**Quarterly MPA Check-In**

1. **Program growth and staffing**

Tyrus and Wenhong Wen (60% each). May need to fill one more additional slot

1. **Graduate Certificate in Nonprofit Management**
2. Option 1: MES model

Current MPA (possibly also including MES and MIT students) could earn the certificate. Credits count towards both the MPA degree and the certificate. Functions similar to a concentration.

Not likely to require much additional administrative support (need to discuss with Amanda, Anna and Puanani)

Drawback: unable to admit students who only want to earn the certificate

1. Option 2: Graduate certificate program

--- Functions as a separate degree program from the existing masters programs

--- Would require admissions process and additional administrative support (possibly a half-time position for recruiting and admissions?)

--- Courses would be open to both certificate and MPA students

--- Would be able to admit students only seeking the certificate

--- Can limit the number of credits from the program that would transfer into the MPA program

Recent Nonprofit offerings

Storytelling for Nonprofits

Nonprofit Theory and Practice

To Run a Nonprofit

Grantwriting Essentials

Nonprofit Funding and Development

International NGOs

Volunteer Engagement

Advocacy and Social Change

Managing Cultural Organizations and Programs

Entrepreneurship and Social Enterprise

Foundations of Public Policy

Social Welfare Policy

Equity in Public Administration

Food Justice

Public Health Policy

Housing Policy

Community Planning and Development

Be a Leaders Others Want to Follow

Human Resources Management

Managing Organizations

Organizational Theory

Strategic Planning

Project Management

Program Evaluation

Possible structure

1) Required course: Nonprofit Theory and Practice (4 hours)

2) Electives (12 hours)

Select three courses from those designated as nonprofit management courses

3) Capstone experience (4 hours): Portfolio and analytic paper

1. **Faculty Workload**

CBA Section 7.7:

Staffing Levels and Workloads for Graduate Academic Offerings. Definition of a full time teaching load varies between graduate programs and between faculty appointments within each graduate program. Full time graduate program faculty members, regardless of appointment, shall fulfill additional non-credit generating graduate program responsibilities (identified in Article 8) and other non-credit generating responsibilities for all faculty members stated in Article 6. Graduate programs will be planned at a targeted student/faculty ration of 15:1 at a full-time

student credit hour load that is not less than eight (8).

CBA Section 8:

Additional Commitments for Regular Full Time Faculty Teaching in Graduate Programs. Regular faculty members who teach in a graduate program are expected to fulfill the applicable responsibilities stated in articles 6.1 - 6.3 for their assigned program. Graduate faculty member workload includes a combination of teaching, advising, research or creative endeavors, and service to the College, the professions, and the community. Distribution of time in each of these workload areas may vary year to year. It is the responsibility of faculty members to achieve a balance of these workload areas. Additional shared graduate program faculty commitments are:

8.3.1 Master of Environmental Studies. Serve as thesis advisor and sponsor of individual learning contracts and internships. Committee participation for admissions, evaluating and ranking candidates for grants and/or scholarships, student concerns, alumni relations, internship coordination, graduation planning, student activities support and community/public

service.

8.3.2 Master of Public Administration. Serve as sponsor of individual learning contracts and internships. Serve on governance committees and/or projects that involve: admissions; policy review; community outreach; program evaluation and review; student advising and counseling; sponsorship of student and alumni groups; internship sponsor relationships; liaison to advisory boards; program representation to regional and national professional organizations; and other activities as needed.

8.3.3 Master in Teaching. Serve as master paper supervisor. Committee participation for admissions, program accreditation (including data gathering, entry and evaluation), graduation planning, advisory board and community/public service.

Achieving parity with MES:

1. Assigning faculty to teach 26 hours in 2020-2021 academic year (a core course each quarter for 6 hours, and two electives over the course of the year of 4 hours each) [Do I have authority to do this? Who can countermand?]
2. Credit hour policy: Given the out-of-class work expected in a graduate program in reading and research, MPA courses meet for 0.75 instructional hours per credit hour each week.

**Meeting Follow-Ups**

1. Need feedback very soon (optimally by early December) on opportunities for growth, i.e. expanding or developing complementary programs to the MPA program. What are our next steps as a program?
2. Mixed messages about planning for an annual Tacoma program and/or for a graduate certificate program in non-profit management. Possible interest in seeing proposals here
3. Follow-up with Tyrus and with Wen about their participation in the MPA program next year
4. Will need to maintain the MPA faculty teaching load at 10 credits/quarter for the next academic year
5. Did not get an outright rejection on a credit-hour policy of 0.75 instructional hours to 1 credit hour. But no directive to be consistent in this at this time.