advertising, recruitment, application processes, curriculum, personnel (staff & faculty), job expectations due to contract, staff title changes, student feedback, student handbook revisions, student advising, pre-reqs, enrollment growth, adjunct training, advisory board, etc. What changes do we focus on? For example, we are listed as a partner with the "sustainability in prisons project" <https://gate2.evergreen.edu/exchweb/bin/redir.asp?URL=http://blogs.evergreen.edu/sustainableprisons/about/> http://blogs.evergreen.edu/sustainableprisons/about/ <https://gate2.evergreen.edu/exchweb/bin/redir.asp?URL=http://blogs.evergreen.edu/sustainableprisons/about/> , yet this has not come to fruition as "real change" within the program.

3) Replies need be centered on concentration curriculum, not core curriculum. Student learning in a concentration is defined by the courses they take for that specific concentration, not by core. As our MPA website states regarding the Public & Nonprofit Administration concentration, "Students take 24 credit hours of MPA elective courses that best serve their learning goals." The MPA website also states for the Public Policy concentration, "Students complete this concentration by taking 16 elective credits in particular public policy arenas" plus 4 credits in Foundations of Public Policy and 4 credits in ARM= 24 credits. Further, the MPA website states for the Tribal governance concentration, "20 Tribal Concentration credit hours + 4 elective credit hours" to = 24 credit hours. Our response in the program review should assess curriculum in the concentration courses, not in core. We also need to be clear that we constantly have 3 cohorts of students moving through our curriculum: 1st year core, 2nd year core, and tribal governance as 1st or 2nd on alternating years.

4) We have a mission, but what are our goals? Arguably the meetings with Faith as moderator guided our response to this aspect of the program review.

5) Similar to question 3, what changes do we want to focus on? Resources can be allocation of space, equipment, personnel, library purchases, maintenance of an alumni website, advisory board meetings, scholarships, support for students

presenting at conferences, research grants, honorariums for guest speakers, advertising, recruitment, retention, graduation, orientation, staff and faculty trainings, loaner laptops for students, SPSS or SASS license for 3 months, etc.