**MPA Program Meeting Agenda**

**December 12, 2019**

**11:30 – 1:00 p.m.**

**Lab I 3033**

**Materials:** Copies of agenda; copies of Who Does What document

1. **Announcements (5 minutes)**

Updated Who Does What document

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

Follow-ups from last MPA program meeting:

--- Northwest Commission on Colleges and Universities Substantive Change Policy:

Question from Amy: Do we need to have MPA program changes approved through NWCCU owing to its Substantive Change Policy?

Short answer is no, it is unlikely any changes we make in the program that we are considering would have the sort of effect that would fall under NWCCU’s substantive change policy. The changes of concern under this policy are ones that would affect the College’s financial viability, i.e. its capacity to “continue to meet the Commission standards.” Larry Geri has asked for updates on the changes we are considering though, so if something were to rise to that level he would be able to catch it.

--- Implementation of curricular changes

Second question from Amy: What timeline is needed in order to implement changes to the MPA program so that students are treated equitably?

Answer: This depends on the nature of the change. In general, changes that represent a change to what we promise to or require of students cannot go into effect until the second academic year following the one in which they are adopted. As a rule of thumb, changes to curriculum that would be reflected in marketing materials (i.e. degree requirements, concentration requirements) need one and a half to two years to go into effect. For instance, changes adopted this year (19-20) would go into effect for the 21-22 academic year. This is because we are in the process of recruiting and scheduling for the next academic year (20-21) right now.

Changes that do not directly change a commitment to or requirement of students can be implemented as we wish. These include changes such as faculty workload, instructional hours, and specific elective course offerings.

--- Program with Hyogo Prefecture: Appears to be on hold for the upcoming year. Would like ideas on what the MPA program can ask in exchange for accepting a Hyogo student.

Alumni Relations: Met with Abby Kelso

--- Suggested an alumni-student mixer tied to Return to Evergreen next year. Possibly an event that would have an academic component (lecture, seminar)

--- To engage Tribal Governance alums, she suggested an annual event attached to one of the TG core or concentration courses (extended potluck?)

--- Tacoma: Might consider an alumni event with alums in Tacoma and Pierce County for a mixer with students.

Capstone projects: Might be able to enlist alumni to help assess capstone projects (could divide projects into panels of about 2 hours and invite alumni to participate in evaluating quality of work).

Assessment committee update: The committee started by reviewing past findings in the annual student survey. Main takeaway points:

1. Validity and reliability concerns make it difficult to give much meaning to individual items in the student survey:

--- Some items appear to aim to measure student learning outcomes (as expressed in the MPA program mission statement) but student perception does not generally measure learning

--- Ambiguities and inconsistencies in response categories

Need to give further consideration to the purposes of student surveys and designing items that will better suit those purposes, i.e. better measure what we hope to measure from the survey.

Also need to give consideration to direct methods for assessing student learning outcomes.

1. Drop in response rate and change in method for administering the survey in 2016-17 also reduces confidence in giving interpretation to individual survey items.

We may want to reconsider the process we use for administering the student survey.

1. Noticeable drop in all satisfaction and mission-related items in 2017-18 and 2018-19. This is difficult to explain away as simply a validity or reliability concern since it occurs across all of these items. But the reasons for this drop remain unclear, could be related to the negative press and safety concerns that emerged in 2017 for the campus as a whole.

Adjunct hiring: Have more clarity on when we need to do outside searches. In general:

--- Adjunct faculty who have taught in the previous academic year can be hired again in the next academic year without a search. This does not apply to summer, oddly

--- Adjunct faculty who have taught a summer course in the previous year can be hired again in the next summer to teach a course without a search

--- We can re-hire an adjunct faculty member who taught a 2-credit hour course to teach the course again every other year without doing a search.

--- None of the above applies to a person hired as an “emergency hire”

**3) Academic Advising (20 minutes)**

Background: MPA program staff have increasingly received requests from students for academic advising, which falls outside of their normal job duties. We would like input on ways we can revise our academic advising process to better meet student needs.

Anna and Puanani: advise students on admissions process, financial aid, graduation, i.e. navigating the College bureaucracy.

But students also often turn to them for advice on academic and career matters that fall outside their purview…courseload, what courses to take, career aims, etc.

Need more clarity on how we currently address such questions and how we communicate to students where to go for advising questions.

Do not need to make a decision today. Need some options we can investigate for how to move forward so I can craft a proposal.

1. **Faculty Workload and Collective Bargaining Agreement (50 minutes)**

Background: The collective bargaining agreement that the United Faculty of Evergreen has with the College indicates that graduate faculty should teach a minimum of 8 credit hours per quarter. College administration has indicated it expects MPA faculty to teach 10 credit hours per quarter, leaving open the question of whether MPA faculty are in a position to teach fewer than 10 hours. Jon Davies from the United Faculty of Evergreen will discuss the CBA and its implications for MPA faculty workload.

Outlined two possible preliminary schedules for AY 2020-2021: one at 30 hour workload and one at 30 hour workload.

Considerations:

Worked out the schedule based on our line count (number of faculty we have been approved to hire) to teach in each quarter.

28 hours therefore involves one fewer 4 credit elective per quarter. Possible consequence is that students will have fewer options and may not have space for all our students.

Possible complicating factor: will we need an additional instructor for the TG concentration courses? I believe I can get this approved from David and Larry since this is a need we didn’t have this year that we will have next year. But they may insist on finding that resource through a 30 hour load.

Same problem might occur if we have more student demand than we anticipate.

Have not yet discussed this with Larry or David but can do so if it is what we want to do.