**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)

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

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.

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

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).**
2. **If we have a meeting facilitator, should we ask Mike Fraidenburg to facilitate again?**
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?**

**--- Form one or more subcommittees to develop proposed curriculum changes for faculty to review**

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 in Tacoma, FAME in Tacoma and ARM in Olympia

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?

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)**