**MPA Director Notes**

**June 28, 2019**

**Adjunct Instructors**

Adjunct instructor positions must be posted and filled through the PeopleAdmin system. Produces a lot of administrative overhead. Often get a lot of applications in the pool for a course that are unsuitable.

A good resource for identifying adjunct faculty are those who have taught as adjunct faculty in previous years (see course schedules on Banner and on the O drive).

Doreen is open to consulting on adjunct faculty based on past experience and evaluations.

In general, adjunct faculty for core courses should have teaching experience and hold a doctoral degree.

[NOTE THAT I STILL DON’T HAVE ACCESS TO PEOPLEADMIN. NEED TO FOLLOW UP WITH HR ON THIS…I PROBABLY NEED TO BE TRAINED BEFORE I CAN GET ACCESS.]

According to the CBA, adjunct faculty performance needs to be reviewed by the MPA director. Because most adjunct faculty in the program teach one 2-credit course over an intensive weekend, in practice this does not happen. Instead, the MPA director reviews adjunct faculty teaching in the MPA core program, usually one or two people. We have an understanding with university administration that this is how it will be done. Anyone teaching 12 or more credits over the year should be evaluated [This coming year it will be Faith Trimble and Leanna.] Larry has evaluation rubrics I can use.

Remember to send out a memo on administrative overhead to adjunct instructors a month or more before classes begin. And send out the memo about writing student evaluations two weeks before the quarter begins.

The MPA director acts as an “adjunct concierege”, helping them to navigate the system and see to it they have what they need.

Be sure adjunct instructors get email messages about book orders. Note that they usually will not use their Evergreen email accounts, so be sure to contact them at their secondary accounts.

**Fundraising and Advancement**

Doreen indicated that a key priority in MPA for advancement is funding for a Billy Frank Jr. endowed chair in public administration. Sen. McCoy has been an ally and advocate for this. Speak with Amanda in advancement about this (MPA alum).

**Curriculum**

Student body is divided into three cohorts: Olympia, Tribal Governance, and Tacoma. A new Olympia cohort begins every fall quarter, and new tribal governance and Tacoma cohorts begin every other fall quarter (Tribal Governance in odd-numbered years, Tacoma in even-numbered years). Movement between cohorts is generally prohibited.

The curriculum is 60 quarter hours: 36 hours of core coursework and 24 hours of concentration and/or elective courses. Two concentrations are available:

1. Public Policy --- Two required courses:
	1. Foundations of Public Policy (4 hours)
	2. Advanced Research Methods or Feminist Approaches to Measurement and Evaluation (4 hours)
2. Tribal Governance: Five required courses:
	1. Paths to Sovereignty (4 hours)
	2. Tribal Governance (4 hours)
	3. Tribal Economics (4 hours)
	4. Intergovernmental Relations (4 hours)
	5. Tribal Policy (4 hours)

Remaining students are considered in the “Public and Non-Profit Administration” concentration (which is simply 24 hours of open electives).

Core curriculum is sequenced and taught in teaching teams. Generally all members of the cohort take the same section of each course together. Size of teaching team depends on the size of the cohort, adjusted to maintain a 15:1 student-faculty ratio. Number of faculty needed to staff a core course then goes up in 15 student increments. Core courses are 6 credit hours, meeting Thursday nights for four hours (6-10 Olympia; 5-9 Tacoma) and once a quarter for a weekend session to get the other two hours of credit. The final quarter of core is a capstone project that the student organizes. Students may partner with other students. Generally they meet every other week with faculty who are teaching on the core team.

Electives and concentrations are the remaining 24 hours of the program. These courses are either 2 credits (usually meeting for one intensive weekend session) or 4 credits (meeting in two intensive weekend sessions or weekly for four hours). Students are limited to 6 hours of the 2 credit courses. Students may transfer in up to 12 credits from another accredited graduate program, with director approval. Students may take MES electives to satisfy electives requirements.

At admission, the admissions committee makes a decision on whether the student will be required to complete an internship [NOTE THAT CRITERIA ARE NOT WRITTEN DOWN IN A POLICY…NEED TO REVISIT THIS.] Students complete the internship under a faculty supervisor that the student organizes. The student may choose not to earn academic credit for the internship, or may earn two or more credits towards elective requirements (depending on the internship). Students are expected to organize the internship, though the program posts internship opportunities for students in a weekly newsletter and on a webpage.

Full-time student load will typically be 10 hours per quarter (6 core and 4 elective).

The Tribal Governance program is defined in terms of its curriculum, not its students. The program is open to anyone, though the cohort is majority indigenous. Doreen’s sense is that this program cannot be an integrated program, though we might seek to address its isolation by replacing required concentration courses with electives. Much of the program’s structure is legislatively mandated, e.g. the weekend intensive format [NEED TO SEE THIS LEGISLATION…WHERE IS THIS WRITTEN DOWN?] Key stakeholders here are John McCoy and Allen Parker.

Schedule of courses for the next academic year are due before Thanksgiving. Consult with faculty about what courses they want to offer and what sort of schedule they want to teach.

**Summer Curriculum**

The MPA program uses a demand-driven model for summer enrollment. Faculty may propose courses and whether they go forward depends on enrollment.

Minimum enrollment of 12 for MPA courses.

Summer schedule is due in October. Be sure to ask faculty at this time about whether they plan to accept ILC/independent study students over the summer.

**Faculty Teaching Load and Rotation**

Currently faculty teaching load in the MPA program is 10 hours per quarter. Typically this is a 6 hour core course and a 4 hour elective. The faculty teaching load for MPA is not set out in the CBA however, and typical graduate teaching load for MES and MIT is 8 hours. Need to pursue this further with Jen and David McAvity to get clarity on the expected load.

Some faculty are willing to distribute teaching load over the course of the academic year so that they teach more in some quarters and less in others.

Note, too, that the CBA requires a 15:1 faculty-student ratio for graduate courses.

We have seven full-time faculty for 2019-2020, plus the director. At 10 hours per faculty member per quarter, we get 70 faculty teaching hours per quarter from full-time faculty. This will go down to 60 faculty teaching hours per quarter in 2020-2021.

Target enrollment for each Tacoma and TG cohort is 30 students. Target enrollment for each Olympia cohort is 30-45 students. This produces the following staffing needs for core curriculum each quarter:

Tribal Governance: 2 faculty for core each quarter

Olympia: 2-3 faculty in first year core and 2-3 faculty in second year core each quarter

Tacoma: 2 faculty for core each quarter

This creates a need for 8-10 faculty each quarter to teach 6 hours each in a core course, or 48-60 faculty teaching hours per quarter.

Staffing needs for concentration and elective courses:

Students who are full-time may be expected to take 4 hours a quarter in electives or concentration courses, producing the following staffing needs:

Tribal Governance: Tribal governance concentration courses are also usually team-taught. The schedule then would call for one 4 credit concentration course per quarter taught by 2 faculty. This translates to 8 faculty teaching hours to staff this course.

Olympia: 60-90 students each needing four hours in electives. This translates to 4-6 four hour electives, 8-12 2 hour electives, or some combination. This means we would need 4-6 faculty at Olympia to staff electives (assuming each does 1 4 hour credit elective). This amounts to 16-24 faculty teaching hours to staff these courses.

Tacoma: 30 students needing four hours in electives amounts to a need for two four-hour electives in Tacoma each quarter. This amounts to 8 faculty teaching hours to staff these courses.

Fully staffing all programs then requires 80 – 100 faculty teaching hours each quarter. This year permanent faculty cover 70 hours, leaving 10-30 faculty teaching hours in staffing need each quarter from adjunct faculty.

Some faculty are more willing to teach in the Tacoma program: Amy, Cali, Lucky, Doreen, and Megan in particular. Others prefer to teach strictly in Olympia: Larry, Cheryl, and Eric in particular.

*Rotation schedule*: We need to plan out about 3-4 years in advance on staffing for core courses. This will be affected by sabbaticals and by faculty rotating into undergraduate teaching (about once every 5-6 years). In developing a rotation schedule, this needs to be considered.

**University Administration**

Primary administrative authority lies with the Provost and vice-provost for budget. The deans have some authority, but not much more than directors.

**Budget**

Main accounts:

25201: General administration and Olympia MPA program

25202: Instructional

25203: Tribal Governance

25204: Tacoma

Faculty/academic travel should be arranged through Michelle Bartlet and with Pam and Julie. Dhara will manage travel for MPA director (e.g. NASPAA), will need to complete an A-20.

**Faculty and Staff Meetings and Retreats**

The annual MPA faculty retreat is generally held the Tuesday that faculty contracts begin (week before classes). Wednesday and Thursday is the all-college faculty retreat. The MPA director does the agenda and other arrangements for the MPA retreat, and organizes a car pool to the college retreat. The MPA retreat is usually done as a potluck.

MPA director meets with professional and administrative staff anywhere from once a month to once or twice a quarter.

**Admissions and Financial Aid**

The program receives 100 – 120 applications per year for the MPA program. Faculty and staff form an admissions committee to review applications. Last year however the program received only 65 applications [NEED TO REVIEW APPLICATION POOL TO FIND OUT HOW MANY MET ADMISSIONS STANDARDS BUT COULDN’T BE ADMITTED.]

Admissions for Fall 2019: 53 Olympia, 38 Tacoma. MES has 80-90 students and MiT about 40 students.

Student scholarship award applications are reviewed by Anna and Puanani with the MPA director.

Students are required to complete one semester of statistics before entering the MPA program.

Enrollment for 2019-2020:

Olympia PNAPP first year: 48

Olympia PNAPP second year: 36

Tribal Governance: 20

PNAPP Tacoma: 34

We may want to go down to a two-person teaching team in Olympia, given lower enrollment. A compromise might be to hire a graduate assistant to help the Olympia team.

Tracy Hall and David McAvity should be able to provide pricing information on graduate assistantships if we seek out funding for those.

**Recruitment**

About 1/3rd of the MPA program consists of students who earned undergraduate degree at Evergreen. About half of the students in the program are in-service.

**Enrollment and Registration**

Note that there is an informal agreement with Registration and Records that students can drop and receive a full refund on courses that have not yet started. This is relevant for weekend-intensive courses that are scheduled for later in the quarter.

Waitlist management: Typically the administrative assistant will process waitlisted students as needed. That person will work with Records and Registration.

**Evaluations**

Student evaluations are typically not anonymous at Evergreen.

**Faculty Professional Development**

Note that Eric and Lucky both have their third year reviews this year.

**Assessment**

Amy Gould has been working on an alumni survey. Jen Drake is willing to help work with Advancement to get contact information for MPA program alumni.

**MPA Staff**

Professional development: Anna has mostly sought out opportunities on her own. Puanani has been interested in the Dependable Strengths workshop, Native Women Leadership, and is learning more about PNAPP as she is managing admissions for the Tacoma program. Both may be interested in attending a graduate admissions conference.

Log into Banner to approve time sheets for classified staff after they are submitted. Note that they cannot be submitted before end of the week, so staff won’t typically submit until the following Monday.

Use Banner as well to approve work and time off

In on-boarding Dhara, contact Heather Qualters for training on systems for new staff.

**General Advice**

1) Don’t let the provost or deans fill your plate. One needs to push back on getting too much governance at Evergreen.

2) Use discretion in what is included in email messages owing to public records requests.

3) Will Saunders: Olympia’s open data manager. Willing to teach an open data course, but unable to accept a salary since he holds a public position already. Explored donating his salary to charity.