Standard 1. Managing the Program Strategically

1.1 Mission Statement: The Program will have a statement of mission that guides performance expectations and their evaluation

1.1.1   Provide the Current Program Mission Statement and the date it was adopted.(Limit 500 words)

The mission of the department of political science and public affairs is to engage and empower students for personal and professional success. To support and advance the faculties' diverse approaches and perspectives to political science and public affairs. To participate in seeking solutions to the challenges of an ever changing metropolitan area and global communities.

The mission of the MPA program is *to develop servant leaders for management positions in the public, private and nonprofit sectors. Within an interdisciplinary, collaborative and culturally diverse setting, we are dedicated to providing high quality graduate degree and graduate certificate programs that are intellectually stimulating, ethically oriented and have a theory-to-practice focus. (Most recently adopted January 7, 2014)*

1.1.2   Describe the processes used to develop and review the mission statement, how the mission statement influences decision-making, and how and to whom the program disseminates its mission. Include information describing how relevant stakeholders are involved in the mission development and review process, detailing their explicit responsibilities and involvement. (Unlimited)

We begin our explanation of the development of our MPA Mission statement by providing a historical background of Seton Hall University, its College of Arts & Sciences and the placement of the MPA program within the College. The purpose is to provide important contextual information about the history and setting in which the program has successfully operated in since 1980. In particular, this section contains recently revised mission statements of the University and College which have helped guide the department's process for the development of the MPA mission, goals and objectives over the past several years.

After completing this historical background we focus on outlining a series of "mission conversations" that we routinely undertake to disseminate our mission with current students, alumni and key external stakeholders. It is important to point out that we see our mission statement and goals and objectives as a "living" document that is a continuously critiqued and challenged and always influences our decision making. We do not make changes to our mission or our goals and objectives without careful consideration, yet as will be evident from the discussion below our relevant stakeholders are intimately involved in our mission development and review process.

Seton Hall University

Seton Hall University was founded in 1856 by Bishop James Roosevelt Bayley, the first Roman Catholic bishop of Newark, who named it after his aunt, Mother Elizabeth Ann Seton, a pioneer in Catholic education and the first American-born saint. The University is the largest and oldest diocesan university in the United States.

Nestled on 58 acres in the suburban village of South Orange, Seton Hall's campus is home to nine schools: the College of Arts and Sciences, the College of Education and Human Services, the College of Nursing, the School of Diplomacy and International Relations, the School of Health and Medical Sciences, the W. Paul Stillman School of Business, the Immaculate Conception Seminary School of Theology the newly formed College of Communication and the Arts. Seton Hall's School of Law is located in Newark. Plans to open a new Medical School on the border between Nutley and Clifton, New Jersey are currently underway.

The mission statement of Seton Hall University reads:

Seton Hall University is a major Catholic university. In a diverse and collaborative environment it focuses on academic and ethical development. Seton Hall students are prepared to be leaders in their professional and community lives in a global society and are challenged by outstanding faculty, an evolving technologically advanced setting and values-centered curricula.

The College of Arts & Sciences

The Department of Political Science and Public Affairs is housed within the College of Arts and Sciences. The College of Arts and Sciences is the oldest school of the University. It was established in 1856 as Seton Hall College. The College includes the Departments of Biological Sciences, Chemistry and Biochemistry, Criminal Justice, English, History, Languages. Literatures and Cultures, Mathematics and Computer Science, Philosophy, Physics, Political Science and Public Affairs, Psychology, Religion and Sociology and Anthropology and Social Work.

The mission of the College of Arts and Sciences flows from the University mission:

The mission of the College of Arts and Sciences is to provide a learning, teaching and research environment that informs and promotes the Catholic mission of Seton Hall University. Based on a liberal arts course of study that is grounded in the Catholic intellectual tradition, the college fosters a value-centered, technologically enhanced education that enables the personal and professional development of its community of learners. As the oldest and largest academic unit at Seton Hall University, the College is committed to promoting excellence in a rich and diverse academic environment, embodied throughout the distinctive undergraduate, graduate and professional education it provides our students.

Seton Hall's MPA program (1980-2009)

In the next section we provide a detailed historical background about the MPA program at Seton Hall. The purpose of providing this extensive information is to highlight our history of continuous and orderly mission development that the department has engaged in over the past 30 years.

Founding of the MPA program (1980-1985)

The MPA degree was first offered in September 1980 by the Department of Political Science. Five faculty, devoting 50% of their time, formed the original program nucleus and 25 students enrolled in the first year. Through the 1980s, five members of the Political Science Department continued their commitments to both the undergraduate political science curriculum and the MPA program. During this time, three additional faculty members, with specializations in public administration and health policy and administration, were recruited.

Creation of the Center for Public Service and status quo in MPA enrollment (1986-1989)

The Center for Public Service was created in 1986. The Center was designed to house the MPA program and to engage faculty from departments and fields other than Political Science to teach MPA courses. In addition, the Center for Public Service was created to develop the applied public policy research potential of the faculty and initiate training programs for individuals employed by the public and nonprofit sectors.

In 1988, the MPA program was first accredited by NASPAA. However, neither the Center structure nor the accreditation led to an increase in the number of faculty members available to teach MPA courses because our faculty lines remained in political science and because other departmental chairs needed their faculty members to teach their undergraduate offerings. Since MPA enrollments remained steady between 1986 and l989, additional faculty members were not necessary to maintain our accreditation status.

Appointment of Professor Naomi Wish as Center Director brings dramatic growth in the MPA program (1989-1994)

In 1989, under the leadership of its new director, Professor Naomi Wish, the Center undertook a major public relations, recruitment, and outreach effort. Presidents of the major medical centers, nonprofit organizations, and municipal managers throughout the state were informed of the program and asked how the MPA program and other MPA activities could better serve their needs. The public relations and outreach efforts resulted in major increases in enrollments. By fall 1993, course enrollments had increased dramatically.

Because of this rapid growth, it became apparent that the MPA program needed its own faculty, and in July of 1993 the College of Arts and Sciences faculty voted to create the Department of Public Administration. Thus, as of July 1, 1993, the MPA program had its own

dedicated faculty, and from the fall semester of 1994 until fall 2001, the MPA program had a nucleus of six or seven core faculty devoting 100% of their time to the program.

During this time period, the Center for Public Service also expanded its applied research, technical assistance and training programs providing students with theory-to-practice learning and opportunities to serve the community. The two primary vehicles established by the Center for Public Service for these programs were the Local Advisory Board for Health Planning established in 1992 and the Nonprofit Sector Resource Institute of New Jersey established in 1994.

Decline in enrollment (1994-96) results in program re-assessment; focus on mission, change and collaboration (1996-2002)

With a strong faculty nucleus, the MPA program was reaccredited August 1, 1995. With the expansion of its research and service programs, the Center for Public Service was able to successfully realize its dual mission, i.e., offering a rigorous MPA program and, through applied research and technical assistance, serving the public, nonprofit and healthcare sectors.

However, like most other graduate and professional programs around the country, the mid to late 1990's were a time of decreasing enrollments. In response the faculty undertook a rigorous reassessment of the program. For example the department;

- began offering a Master of Healthcare Administration (MHA) degree.
- developed a concentration in Arts Administration.
- developed a dual degree option that integrates our strength in public service leadership and management with the MA in Diplomacy and International relations offered by the School of Diplomacy and International Relations.
- developed a five-year joint degree program with the undergraduate departments of Political Science and Sociology, enabling exceptional students to complete the BA/MPA in a five-year time period.

These programmatic changes and work all resulted from needs/issues identified during annual faculty retreats.

Finally, during this time period, faculty and administrative staff focused on attracting external funding that would provide scholarship and assistantship opportunities for students (with an emphasis on students of color, as well as research and service opportunities for both faculty and students). Some examples include;

- A $1 million grant from the Eleanor B. Reiner Foundation to the Center for Public Service for short-term and endowed scholarships, new program development and operating funds for the Nonprofit Sector Resource Institute of New Jersey.

- Overall, The Center for Public Service has attracted more than $700,000 in endowed scholarship funds, $300,000 in short-term scholarships, and $5,000,000 in research grants and contracts.

Internal and external challenges (2002-2006)

The MPA program was reaccredited by NASPAA in 2002. Shortly thereafter a number of structural changes and challenges presented themselves to the faculty and the department.

The most significant change in the department during this time period was the technical separation of the Department and the Center for Public Service. Prior to 2002, the Department was housed within the Center for Public Service and Professor Naomi Wish served both as chair of the department and director of the Center. In 2004-2005, the two were administratively and functionally split apart. This change was brought about by a change in the leadership of the College of Arts and Sciences and was an attempt to make the relationship between the Department and Center conform to other similar situations within the College of Arts & Sciences.

The practical outcome of this change, however, was that the department lost a faculty line, a full-time staff position (the Director of Recruitment, Admissions and Student Services) and a graduate assistant position. The loss of a faculty member meant that our junior faculty were forced to retrain and retool so they could teach new classes. The loss of the staff member and additional GA meant that the remaining faculty and in particular the department chair were required to shoulder much more of the responsibility for marketing the department, managing the admissions process and providing non-academic student services.

In addition the Department was also asked at this time to consider a number of plans for merging with other departments on campus, including political science, sociology, social work and/or criminal justice. The faculty devoted a substantial amount of time at faculty meetings and at special meetings to considering these various options. Ultimately, we came to strongly believe at that time that that our students would be best served if we remained a stand-alone department.

Leadership Changes leading to growth (2006-2010)

At the beginning of the 2006-2007 academic year, there was another change in leadership in the College of Arts & Sciences. This brought about a significant change in the environment of our department. With the department's status secured/clarified the faculty returned to planning for the future. During this time the department engaged in a number of important initiatives. These included;

- The elimination of the Arts Administration certificate and MPA concentration in Arts Administration to better focus on providing our core MPA program offering.

- A restructuring of our course offerings so as to provide students with a more stable two year schedule for completion of the degree.
- Refocusing the work of our remaining Graduate Assistant on external recruitment efforts.
- Complete overhaul and redesign of the department's web pages.
- Expanded the role of the department's remaining staff member to focus on student services.
- Working with Provost's office to streamline and restructure the student application process.
- Redesigning courses to increase the interaction between students in different course concentrations.
- Redesigning the concentration curriculum to highlight the centrality of ethics and ethical decision making to our program and University.
- Developing written departmental tenure guidelines for junior faculty members.
- Creating a working department strategic plan as part of a wider College of Arts & Sciences strategic plan initiative.
- Conducted an electronic survey of Alumni, current students and external stakeholders concerning the Department's mission, goals and objectives.
- Hold a faculty mini-retreat to reassess and refine the Department's current mission, goals and objectives.
- Hold focus groups with key employers in the public, nonprofit and healthcare organizations to refine and guide the Department's MPA mission, goals and objectives.
- Hold focus groups with current external funding sources and scholarship providers to refine and guide the Department's MPA mission, goals and objectives.
- Hold a department specific incoming student orientation session.

These initiatives remain in place and many are still used to guide strategic planning efforts today. During this time period enrollments in the program increased dramatically. For example in the Fall of 2010, the average individual MPA class size grew to 18.4 students and overall the program had approximately 113 MPA students enrolled, both of which were the highest department totals since the late 1980s. Overall enrollments increased by approximately 64% between the 2006/2007 and 2009/2010 academic years. In addition, the overall average GPA of our students increase significantly over this time period. In 2006, the average incoming GPA was approximately 3.12 and by the Fall of 2010 the average incoming GPA was 3.65.

Administrative Changes and decline in enrollments 2010 to Present

While the MPA program was quite successful from 2006 to about 2012, the University, which is primarily supported by undergraduate tuition, was facing some difficult times. Overall undergraduate enrollments were falling as they often do at small private liberal arts colleges during significant financial downturns. As a result of this, the Dean of the College of Arts and Sciences made significant structural changes within the college.

The primary structural change related to the MPA program was that the former Department of Public and Healthcare Administration was merged (or more accurately re-merged) with the Department of Political Science. This resulted in the elimination of two staff positions that had previously been exclusive to the MPA program. However, the merger increased the potential number of faculty teaching in the MPA program from 5 to 13. As we discuss below, we believe the merger has been a success overall; but like any significant organizational change it has required a great deal of work on the part of the faculty and staff to make it a success.

In addition, to this change the former Department of Public and Healthcare Administration housed a successful MHA program with both online and face-to-face delivery models. As we discuss below the MHA move to a different administrative unit during this time period. As with the merger this has had both positive and negative consequences for the MPA program. These consequences will be discussed in more detail below.

Historical overview leads to Mission focused conversations with Key Stakeholders

The historical overview provided above indicates that as an institution Seton Hall's MPA program has successfully adapted to a number of changing circumstances over the years. We believe that our ability to adapt stems from our commitment to rigorous and continuous self-assessment and in our willingness to change to meet challenges and take advantage of opportunities. In essence, we see our mission, as well as our goals and objectives designed to fulfill that mission as being under constant scrutiny by our faculty and staff, by our students, by our alumni and by the community we seek to serve.

In the next section we outline how this mission improvement philosophy has recently been implemented. As you will see, by having significant **mission conversations** with both internal and external stakeholders we are able to place our mission and public service values as central to our decision-making process.

Mission Conversations with key stakeholders

Over the past two years the faculty have worked quite hard to communicate our mission and discuss the challenges and changes facing the MPA program with key constituencies. The goal of this effort has always been to ensure that we are receiving feedback from these stakeholders, so that we can better assess our operating environment and meet the needs of stakeholders. The primary components of this communication effort are briefly outlined below. The results of these efforts are articulated in the following section and throughout the self-study document.

Mission Conversations with Current Students

One area in which we take a great deal of pride is the extent to which the faculty and students work collaboratively on improving the program. This takes place in both the formal and

informal ways listed below. We feel that it is essential to get extensive mission related feedback and comments from students throughout the mission development process. In essence, our students come first. We do this in a number of specific ways.

Course Evaluations

Every semester students are asked to fill out course evaluation forms. These surveys include a variety of mission specific questions. Each semester these evaluations are tabulated and evaluated both for individual professors and for the entire department.

One-on-One Advising Meetings

Our outreach effort to current students includes the one-on-one faculty advising we provide our students every semester. In order to register each semester, students are required to contact their faculty advisor to get a registration PIN number. The faculty take these opportunities to not only advise students about their course schedule but to ask students individually about their thoughts about the overall program. Every semester, after these advising meetings take place, we set aside time at a faculty meeting to discuss what our students are telling us about the overall program and how well we are meeting the students' needs and our mission.

Group Concentration Meetings

In addition to individual student meetings, we also holding group meetings with students in each of our concentration areas. This has proven to be very popular and successful. At these meetings, students are asked for ways that, as a department, we can help improve the quality of their experience at Seton Hall. In addition, we ask students for feedback about new skills or tools that they are interested in exploring. The faculty then dedicates time at a MPA faculty meeting to review this feedback. Many of the points raised in the environmental assessment were originally brought to the faculty through our students at these meetings. For example, the idea to start a new concentration in data visualization and analytics started because we heard from students in a group concentration meeting that they were interested in receiving additional training in "big data".

Student Focus Groups

At the beginning of 2009, we decided to provide an additional forum for faculty and students to discuss the department's mission, goals and objectives. Every years we hold two to four large focus group meetings and invited all current students to attend. During the 2015-2016 year we held three focus groups and with a total of 22 students attending. At the focus groups students were provided with the department's mission statement, goals and objectives and with Professor Hale moderating, asked for specific comments on the documents.

Department Mission Development as a Teaching Moment

One of the more innovative ways that we have worked with current students on mission development is in the classroom. For example, in an exercise for PSMA 6001, (Environment of Public Service) students were given draft copies of the department's mission statement and strategic planning goals. Then as a group project they are asked to identify how closely the documents reflect the needs of current students. For this exercise students interviewed other students about their individual career plans and goals as well as current and past work experience. Then they linked the results of their interviews back to the mission and goals to look for gaps between the mission and the needs of current students.

<u>*Mission Conversations with Faculty and Staff*</u>

As noted above the MPA program has re-merged with the former department of political science since our last accreditation. The implications of this change are wide ranging and are discussed elsewhere. At this point, we feel it is important to note that the faculty has invested a great deal of time and effort into identifying both the MPA operating environment on campus and internally in our department. We have done this in a number of ways.

Regular Faculty Meetings

Our faculty meetings include a specific section for the discussion of issues relating to the MPA program. This allows for faculty members unfamiliar with the MPA to learn about the issues that are MPA specific.

Teaching Integration

Under the leadership of department chairs Roseanne Mirabella and Jeffrey Togman, we have attempted to provide opportunities for former political science faculty members to teach in the MPA program. The department chairs have provided faculty release time to allow them to retool and prepare to teach at the graduate level. This helps all of the faculty understand the mechanics of the MPA program.

Faculty Retreats

The faculty has committed to holding two faculty retreats per year. The faculty retreats provide an opportunity for the faculty to return to a discussion of current mission, goals and objectives on a regular basis and to make adjustments as needed. It was at one of these faculty retreats that the department voted against moving forward with an online MPA program.

Committee Integration

Again with the leadership of department chairs, we have worked hard to make all committee work within the department a joint effort. For the MPA program, this most significantly means

that former political science faculty members play active roles in the MPA admission and scholarship committees and former Public Administration faculty play active roles in various undergraduate committees.

Mission Conversations with Program Alumni

As with any program, it is important to gather the perspective of the alumni as it relates to mission, goals and objectives. Also like many programs, we have historically not done a very good job of keeping track of our alumni. During our self-study year Professor Naomi Wish led a major effort to reach out to our alumni. This process started by working with the University development and alumni relations office to identify lists of current alumni. In addition, Professor Wish worked with several students on a LinkedIn data mining project. Professor Wish was able to identify almost 300 alumni who had listed "Seton Hall MPA" on their LinkedIn profile. The majority of these people were not part of our existing alumni data bases. When this "new" data base is combined with our existing alumni data base, we believe we will have accurate contact information for about 65% of the MPA's estimated 750 alumni. With this re-vamped database as a start, we made significant progress in actively involving our alumni in the assessment of our mission, goals and objectives. Some examples of this follow.

MPA Alumni Program Assessment Survey

Using our revamped database, we were able to conduct a comprehensive assessment survey of our alumni. This survey was based on the NASPAA alumni survey and focuses on assessing how well our MPA program meets the key NASPAA competencies. Full results of the survey are contained elsewhere. However, it is important to note that we had an astonishing response rate of just over 50%. In all key competency areas our alumni gave us extremely high marks. In addition, the survey asked a number of open ended questions about the program which faculty were able to use to guide our mission assessment efforts.

Alumni Focus Groups

In recognition that effective mission development should be a two-way and interactive process, we held two alumni focus group meetings each with 10 selected alumni in summer of 2015. The participants in these focus groups came from all of our MPA concentrations. Prior to attending the meeting all participants were given copies of the Department's Mission Statement, as well as our current Strategic Planning Goals and Objectives and asked to review them. At the meeting Professor Hale served as the focus group moderator. In general, the discussions identified two areas of concern.   First, the alumni overwhelmingly felt that, in comparison to our primary competitors (namely Rutgers), Seton Hall does an inadequate job of marketing the MPA program. Second, the alumni expressed interest in making stronger connections between current students and alumni.

Alumni Profiling Project

As Professor Wish and her team were reaching out to the new LinkedIn alumni contacts, we decided that one method for improving our connections with alumni would be to ask alumni to provide short profiles of themselves. We would then format them into a PowerPoint presentation that could be used in multiple ways. This project is ongoing.

MPA Alumni Networking Event

Every year the department holds a networking event for alumni and current students. The 2016 event entitled "MPA in Success" had over 100 alumni and current students participate. It provides faculty with yet another opportunity to discuss the current MPA program and what alumni felt the program "ought" to be doing in the future.

Mission Conversations with External Stakeholders

As outlined above, the communication and mission development process begins with feedback from current students and alumni. The next stage of the process is to make outreach efforts to key external stakeholders. We focus much of our outreach efforts to employers in New Jersey and the surrounding areas since this is where most of our students intend to work.

New Jersey Employer Roundtable

Since the fall of 2009, Professor Hale has organized a yearly roundtable of local public service employers. The agenda focuses on a discussion of what type of skills and competencies that employers are looking for in our MPA students.

New Jersey League of Municipalities Conference

Since 2014, our MPA program has been an active participant and sponsor at this annual conference. We have a booth where we informally ask conference participants for their thoughts and ideas about what MPA students and our MPA program ought to be doing to prepare the students to work in local government in New Jersey.

New Jersey Center for NonProfits Conference

Since 2014, our MPA program has been an active participant and sponsor at this annual conference. Several faculty members attend this conference and often lead conference workshops for participants. We again informally survey conference participants for their thoughts and ideas about what MPA students and our MPA program ought to be doing to prepare the students to work in nonprofits in New Jersey.

Mission Conversations lead to identification of key operating environment opportunities

In the next section, we provide our analysis of the key opportunities in the MPA program environment that influence our mission, goals and objectives. These are based on the results of

the mission conversations described above. In the next section, we will explain the challenges to the program we identified from those mission conversations.

National Reputation in Nonprofit Management

We are currently (2016) ranked by U.S. News and World Report as 17th in the country in Nonprofit Management. As a result, we have a real strength in nonprofit management that we can build on in a number of ways. In addition, our general MPA ranking improved from #147 to #115 in the last U.S. News and World Report Rankings.

The nonprofit ranking is particularly significant when placed in the context of other schools on this ranking list. Some examples are below.

- 60% of the schools on the nonprofit list are large public universities like Indiana, Bloomington and University of Washington. Seton Hall is a small private catholic university.
- Seven of the schools on the list (Arizona State, University of Central Florida, Ohio State, Texas A&M, University of Minnesota, Indiana University) are in the top ten in terms of total size each with enrollments of around 50,000 students. Seton Hall has total enrollment of just over 10,000.
- About 50% of the schools listed are schools with multiple departments instead of a single department. Seton Hall's program is a subset of a single department.
- Seton Hall is the smallest university on the nonprofit list. After Seton Hall, American University (about 13,000 total students) is the only other relatively small liberal arts university. After that, all schools listed (except the University of Colorado at Denver with 18,000 students) have at least double the number of total students that Seton Hall has.
- We are ranked ahead of John Hopkins, the New School, Carnegie Mellon, University of Oregon, Duke, University of Pennsylvania and University of Georgia. We are also ranked ahead of every other one of the 200+ schools offering nonprofit management graduate education in the country not listed by US News and World Report..

When we informed our key stakeholders about these rankings and the types of schools that we ranked favorably against we, as expected, received a great deal of positive feedback and excitement. However, we also noticed that some of the participants in our mission conversations felt that we had not done enough to publicize this accomplishment.

There is little doubt that our national ranking is an exciting opportunity. There is also little doubt that we have more to do to take advantage of that opportunity.

Interdisciplinary and Niche course offerings

Starting in the 2016-2017 academic year we will be adding a specialization in Data Visualization and Analytics to our program. This addition came to the program in an interesting way. During

our mission conversations over the past several years, our alumni and many employers were telling us that the next big growth area within the field was around "big data" in public service. Our stakeholders were sensing that the ability to tell stories with data was going to become an increasingly important skill. The quote below is representative of this.

> *I keep seeing these amazing maps and powerpoints that are linked to town data and every week I get someone pitching me something about "civic tech" I don't exactly know what that is but it seems to be growing.* (**2014** alumni focus group participant)

In response, the faculty realized that no existing faculty member had the skill set necessary to address this new "need". As a result, our faculty hiring committee decided to include various "data skills" in a job description for a new faculty member. This ultimately led in part to the hiring of a junior faculty member (Professor Terence Teo) who is significantly more proficient in data analytics and visualization than any other faculty members.

However, hiring Professor Teo alone would not allow us to add an entire new specialization. Luckily, the departments of Mathematics and Computer Science and Psychology had decided to develop a graduate certificate in Data Visualization and Analytics. The 6 course certificate already included our department's research methods course as part of its requirements. After a great deal of discussion, it became clear that 3 of the courses offered in the certificate could actually be "co-opted" as a new MPA concentration. The faculty, however, felt that to truly fit within the MPA program we would need to develop a new course linking ethics with the use of "big data". Professor Matthew Hale volunteered to develop this new course and a new specialization was born.

This type of cross-discipline collaboration is something that we have some experience with. We currently have a dual degree program with Seton Hall's School of Diplomacy. This 3-year program allows students to get both a MPA and a Master of Arts in Diplomacy and International Relations (MADIR). As noted earlier, our concentration in health policy is a de-facto collaboration between our department and the MHA program which is in the School of Health and Medical Sciences.

We have had initial conversations with other units on campus about developing similar interdisciplinary programs. For example, we can envision a specialization in sustainability management taught in conjunction with the environmental studies program. We can also imagine specializations in political and public communication that would be a partnership with Seton Hall's new College of Communication and the Arts.

We believe that this type of "niche" course development has a great deal of potential for growing our MPA program in a time of limited resources. Unlike many of the larger schools we compete against, we have the capacity to react more quickly to market needs in new and innovative ways.

Student Scholarships

During our mission conversations, we consistently heard an acknowledgement that the Seton Hall MPA costs more than many of our public school competitors. In approximately 2013, our tuition rate climbed above an important psychological barrier of $1,000 per credit. Several alumni commented with quote such as this;

> *Tuition is $1000 bucks a credit now? (Expletive Deleted), I thought it was expensive when I went but that is huge.*

The tuition cost of this alumni was $884 per credit.

In addition, we also heard from our mission conversations with employers that the days of employers paying for tuition are long gone. Some examples from alumni focus groups;

> *We used to be able to tap into a training fund at the NJ state police to help officers with tuition. But that dried up about 10 years ago. All we can pay for now are one day training courses or seminars, all of our management training has moved in house. (SHU MPA Alumni)*

> *I always imagined that when I became a borough administrator I would be able to help someone new person come to Seton Hall like I got the help. But I don't have two nickels to rub together and make that happen. (SHU MPA Alumni)*

Despite these realities, our mission conversations also revealed a huge appreciation of the scholarships that the department is able to provide to students. To put this in context, in FY 2016-2017 we have budgeted about $100,000 to give out in scholarship funds to students through our 5 endowed scholarships. **This is a huge opportunity and advantage that our MPA program has over many private colleges that we compete against.**

What was particularly interesting and informative in our mission conversations is that our alumni were extremely grateful for relatively small amounts of scholarship money and the fact that it was broadly distributed. Some examples of this sentiment are below:

> *It seemed like everyone I went to Seton Hall with was on some sort of scholarship. Dr. Wish just found you money a course here, a course there. But it was important and it helped a lot.* (SHU MPA Alumni)

> *I remember that we talked* (former faculty member) *Dr. D_____ into switching a couple of us on and off a scholarship depending on whose department had more money that semester. I know that sounds weird but it actually happened.* (SHU MPA Alumni)

The reason this is a particularly interesting finding from our mission conversations is that we have moved away from awarding scholarships in this way. In 2012 our faculty scholarship committee decided to try and attract "higher quality" students by providing them with larger

scholarship packages. So for example instead of 5 people receiving $2,000 a year we now give $10,000 to one student.   The results of our mission conversations caused the current faculty scholarship committee to re-evaluate how we award scholarships and are considering returning to smaller but more broadly provided scholarships. The goal of returning to this procedure would be to ensure that the positive alumni feelings toward the willingness of the program and program faculty to help them can continue. **No decision has been made at this time, but this is an example of how our mission conversations can lead to substantive changes in all aspects of the MPA program.**

Mission Conversations lead to identification of key operating environment challenges

In the next section, we provide our analysis of the key challenges in the MPA program environment that influence our mission, goals and objectives.

Key challenges in the MPA Program Operating Environment:

Through this ongoing process of mission conversations and review of various other data gathering activities, the faculty identified six significant challenges in the operating environment of the MPA program that will influence our current mission, goals and objectives. While all of these have "external" aspects, it has been interesting for the faculty to realize that at least four of the six primary challenges are "internal" to the department and to Seton Hall University.

The six significant operating changes identified through mission conversations are;

- changes in the composition of our student body,
- declining enrollments
- re-merger between department of political science and public administration
- exodus of the MHA program from the department
- New Jersey specific decline in the "field" of public administration
- Static resources for MPA

Changes in the student body

One of the most significant changes in our MPA program operating environment since our last accreditation has been a shift from in-service to pre-service students. At the time of our last accreditation, 70% of our students were working full time as public service professionals. Today approximately 85% of our students are considered pre-service students. We consider students as "pre-service" if they have less than 3 years of full-time public service work experience. It is important to note that the majority of our students are working and many are working full-time. However, they are often working outside the public sector and are attending graduate school because they hope to move to public service work after graduation. **This change in the**

makeup of the student body will require the program to adapt its mission, goals and objectives to better meet these types of pre-service students.

Declining enrollments

The MPA program is currently facing a fairly significant decrease in enrollment. In 2011, we had almost 100 students enrolled in the MPA program. Today we have less than 50. This is not the first time in recent memory that we have faced low enrollment numbers. As noted earlier, we saw enrollment drops in 1994-96 then again in 2004-06. So it is possible to at least argue we are currently in a "normal" 10 year cycle of low enrollments. **However, it is clear that increasing MPA enrollments will be the primary goal for the MPA program for the foreseeable future.**

Re-merger with Political science department

As we all teach, anytime two organizations with different organizational cultures merge there are many opportunities for both positive growth and significant strife. The re-merger of the departments has been a text-book example of both. Brief examples of this are presented below and will be expanded upon throughout the self-study document.

On the positive side, the MPA program has a much larger pool of full-time faculty members with some capacity to teach MPA classes. The department currently has 13 full-time faculty members. This is up from the 5 MPA faculty members prior to the merger. Of the 13 faculty members, 10 have taught MPA courses since the merger and all 13 have contributed to the MPA program in some significant way, such as advising students, reviewing student applications or other MPA program governance. The program and our students have clearly benefitted from this larger faculty pool.

The merger has also helped us increase our efforts at building our 3/2 program and increasing our internal recruitment of Seton Hall undergraduates into the MPA program. Prior to the merger, many of the former political science faculty did not know that a 3/2 program existed and were often reluctant to advise graduating students about the MPA program. In addition, former MPA faculty made little effort to contact political science faculty or students in an effort to attract them to the graduate program. Neither is the case today and we have dramatically increased the cross-listing of undergraduate and graduate courses throughout the program. This has also greatly benefitted the program and will continue to do so in the future.

On the negative side, the merged department has had to work very hard to overcome significant cultural difference between the faculty members. For example, while research is obviously important to all of our faculty members, it is safe to say that within the "old" MPA faculty service and teaching were much more highly valued. While we have worked hard over the last several years to find the correct balance and have developed a unified set of guidelines

for promotion and tenure for our entire faculty it is clear that this tension has clearly not been eliminated.

In addition, the differences in culture have led to some significant conflicts in regards to new growth areas for the graduate program. For example, prior to the merger the "old" MPA faculty developed and were on the cusp of implementing a fully online MPA program. Had the two departments not merged in all likelihood we would have had the online program operational in 2012 or 2013. However, the merger stalled the progress of the online MPA program as other issues become more prominent. The differing perspectives and experiences vis-a-vis online education in the two former departments became a factor when the department began to revisit the idea of an online MPA program. We continue to have these discussion both formally and informally and have not yet reached a consensus on whether an online MPA program is the best course of action for the department.

These examples also show that this change in department structure requires us to adapt our program mission to better reflect the links between political science and public service administration.

MHA program leaves to new college

As noted, the old Department of Public and Healthcare Administration had a MHA program in addition to the MPA program. Students in both programs took the same Research Methods (PSMA 6002) and Financial Management (PSMA 6005) courses. In addition, students were able to take elective classes in either program. The practical effect of this (coupled with bursting enrollments in both programs) meant that we could offer both of the cross-over core courses every semester and that both programs were able to easily fill a wide range of elective courses. In addition, MHA faculty taught all of the MPA health policy concentration courses and often taught other MPA focused courses. Overall, it was a highly beneficial relationship for both programs.

By 2012, however, it became apparent that the MHA program could not continue to operate within a Department of Political Science and Public Affairs. Potential students in a healthcare focused professional degree had no interest in being associated with a political science department. As a result, the MHA program found it quite difficult to market itself effectively to potential students while be associated with a political science department. The MHA program was also attempting to become accredited by the Commission on Accreditation of Healthcare Management (CAHME). The requirements of this accreditation process in terms of staff, marketing and teaching expertise were ultimately the primary driver in forcing the MHA program to request a move from the newly formed department and the College of Arts and Sciences. In 2013, the MHA program officially moved to the School of Health and Medical Sciences (SHMS).

While this move was clearly the best option for the MHA program, it presented the MPA program with some challenges. By 2012/2013 MPA enrollments had begun to decline. For example, the average individual class size fell from 18.4 students in the fall of 2010 to 12.1 by the fall of 2013. In addition to the decline in marketing resources and staff mentioned above the removal of MHA students from MPA classes contributed to the decline in enrollment numbers. The MHA move also has presented some scheduling and logistic difficulties for MPA students in the health policy concentration. These students now take their concentration courses in a different school (SHMS) and, while we maintain a strong working relationship with our former faculty colleagues, there have occasionally been scheduling difficulties. In addition, as part of the CAHME accreditation process a number of courses that our MPA students must take for their concentration were changed from 3 to 2 credit courses. This means that students in the health policy concentration must take a total of 5 courses to get the 12 concentration credits they need. Again, this change has made logistical and scheduling issues somewhat more difficult for our health policy students. Taken together these changes mean that our MPA faculty are spending more time advising and counseling our health policy students and on scheduling management than we did prior to the MHA leaving the department. **The removal of the MHA program from our department has required us to reexamine our overall mission, goals and objectives and once again to refocus our efforts to ensure that we are meeting the needs of our key stakeholders.**

New Jersey Specific Decline in the field of Public Administration

One of the most consistent messages we received during our mission conversations was a sense that public administration in New Jersey is under assault. Some quotes from focus groups and other outreach efforts highlight this point.

> *You need to tell students to get a thick skin. You can't work in New Jersey government and not have skin like a rhino. Everyone attacks us. (Comment from League of Municipalities Conference Participant)*

> *(New Jersey Governor) Chris Christie made a name for himself nationally by telling everyone we don't deserve a decent pension or even a living wage and people believe it. It makes me think what am I doing in an MPA program? (Current MPA student focus group participant)*

> *It isn't easy out there right now. I still think working in New Jersey government is worth it but that might be because I have done it for so long. I am not sure that I would do it again as a young person. (MPA alumni focus group participant)*

There is little doubt that government employment in New Jersey (and the rest of the country) has dropped in real terms over the past 8 years. However, our mission conversations lead us to believe that that the "appeal" of public service work within New Jersey (and by extension the

appeal of an MPA degree) is not likely to improve for quite some time. People perceive this as a particular issue in New Jersey because the Governor of New Jersey has been such a strong proponent of cutting the size of the government work force. **The negative perception of public administration and public service in New Jersey will influence the types of goals and objectives that we as a department can set and hope to achieve.**

Static Resources to the MPA program

Since our last accreditation there are a number of exciting things happening at Seton Hall. The size of the undergraduate population has increased significantly. In addition, the academic quality of those students has also increased significantly. The University has also engaged in a number of significant building projects. The University is also embarking on the development of a major medical school and has started a new school of communication and the arts.

While all of these (and many other) accomplishments make it an exciting time to be at Seton Hall, it means that resources available to the MPA program are likely to be static for the foreseeable future. We say this not in a pejorative sense or to argue that University priorities are misplaced. Instead it is simply an acknowledgment that since our last accreditation we have seen a decline in staff resources given to the MPA program. It is also an acknowledgement and recognition that it is unlikely that the department and our MPA program will receive any significant increases in University resources in the next 5 to 10 years. Once again, **this is not** to say that the MPA or the department lacks the resources necessary to carry out our mission. We believe that we have adequate resources and that we will continue to have adequate resources in the foreseeable future.

However, it is clear from our mission conversations with key constituencies that they believe the University does not adequately publicize or provide staff resources to the MPA program. We have heard this refrain from alumni, who often complain that they never hear from the University about the MPA program. From current students, we often heard complaints that "other" departments have much large staffs to help navigate the University bureaucracy. From potential employers, we are told that they often "forget" that Seton Hall is a viable place for potential students because they never "hear" from Seton Hall.

Combining the strong probability that the MPA program will have only static resources for the foreseeable future coupled with the perceptions from key stakeholders that the MPA program currently lacks resources for publicity and staff influences the type of goals and objectives that we will be able to implement over the next 5 to 10 years.

In the previous sections we have outlined how we have both historically and more recently developed a living mission document. In addition, we have identified a number of areas where we have (again both historically and currently) adapted to challenges and opportunities in a systematic fashion.

In the next section (1.1.3) we describe the public service values that are reflected in our programs mission.

1.1.3   Describe the public service values that are reflected in your Program's mission. (Limit 250 words)

Public Service Values

The key public service values identified in the Mission Statement of Seton Hall's MPA program and Department of Political Science and Public Affairs are as follows. Our students and alumni **understand the interdisciplinary and cross sector nature of public service**. As a result, our students and alumni have the capacity to manage across the traditional public service "boundaries" and "silos" that often exist between the nonprofit and public sectors. Our students and alumni **recognize the importance of collaboration, openness and transparency in public service problem solving**. As a result, our students and alumni have been exposed to collaborative models of leadership, management and service. Our students and alumni understand the importance and core **centrality of performing their public service duties while adhering to the highest ethical standards**. As a result, our students have been given the opportunity to challenge their own existing ethical beliefs and values while at the same time understanding those with different ethical perspectives.

1.2 Performance Expectations: The Program will establish observable program goals, objectives and outcomes, including expectations for student learning, consistent with its mission.

1.2.1 Please identify the major PROGRAM goals as they relate to your program's mission within the categories specified below. Be certain that at least a subset of these program goals identify the public service values identified in 1.1.3.

Note: If the program finds it easier to respond to Standards 1.2 and 1.3 outside of the framework of this template, it may instead upload a free-standing narrative response that addresses the questions.

Please link your program goals:

• to your mission's Purpose and Public Service Values.

• to your mission's Population of students, employers, and professionals the program intends to serve.

• to the contributions your program intends to produce to advance the knowledge, research, and practice of public affairs, administration.

The MPA program has identified a number of both external and internal performance expectations over the last five years. The performance expectations are listed below and taken directly from our mission and its linkages to our identified public service values.

It must be clear at the outset that the primary external goal of the MPA program in the short term must be to stop the decrease in enrollments we have experienced over the last 2 to 3 years. Unless we are able to increase the number of students in our MPA program, we can't

reasonably expect the University to increase the support or resources provided to the department and the program. The administrative focus on increasing enrollments does not indicate that we will ignore setting program goals for improving our curriculum in accordance with our mission. It simply means that we must set and ideally accomplish both goals at the same time.

Obviously improving the connections between our mission, public service values and our curriculum will ideally serve as a vehicle to increasing enrollments. However, based on the mission conversations described in the previous section, we believe that we must set additional program goals that focus on increasing enrollments that are separate from specific curriculum improvement goals. These will be discussed next and then we will move to the primary curriculum centered goals in the next section.

Strategic Priority #1: Increase MPA program enrollment

We have identified a number specific goals that we believe will help improve our enrollments over time. These were developed during our mission conversations over the previous three years.

Goal #1: Explore the development of more interdisciplinary concentrations with other units at Seton Hall

As noted we have developed and started a specialization in Data Visualization and Analytics in partnership with the Mathematics, Computer Science and Psychology departments at Seton Hall. The 2016-2017 academic year will be the first year this comes on line and **we currently have two additional students taking the specialization.**

Our performance expectation is that this specialization will bring an additional 3 students to the MPA program by the 2017-2018 academic year.

We have and will continue to explore additional "niche" specializations with other units across campus. To clarify, we are not exploring opportunities in areas that would require either the department or the University to spend significant additional resources on developing a new specialization. Instead we are focusing on other programs on campus where classes and faculty already exist. During our self-study year we held meetings with the directors of the Environmental Studies and Strategic Communication programs at Seton Hall to explore developing specializations in *Sustainability Management* and *Strategic Communications* respectively. In addition, given the merger with political science we have held numerous discussions both formally at faculty retreats and informally with colleagues on developing a MPA concentration in *Political Campaign Management.* **Our performance expectation for 2016-2107 academic year is to continue all of these conversations and in partnership with these other units, our alumni and external stakeholders identify which additional specialization could be added for the 2017-2018 academic year.** Once again, our long term

goal would be to bring in an additional 5 students interested in the new "niche" concentration each academic year.

Goal #2: Maintain and improve our national ranking in nonprofit management

The current structure for determining U.S. News and World report rankings at the graduate level is almost entirely reputational. The ranked programs are often those with large advertising budgets and/or those that have faculty who are active in the field. Because formal advertising directly to other programs is beyond our capacity, we must maintain our reputation and ranking by asking our faculty to actively and aggressively take leadership roles in various academic associations. Professors Matthew Hale and Naomi Wish for example have been chairs on the NASPAA nonprofit section in the past. Professor Hale currently serves on the NASPAA nonprofit section board. Professor Hale is also the president elect of the Nonprofit Academic Centers Council (NACC), a position once held by Professor Wish. Professor Roseanne Mirabella is a former president and longtime board member of the Association for the Research on Nonprofit and Voluntary Action (ARNOVA). In addition, Professor Mirabella has recently become quite involved with a nascent nonprofit section forming within the American Society for Public Administration (ASPA).

For the past 3 years we have made a concerted effort to broaden the involvement of our faculty in these associations. Many of the faculty members from the previous "political science" department were simply not aware of the opportunities to present papers at NASPAA, NACC, ARNOVA and ASPA conferences. We continue to try and rectify this situation and have had some recent success as Professors Michael Taylor and Audrey Winkler have presented papers at one or more of these conferences as well as volunteered to serve as panel discussants. In addition, we have strongly encouraged our students to prepare and submit papers at these conferences. Two students (Pau Aragay Marin and Jarrod Crockett) had papers accepted at the 2015 NACC conference. Several students (Lisa DeLuca, Joseph Riccadelli, Ashley Manz and Timothy Hoffman) have submitted paper to the 2016 NASPAA conference.

In order for us to maintain our national ranking, we must maintain our history of taking leadership roles in these academic associations and in presenting our scholarship at conferences of these associations. **Our performance expectation is to maintain this significant level of involvement over the next year and gradually expand the number of faculty and students who are actively involved in these academic associations over the next 3 to 5 years.**

In order for the rankings to be helpful in our primary goal of increasing enrollment, we must make sure that we as a faculty work with the University public relations and media departments to publicize our ranking. During our self-study year we used our national ranking in 3 different paid advertising campaigns with local outlets. We are currently attempting to assess the outcome of these advertising campaigns. **Our performance expectation is that the next time the rankings come out (2018) is to double the number of outlets (from four to**

eight) that we "push" publicize our national ranking in and do so based on sound metrics of advertising effectiveness and return on investment.

Goal #3: Increase Faculty presence in "free media"

One of the major advantages of joining with the political science department is that the media both locally and often nationally are interested in using political science professors as topic experts. This is especially true in elections years. During the 2015-2016 academic year, our faculty appeared in over 150 different news stories in a variety of outlets including CNN, CNBC, New York Times, New Jersey Star Ledger and USA Today. In addition, the faculty wrote 7 op-ed articles during the year that appeared in local newspapers. While assessment metrics for this type of activity are less precise than "paid" media we believe that this type of activity has the potential to increase the number of students who apply and enroll in our MPA program. **Our performance expectation is to maintain the 2013-2014 baseline level of free media appearances and increase them by 10% in each subsequent year.   We have met this expectation over the past two academic years.**

Goal #4: Increase the number of 3/2 programs within the Seton Hall Community.

A second major advantage of the merger is that as a combined faculty we are better able to work and promote our 3/2 program which allows high achieving undergraduates in political science and sociology to begin to take MPA courses in their senior year. As a result, these students are able to graduate with both a BA and MPA in five years. This is an attractive proposition for some students. While overall the number of 3/2 students has only increased slightly over the past two years, we believe that there is room for additional growth in this area. **Our performance expectation is to admit five to seven 3/2 students per year. We currently have on average two to three of these students per year.**

To achieve this goal, we made a concerted outreach effort to undergraduate political science and sociology students this year. Senior faculty, including Professors Wish and Mirabella visited all of the undergraduate political science and sociology classes at least once during the year. In addition, Professors Hale and Togman worked to revamp program marketing materials and with Seton Hall's Registrar and Arts and Sciences Deans Offices to streamline the application process for these students.

A second way we hope to achieve our targeted number of students is by expanding the number of undergraduate majors that are eligible for consideration in the 3/2 program. During the 2015-2016 academic year we added the undergraduate religious studies major. We also began the process of opening up the 3/2 program to English, History and Economics undergraduates. We submitted formal proposals to each of these departments for consideration during the 2016-2017 academic year.

Goal #5 staff members as MPA students

Like most universities, Seton Hall has a tuition remission policy allowing current employees of the university to take graduate classes for free. Throughout our history the MPA program has been a natural place for these employees to come. Over the years we have had students from the Finance and Budgeting office, the Development and Alumni Relations office, and the University Libraries get MPA degrees while working on campus. We believe that with additional marketing and outreach to other departments on campus we can increase the number of Seton Hall employees who enroll in the MPA program. **Our performance expectation is to enroll 3-5 Seton Hall employees every academic year.**

Goal #6: Restructure scholarship program

One of the most significant advantages the MPA program has is the availability of student scholarships. As noted above, through the Center for Public Service and under the leadership of Professor Naomi Wish, we have a number of endowed student scholarships. Approximately five years ago when our enrollment numbers were significantly better, we changed our approach to administering these scholarships. The focus was to attempt to provide larger scholarships to truly top quality students. We were directly competing nationally for these students and often won competitions for these students with much larger schools. During the 2015-2016 academic year, the department scholarship committee held a number of meetings to discuss whether this approach still made sense in an era of declining enrollments. The consensus was that perhaps it did not. This consensus was also supported by a number of our mission conversations with alumni who recalled how broadly scholarships were given in the past. However, we were not able to reach a consensus about how best to alter the current scholarship program to attract more students. What we decided to do was to hold some of our scholarship money in "reserve" and use that reserve as enticements for potential students in the coming academic year. So for example, if we met a strong potential student at an outreach event in the fall we can let them know that we are able to provide small scholarship for students who apply during for our spring term and inform them that larger scholarships are available for the following academic year. It is unclear how effective this approach will be but **our performance expectation is to have 2 additional students enroll in the spring semester as a result of this small restructuring of our scholarship program.**

Summary of Goals within Strategic Priority #1: Increasing enrollment

The six goals listed under Strategic Priority #1 are all designed to increase our MPA enrollments without additional resources being given to the department or the program. They all involve additional time and effort by faculty to make them happen, but none require additional expenditures by the University. If we meet all of our target numbers for each goal, we will have approximately 30 "new" types of students that came to the MPA program because of these efforts. This will help offset what we expect to be at best flat levels of enrollment in "traditional" types of students. However, even with the challenges we face in effectively

competing for MPA students in New Jersey we are confident that we can still attract 30 of these traditional types of students per year. **Thus combining the "new" students and the "traditional" ones our goal in to increase and stabilize our enrollment at 60 total students enrolled in the MPA program.**

Strategic Priority #2: Re-focusing Curriculum on Seton Hall's Primary Public Values

As described in section 1.1.3 the key public service values that we identify in our mission and through our mission conversations are as follows;

- Public service requires an interdisciplinary and cross sector approach
- Public Service requires us to be Collaborative, Open and Transparent in our actions
- Public service requires that we confront ethical dilemmas and challenges and maintain the highest ethical standards

In addition to identifying these through our mission conversations, we are also relying on the scholarship of two faculty members to inform our curriculum centered decision making. Professor Roseanne Mirabella takes a highly critical approach toward performance measurement within public administration and nonprofit management programs in her paper entitled "Toward a more perfect nonprofit: The performance mindset and the "Gift", which appeared in the journal Administrative Theory and Praxis in 2013. Professor Matthew Hale has a forthcoming paper in the Journal of Nonprofit Education and Leadership entitled "Implementing Mirabella". In this paper Hale makes suggestions for how schools teaching nonprofit management and public administration might attempt to implement some of Professor Mirabella's suggestions.

While the two faculty members do not agree on all aspects of reframing the curriculum, both agree that (in Professor Mirabella's phrasing) "*enhancing interdisciplinarity and connections*" and "*creating accountability with ongoing discourse towards consensus*" ought to be central public values within a public service centered curriculum. While Professors Mirabella's work does not specifically call for ethics-focused training, she does argue that we have an ethical responsibility to "reframe and challenge authority structures". In Hale's paper, the focus is on identifying how a typical program might attempt to implement the key public service values articulated by Professor Mirabella.

The interplay between the academic works of these two faculty members, coupled with our mission conversations and other faculty discussions remains and ongoing process. Our standard approach to changes in the curriculum is to make them when we have a strong consensus rather than by counting votes. During our self-study year and in the previous year we have had numerous and wide ranging discussions about making some perhaps radical changes to the current curriculum. However, we have not yet reached a consensus on how best to change the curriculum if at all.

The three public values identified in section 1.1.3 and above are, however, areas where we have a great deal of consensus between students, alumni, stakeholders and faculty. As a result, we have defined our second strategic priority as making sure that these three key public values are infused throughout our curriculum.

To do this we have identified four different measurement tools for assessing how well we are infusing these public values across the curriculum. These are described briefly in this section and in more detail in section 1.3.

Goal #1: Interdisciplinary and cross-sector approach across the curriculum

We strive to take an interdisciplinary and cross-sector approach to all classes across the curriculum. This means that students will be exposed to the different perspectives of the public, nonprofit and private sectors in our classes and will compare different ways that each sector may deal with a specific problem. In addition, we will strive to include topics within existing courses that examine public problem framing using perspectives outside the traditional nonprofit, public and private sector lens.

We will analyze this by:

- Reviewing all syllabi to document evidence of interdisciplinary and cross sector approaches.
- Reviewing a representative sample of student capstone papers for evidence of interdisciplinary and cross-sector approaches.
- Examining student course assessment surveys for evidence of interdisciplinary and cross sector approaches.
- Examining alumni survey results for evidence that alumni retain and understand the value of interdisciplinary and cross-sector approaches.

Our performance expectations are;

- 50% of the syllabi analyzed each year will contain evidence of interdisciplinary and cross-sector approaches
- 50% of the capstone course work analyzed will contain evidence of students understanding the importance of interdisciplinary and cross-sector approaches.
- 50% of the written comments on student course evaluations will include evidence of this approach.
- Students will rate courses and course instructors above a 3.3 on a 5 point scale on this question
- 50% of written comments on alumni survey will include evidence of this approach
- Alumni will rate the program above a 7 on a 10-point scale on this specific question.

Goal #2: Collaborative, openness and transparency will be evident across the curriculum

We strive to take a collaborative approach to all classes across the curriculum. This means that students will be exposed to the different tools and procedures for encouraging active citizen and stakeholder involvement in public service decision making in a variety of classroom settings. In addition, students will be exposed to the value of transparent and open procedures of collaborative governance.

We will analyze this by;

- Reviewing all syllabi to document evidence of collaborative, open and transparent approaches.
- Reviewing a representative sample of student capstone papers for evidence of an understanding of collaborative, open and transparent approaches.
- Examining student course assessment surveys for evidence of collaborative, open and transparent approaches.
- Examining alumni survey results for evidence that alumni retain and understand the value of collaborative, open and transparent approaches.

Our performance expectations are;

- 50% of the syllabi analyzed each year will contain this approach.
- 50% of the capstone course work analyzed will contain evidence of students understanding the importance of this approach
- 50% of the written comments on student course evaluations will include evidence of this approach.
- Students will rate courses and course instructors above a 3.3 on a 5-point scale on this question.
- 50% of written comments on alumni survey will include evidence of this approach.
- Alumni will rate the program above a 7 on a 10 point scale on this specific question.

Goal #3: Students will have the opportunity to confront and challenge pre-existing ethical beliefs and to understand ethics as they exist within the public service administration role.

We strive to help our students see ethics as a central public service value. This requires us to provide students with the opportunity to challenge both their own personal ethical framework and how that personal ethical framework interacts with ethics in an administrative framework.

We will analyze this by:

- Reviewing syllabi to document evidence of opportunities for students to confront both personal and organizational ethical dilemmas.
- Reviewing a representative sample of student capstone papers for evidence of the centrality of ethics as a public service value.

- Examining student course assessment surveys for evidence that ethical frameworks and reasoning were presented in the classroom.
- Examining alumni survey results for evidence that alumni retain and understand the centrality of ethics as a public service value.

Our performance expectations are;

- 50% of the syllabi analyzed each year will contain this approach.
- 50% of the capstone course work analyzed will contain evidence of students understanding the importance of this approach.
- 50% of the written comments on student course evaluations will include evidence of this approach.
- Students will rate courses and course instructors above a 3.3 on a 5-point scale on this question.
- 50% of written comments on alumni survey will include evidence of this approach
- Alumni will rate the program above a 7 on a 10-point scale on this specific question.

Summary of Strategic Priority #2: Instilling our key Public Service values across the curriculum

The 3 key public service values that we have identified in our mission conversations with key stakeholders, as well as in our faculty member scholarship are clear. We value interdisciplinary and cross-sector approaches. We value collaborative, open and transparent processes and we require ethics be a central part of the public service mission. We have identified four different mechanisms to assess whether or not we are meeting these goals. They are a review of syllabi, student capstone papers, student course assessment and alumni surveys.

1.3 Program Evaluation: The Program will collect, apply and report information about its performance and its operations to guide the evolution of the Program's mission and the Program's design and continuous improvement with respect to standards two through seven.

To this point we have reported on the following mechanisms we use for program evaluation. In this section we explain the frequency with which we collect and analyze this data. In addition, we explain how the data is collected and used by the program and its faculty to guide the evolution of the Program's mission. As we move forward through the remainder of this section and through standards two through seven, we will return to these evaluation methods and explain how they are relevant to each standard.

1) **Analysis of student course evaluations**: These are done every semester for every class. The results are reviewed by the program director and the department chair at the end of every year. If we have received concerns from students concerning a particular

course, the department chair can use these reports to assist in improving faculty teaching performance.

2) **Faculty reports on one-on-one student advising:** Students are required to contact their advisor every semester in order to receive their PIN (registration access code) number. This ensures that all students have a one-on-one meeting with their faculty advisors. At those meetings, students are asked to briefly report on their progress within the program, asked if they have any concerns or questions about the program or would like to provide confidential information about "other" professors. The faculty advisors then meet to discuss any issues, topics or trends they are seeing from the students. We collect this information and, if there appears to be action steps needed to correct any issues, we are able to make those corrections. In many cases students will provide broad stroke information, not specific ideas. For example, a number of students may say they would like "more data analytics" but not provide a specific request. This information however was a starting point for developing our specialization in data visualization and analytics.

3) **Faculty reports on group concentration meetings:** Our goal is to hold one meeting per year with students within each concentration. We have not always been successful in making that happen. For example, in 2015-2016 we planned a concentration meeting with our health policy students but none of them showed up at the specific date and time. Even so, these meetings have proved quite helpful in focusing attention on the needs of each concentration. The primary way these meetings have proved useful is in scheduling concentration classes. For example, in 2013 at the public sector concentration meeting students requested that we "spread out the math courses more evenly." Many of the students felt that the public policy course should be in a different semester than research methods, financial management or other economics courses. As a faculty, we are able to review these notes and requests and take appropriate action.

4) **Analysis of student focus group:** We have held at least one "all student" focus group meeting every year since 2010. The goal of these meetings is to ask students for more of a "big picture" view of their Seton Hall experience. For example, instead of discussing the "spreading out of math courses" these meetings focus on getting student impressions of the balance of quantitative and qualitative courses. These focus groups are also helpful in understanding the time of programming students want outside of the classroom. For example, in some years students ask to bring in outside scholars to discuss current research projects. In other years, students are more interested in attending events with employers that are helpful for networking.

5) **Analysis of faculty meetings and retreats:** Like most departments we accomplish a great deal of progress at faculty meetings and annual retreats. Each monthly faculty meeting contains a section devoted to specifically to the MPA program. In addition, the

MPA program has a standing working group to help identify and implement key goals and directives for the MPA program.

6) **Formal alumni survey**: Prior to and during our self-study year, under the direction of Professor Wish, we developed a new and innovative system using LinkedIn to capture and reach out to MPA alumni. We then conducted a formal assessment survey of alumni. The response rate for this survey has an astonishing 53%. As a result we believe it is highly reliable tool for assessing our alumni's impressions concerning program goals and NASPAA competencies.

7) **Analysis of alumni focus group notes:** We have held targeted alumni focus groups regularly since 2013. The goal of these focus group meetings is two-fold. First, we ask alumni for assistance in identifying trends in the field that we need to adapt to. Second, we ask participants for assessments of how they are using program course work in their daily work life. We hope to be able to identify specific learning outcomes and objectives that our alumni retain.

8) **Alumni profiling project:** As noted earlier, Professor Wish has worked for the past two years on an alumni profiling project. Part of this project is to allow us better access to our alumni but a separate part is to identify where and what our alumni are doing. This has proven to be an exciting part of the overall project in that we are able to use this information to improve program marketing but also to connect current students with successful alumni.

9) **Responses from alumni at alumni networking event:** In 3 of the past 4 years we have held a large alumni/current student networking event. This event honors our Pi Alpha Alpha graduates as well. In 2016, we had over 100 people attend the event. During the event participants are specifically asked to come up with what we call "We ought to do that" response. We see this as a crowdsourcing and brainstorming exercise that can help us (faculty, alumni services, staff and students) think creatively and differently about directions the program might take.

10) **Responses from employers to questionnaires at employee roundtables:** Every year we attend the New Jersey League of Municipalities Conference and the New Jersey Center for Nonprofits conference. At these events, we ask employers for their opinions and feedback on important trends within the field. We focus on learning what areas might be hiring our students. The data, while qualitative, provides context and extremely valuable information to the department that aids in decision making.

11) **Analysis of capstone course work:** Our students can take one of three separate capstone classes. We have designed two of these courses (internship and practicum) with the specific goal of establishing that students can recognize and articulate the various classroom learning outcomes during their capstone experience. In addition, we use the analysis of capstone course work to ensure that our students are recognizing the program's specific mission related goals. We do not analyze all capstone every year

because of the time burden this would place on faculty. Instead we select a representative sample of student capstone course work each year

12) **Review of syllabi and curriculum mapping:** We routinely analyze our course syllabi and map them to both the key NASPAA competencies but also our mission-specific goals and competencies. We do NOT analyze every course every year in this manner because of time constraints. Instead we cycle all of the classes through a 4-year cycle.

1.3.1 Please link your program performance outcomes
- **to your mission's Purpose and Public Service Values**
- **to your mission's Population of students, employers, and professionals the program intends to serve.**
- **to the contributions your program intends to produce to advance the knowledge, research, and practice of public affairs, administration.**

In sections 1.2, 1.2.1 and 1.3, we clearly connected the programs goals and performance measurements to our purpose and public service values. In section 1.3.1, we link our two primary strategic goals more directly to our intended service population and the contributions we hope to make to the field.

Strategic Priority #1: Increase MPA program enrollment

We have identified a number specific goals that we believe will help improve our enrollments over time. These were developed during our mission conversations over the previous three years.

Goal #1: Explore the development of more interdisciplinary concentrations with other units at Seton Hall

As indicated in our mission statement, our target population of students, employers and professionals are those that seek a broad-based curriculum that emphasizes the interdisciplinary nature required to solve public problems. This strategic goal very clearly targets our aspirational vision of students who look across sectors and discipline in their attempt to "make the world a better place". Our mission requires us to continue to explore ways that other disciplines can and do contribute to solving public problems.

This strategic goal is also clearly aligned with the contribution that we, as a faculty, hope to make advancing the knowledge, research and practice of public affairs and administration. We believe that it is our mission to move the field of public administration out of its very narrow and internally focused silos on public service management. Members of the faculty committee that worked to design our new specialization in Data Analytics and Visualization have already contributed NASPAA conference papers based on the adoption of this specialization (Taylor & Hale, 2015) and served on NASPAA panels as discussants around this topic (Mirabella, Winkler and Hale in 2015). In addition, the specialization has resulted in the development of a new

course entitled the Ethics of Big Data (Hale) that ideally will be a model for incorporating a key public service value (ethical decision making) into an area (Data Analytics) where it is not particularly prominent.

Goal #2: Maintain and improve our national ranking in nonprofit management

This strategic goal service is directly linked to our service population and our contributions to the field. The logic is as follows. In order to maintain a national ranking, faculty members must be actively involved in national associations such as NASPAA, ARNOVA and NACC. Taking leadership positions in these organizations means that our faculty will be intimately involved with the development of nonprofit management as a discipline. This will have direct benefits to our target population of students who (once again) we hope will look across sectors to solve problems. Our mission is to serve students who want this interdisciplinary approach and, by actively highlighting the centrality of nonprofits to the public service enterprise, we ensure that our students will be exposed to scholarship beyond the narrow traditional public administration field.

There is little argument that the pioneering research of Professors Naomi Wish and Roseanne Mirabella on the growth of nonprofit management education is widely recognized as definitive in this field. It is at least arguable that Professor Matthew Hale's work on nonprofits and the news media is seminal as well. The goal of keeping our national ranking in nonprofit management means that we must continue to encourage this type of innovative scholarship. That will ideally be a significant contribution to advance knowledge about public affairs.

Goal #3: Increase Faculty presence in "free media"

As the mission and vision of the department state, it is fundamental to our program that we recognize the inherently political nature of nonprofit and public affairs management. To paraphrase Professor Mirabella, the "walls between advocacy, political science and public affairs administration must fall." By playing an active role in the political issues particularly those that specifically focus on New Jersey, we believe that as we attempt to use "free media" to market the program, we are in fact also fulfilling our mission to provide our students with practical, real world training in public affairs management. An example of this is a recent special topics course taught by Professor Hale. The course, entitled "*Chris Christie: The Rise of the You Tube Governor*" focused on how the governor of New Jersey effectively used new social media technologies to convey his message to the public. The class brought in numerous political and public affairs reporters from New Jersey as guest speakers. This linkage between the political skills evident in the most prominent politician in our state provided students with new and innovative ideas about social media management that will be applicable to their careers in the public and nonprofit sectors.

More broadly speaking, engaging with and managing "the media" has historically not been something that public administration schools teach or focus on. In fact, it is safe to say that public administrators especially, but also nonprofit managers, see "the media' as the "enemy" and as a result attempt to ignore the press or provide them with little real information. We believe that our mission requires us to encourage these administrators to be actively involved in "telling the story" of public and nonprofit administration. Our strategic goal of increasing the faculty presence in our local media ecosystem is leading by example and moving the field forward and out of its traditional silo mentality.

Goal #4: Increase the number of 3/2 programs within the Seton Hall Community.

The perception that to get an MPA degree one must have an undergraduate degree in political science is so wide-spread that the NASPAA's FAQ page about the MPA degree has a question that attempts to dissuade potential students that they need a political science degree to start an MPA. (see http://www.naspaa.org/students/faq/faq.asp#question_11)

Once again the interdisciplinary focus of our mission requires us to actively reach out to students with undergraduate degrees outside of political science. Our goal of increasing our 3/2 program to include other undergraduate degrees is a perfect example of how we are linking our strategic goals with our mission. As noted above, we have just started a 3/2 program for Seton Hall students in religious studies and are actively working to expand our 3/2 program to other departments including History, English and Economics. We are convinced that having more students with diverse undergraduate backgrounds will improve our program overall, help us meet our mission goals AND increase enrollments.

Goal #5 Staff members as MPA students

While there are clearly many graduate programs specific to higher education administration, targeting the MPA towards those who want a career in higher education administration is a somewhat novel attempt to increase our enrollment numbers. That is clearly the priority with this goal.

However, expanding the role of the MPA degree outside of its traditional narrowly focused government silo is also something that our mission and goal requires. There is no reason that the MPA degree shouldn't be a viable option for those on a track in higher education administration. In fact, we would argue that the public service values (ethics in particular) underlying everything about our MPA degree makes it superior to the MBA or other technical higher education administration degrees. The point is not to say that this goal is likely to make a significant change in the field of public affairs education. Instead we are simply pointing out that this goal is not inconsistent with our mission or values. It is also consistent with our goal of serving a student population that looks across traditional sector boundaries and has the skills and capacities to effectively manage across sectoral boundaries.

Goal #6: Restructure scholarship program

Our endowed scholarships are a significant advantage for a program of our size. Our mission requires us to attempt to attract and teach a diverse population of students. All of our endowed scholarships require that we specifically take diversity factors into account when awarding scholarships. This did not change when we last restructured our scholarship program in an attempt to attract more top quality students from a national pool. Our program is currently majority female and almost majority minority. So we believe we have an outstanding track record of attracting a diverse applicant pool and meeting the diversity mandate of our mission.

However, as our enrollment numbers have changed and we will be discussing ways that our scholarship program might help increase enrollment numbers, we have directly linked this goal to the diversity requirements of our mission. This is yet another example of how our strategic goals are directly linked to our program mission and vision.

Summary of Goals within Strategic Priority #1: Increasing enrollment

As noted above, the six goals outlined under strategic priority #1 are designed to stabilize our student body at 60 students. All six goals are focused specifically on adding a specific "type" of student. This "type" of student is one that actively looks for an interdisciplinary program and enjoys moving between traditional sectoral and disciplinary boundaries. While we are using these goals to increase enrollments, we are simultaneously attempting to attract more of the students that our mission identifies as our core constituency. In addition, the strategic priority of increasing the size of student body without additional resources requires us to look for those students in "new" and "non-traditional" areas. This once again matches our mission because it links directly to the interdisciplinary and collaborative governance focus articulated in our mission.

Strategic Priority #2: Re-focusing Curriculum on Seton Hall's Primary Public Values

As described in section 1.1.3 the key public service values that we identify in our mission and through our mission conversations are as follows:

- Public service requires an interdisciplinary and cross sector approach
- Public Service requires us to be Collaborative, Open and Transparent in our actions
- Public service requires that we confront ethical dilemmas and challenges and maintain the highest ethical standards

In addition to identifying these through our mission conversations, we are also relying on the scholarship of two faculty members to inform our curriculum-centered decision making. Professor Roseanne Mirabella takes a highly critical approach toward performance measurement within public administration and nonprofit management programs in her paper

entitled "Toward a more perfect nonprofit: The performance mindset and the "Gift", which appeared in the journal Administrative Theory and Praxis in 2013. Professor Matthew Hale has a forthcoming paper in the Journal of Nonprofit Education and Leadership entitled "Implementing Mirabella". In this paper Hale makes suggestions for how schools teaching nonprofit management and public administration might attempt to implement some of Professor Mirabella's suggestions.

While the two faculty members do not agree on all aspects of reframing the curriculum both agree that in Mirabella's phrasing "*enhancing interdisciplinarity and connections*" and "*creating accountability with ongoing discourse towards consensus*" ought to be central public values within a public service centered curriculum. While Mirabella's work does not specifically call for ethics focused training, she does argue that we have an ethical responsibility to "reframe and challenge authority structures". In Hale's paper, the focus is on identifying how a typical program might attempt to implement the key public service values articulated by Professor Mirabella.

The interplay between the academic works of these two faculty members, coupled with our mission conversations and other faculty discussions remains and ongoing process. Our standard approach is to changes in the curriculum is to make them when we have a strong consensus rather than by counting votes. During our self-study year and in the previous year we have had numerous and wide ranging discussions about making some perhaps radical changes to the current curriculum. However, we have not yet reached a consensus on how best to change the curriculum if at all.

The three public values identified in section 1.1.3 and above are, however, areas where we have a great deal of consensus between students, alumni, stakeholders and faculty. As a result, we have defined are second strategic priority as making sure that these three key public values are infused throughout our curriculum.

To do this, we have identified four different measurement tools for assessing how well we are infusing these public values across the curriculum. These are described briefly in this section and in more detail in section 1.3.

Goal #1: Interdisciplinary and cross-sector approach across the curriculum

We strive to take an interdisciplinary and cross-sector approach to all classes across the curriculum. This means that students will be exposed to the different perspectives of the public, nonprofit and private sectors in our classes and will compare different ways that each sector may deal with a specific problem. In addition, we will strive to include topics within existing courses that examine public problem framing using perspectives outside the traditional nonprofit, public and private sector lens.

We will analyze this by;

- Reviewing all syllabi to document evidence of interdisciplinary and cross-sector approaches.
- Reviewing a representative sample of student capstone papers for evidence of interdisciplinary and cross-sector approaches.
- Examining student course assessment surveys for evidence of interdisciplinary and cross-sector approaches.
- Examining alumni survey results for evidence that alumni retain and understand the value of interdisciplinary and cross-sector approaches.

Our performance expectations are;

- 50% of the syllabi analyzed each year will contain evidence interdisciplinary and cross-sector approaches.
- 50% of the capstone course work analyzed will contain evidence of students understanding the importance interdisciplinary and cross-sector approaches.
- 50% of the written comments on student course evaluations will include evidence of this approach.
- Students will rate courses and course instructors above a 3.3 on a 5-point scale on this question.
- 50% of written comments on alumni survey will include evidence of this approach
- Alumni will rate the program above a 7 on a 10-point scale on this specific question.

Goal #2: Collaborative, openness and transparency will be evident across the curriculum

We strive to take a collaborative approach to all classes across the curriculum. This means that students will be exposed to the different tools and procedures for encouraging active citizen and stakeholder involvement in public service decision making in a variety of classroom settings. In addition, students will be exposed to the value of transparent and open procedures of collaborative governance.

We will analyze this by:

- Reviewing all syllabi to document evidence of collaborative, open and transparent approaches.
- Reviewing a representative sample of student capstone papers for evidence of an understanding of collaborative, open and transparent approaches.
- Examining student course assessment surveys for evidence of collaborative, open and transparent approaches.
- Examining alumni survey results for evidence that alumni retain and understand the value of collaborative, open and transparent approaches.

Our performance expectations are:

- 50% of the syllabi analyzed each year will contain this approach.
- 50% of the capstone course work analyzed will contain evidence of students understanding the importance of this approach.
- 50% of the written comments on student course evaluations will include evidence of this approach.
- Students will rate courses and course instructor above a 3.3 on a 5-point scale on this question.
- 50% of written comments on alumni survey will include evidence of this approach
- Alumni will rate the program above a 7 on a 10 point scale on this specific question.

Goal #3: Students will have the opportunity to confront and challenge pre-existing ethical beliefs and to understand ethics as they exist within the public service administration role.

We strive to help our students see ethics as a central public service value. This requires us to provide students with the opportunity to challenge both their own personal ethical framework and how that personal ethical framework interacts with ethics in an administrative framework.

We will analyze this by:

- Reviewing all syllabi to document evidence of opportunities for students to confront both personal and organizational ethical dilemmas.
- Reviewing a representative sample of student capstone papers for evidence of the centrality of ethics as a public service value
- Examining student course assessment surveys for evidence that ethical frameworks and reasoning were presented in the classroom.
- Examining alumni survey results for evidence that alumni retain and understand the centrality of ethics as a public service value.

Our performance expectations are:

- 50% of the syllabi analyzed each year will contain this approach.
- 50% of the capstone course work analyzed will contain evidence of students understanding the importance of this approach.
- 50% of the written comments on student course evaluations will include evidence of this approach.
- Students will rate courses and course instructors above a 3.3 on a 5-point scale on this question.
- 50% of written comments on alumni survey will include evidence of this approach.
- Alumni will rate the program above a 7 on a 10-point scale on this specific question.

Summary of Strategic Priority #2: Instilling our key Public Service values across the curriculum

The 3 key public service values that we have identified in our mission conversations with key stakeholders, as well as our faculty member scholarship, are clear. We value interdisciplinary and cross-sector approaches. We value collaborative, open and transparent processes and we require ethics be a central part of the public service mission. We have identified four different mechanisms to assess whether or not we are meeting these goals. They are a review of syllabi, student capstone papers, student course assessment and alumni surveys.

1.3.2 Describe ongoing assessment processes and how the results of the assessments are incorporated into program operations to improve student learning, faculty productivity, and graduates' careers. Provide examples as to how assessments are incorporated for improvements.

In section 1.1.2, we described the assessment processes we characterized as "mission conversations." In that section, we highlighted how our continued feedback and assessment procedures from students, alumni and employers led to changes and improvements throughout the program. To briefly recap some of those improvements;

- Alumni and Employer survey assessments identified our national nonprofit ranking as "important."
  - o This led to specific attempts by the program faculty to better market the national ranking by writing and producing "stories" about the current national ranking on the University web site.
  - o The information also led to the creation of departmental goal to maintain and possibly improve the national ranking. This means prioritizing the national association activities (NASPAA, ARNOVA, ASPA and NACC) more broadly across the faculty.
  - o It also led to a strategic goal of better internal and external marketing of the national ranking in the next ranking cycle.
- Our assessments of alumni, student and employer outreach efforts provided the faculty with a sense that "big data" competencies were become more important to the field in our area.
  - o This led us to prioritize "data analysis" in a new faculty hire.
  - o In addition, this assessment process also led us to explore collaborating with other units at Seton Hall to develop our capacity to teach higher level data analytics and visualization.
  - o This assessment also led to the development of a new course linking data and ethical decision making
    - ▪ Taken together these improvements led to the development of our new specialization in "Data Analytics and Visualization" in partnership with the mathematics and computer science and psychology departments
- Based on the results of our alumni survey, our alumni are overwhelmingly positive on about how the program performs on all of NASPAA competencies. However, we have used the results of the survey to focus on improving specific competencies. For example,

- o We formed a committee led by Professor Michael Taylor to review all of our "data" classes. These include our economic and research methods courses (PSMA 6005, 6004, 6003 7712 and 6002).
- o We have made significant changes to PSMA 6005 (Financial Management for Public Service Governance) based on the recommendations of this committee.
- o The committee continues its work towards better linkage and integrating our quantitative courses together. We have not as yet made changes but are exploring them.
- Based on the results of analysis of syllabi, student course evaluations and capstone course work, we have added a number of specific exercises to a number of classes in an attempt improve the linkages between our key public service values, our mission and the classroom. Once again, we believe that these linkages were evident prior to these assessment exercises. However, we recognize the importance of continually making improvements. Some specific examples of these changes from the last 5 years include
    - o PSMA 6001 (Environment of Public Service)
        - Added additional collaborative exercise to introduce online tools designed to improve citizen/government collaboration (e.g. www.OpenGov.com www.PeakDemocracy.com).
        - Balanced the use of "nonprofit" and "public sector" examples to highlight the importance of cross-sector approaches.
        - Revamped class session that provides an overview of ethical decision making to focus more on "external" ethical dilemmas.
    - o PSMA 7715 (Public Service Ethics)
        - Made this course a requirement for all students. It had previously been an elective. This highlights the centrality of ethics as a key public service value to the department.
        - Provide students with additional exposure to electronic tools for better managing and handling Open Public Records Law requests such as SMARSH (www.smarsh.com).
    - o PSMA 6003 (Public Policy Analysis)
        - Added case studies and examples specifically from the nonprofit sector to better link the technical "tools" of policy analysis (CBA, time value of money, etc.) to a nonprofit setting. This highlights again the departments' cross-sector approach.
    - o PSMA 7712 (Strategic Management and Governance)
        - Include an "adopt an ordinance exercise" which forces students to take the perspective of an engaged citizen attempting to become involved in local governance. Used examples from "Citizen's Campaign"(www.thecitizenscampign.org) as an example.

- Added "corruption case study" to syllabus which highlights the centrality of ethical decision making for students.
- Introduced a number of "technology focused" exercises that highlight the cross sector approach.
  - PSMA 6002 (Research Methods)
    - Introduced additional "nonprofit" examples into class exercises
    - Provided introduction to statistical package "R."
  - PSMA 6004 (Economic Environment of Public Service)
    - Introduced additional collaborative exercises.
    - Introduced additional nonprofit examples to the case studies
  - PSMA 7121 (Public Sector Leadership)
    - Developed comparative class exercises that show how a public, nonprofit and private sector entity might approach a policy issue differently. This highlights the cross-sector approach of the program.
  - PSMA 6009 (Managerial Decision Making)
    - Added additional collaborative decision making example focusing specifically on the partnership between nonprofit and government.
  - PSMA 6010 (Human Resource Management)
    - Introduced additional "collaborative" exercise for the student to highlight and provide training in collaborative decision making.

Standard 2. Matching Governance with the Mission

2.1 Administrative Capacity: The program will have an administrative infrastructure appropriate for its mission, goals and objectives in all delivery modalities employed.

2.1.1 Define program delivery characteristics. If the program has multiple forms of delivery, please identify how the following elements are differentiated: curriculum, curriculum design, degree expectations, expected competencies, governance, students and faculty. (Unlimited)

The program delivery characteristics are primarily traditional face-to-face instruction. We do offer a number of individual courses online. Specifically, the courses that we have the capacity to offer online are the following.
- Core courses: PSMA 6001, 6002, 6004, 6005
- Concentration courses: PSMA 6003, 7311, 7312, 7122
- Elective courses PSMA 8313, 8311

In addition, all of our capstone courses (PSMA 7991, 7992 and 7993) are offered as hybrid courses. This means that students and faculty "meet" face-to-face during the semester but also conduct much of their interaction online.

All of our online courses must go through a university wide "Quality Matters" (see http://blogs.shu.edu/technology/files/2014/05/Online-Hybrid-and-Course-Development-2014.pdf) process which focuses on the technical organization of the class. This ensures that the online classes meet the Universities benchmark standards for online courses in terms of function, look and feel.

In addition, all online courses must be separately approved by the College of Arts and Sciences Educational Policy Committee.

All of the expectations in terms of learning outcomes are the same for online, face-to-face and hybrid courses.

Since we only have one delivery mechanism for our program, all of the curriculum, curriculum design, degree expectations, expected competencies, governance and students and faculty are the same for all students.

2.1.2 Who is/are administrator(s) and describe the role and decision making authority (s)he/they have in the governance of the Program. (Limit 500 words)

The primary administrative responsibility for the MPA program is with the Graduate Program Director (currently Professor Matthew Hale). The graduate program director works with various faculty committees and is ultimately responsible for the following;
- Course scheduling
- Adjunct recruitment and hiring
- Student recruitment efforts
- Student services (enrollment, course adjustments, concentration requirements, counseling)
- Student admissions
- Scholarship awarding and management
- External and internal marketing efforts
- Alumni affairs
- Employer outreach efforts
- NASPAA requirements
- Management of graduate assistants
- Curriculum review
- Certification of degree and graduation requirements
- Assist in management of the departments specialized centers (Center for Public Service and Nonprofit Sector Resource Institute)

The program director reports directly to the chair of the Department of Political Science and Public Affairs (currently Professor Robert Pallitto). The department chair is (in addition to being

the administrator for the entire department) is the primary fiscal agent for the MPA program and as such is responsible for all MPA expenditures and budgeting.

The department chair reports to the Dean of the College of Arts and Sciences, who in turn reports to the Provost of the University.

2.1.3 Describe how the governance arrangements support the mission of Program and match the program delivery.(Limit 250 words) Programs may upload an organizational chart if helpful in describing their university or college governance structures.

As a small program within a small department, the current administrative structure supports the mission of the program because it is collaborative and transparent in nature. All major decisions are made by consensus of faculty members with guiding input for all primary stakeholders including students. As noted many times in this document, we believe that the MPA program receives adequate administrative and financial support from the University.

2.2 Faculty Governance: An adequate faculty nucleus—at least five (5) full-time faculty members or their equivalent—will exercise substantial determining influence for the governance and implementation of the program.

As a small program, defining a faculty nucleus is perhaps more difficult than it is for a large stand-alone program. The reason for this is that while we believe that all 14 of our faculty members make significant contributions to the MPA governance, teaching and scholarship, the involvement of any single faculty member in these areas can vary from year to year. For example, we have a number of faculty members who do not teach in the MPA program every year and a few faculty members who have never taught in the MPA program but are involved in governance aspects of the program. We will attempt to explain these this in greater detail throughout this section. However, our basic metric for describing our faculty nucleus is to include the faculty members who are "always" part of the faculty nucleus as evidenced by their teaching, governance and scholarship contributions to the MPA program. We then list faculty members that "often" can be counted towards our faculty nucleus because of their teaching, governance or scholarship contributions. Finally, we list faculty members who "occasionally" contribute to the teaching, governance or scholarship requirements of the department. At this point however, we delineate the faculty as described below from our self-study year

Always Involved Faculty Nucleus (6)
Matthew Hale
Roseanne Mirabella
Michael Taylor
Terence Teo
Naomi Wish
Audrey Winkler

Generally Involved Faculty Nucleus (5)

Patrick Fisher
Jo-Renee Formicola
Alexandra Hennessey
Robert Pallitto
Jeffrey Togman

Not Yet Involved Faculty Nucleus (3)

Kwame Akonor
Richard Izquierdo
King Mott

Please note the total number of nucleus faculty members in the program for the Self Study Year.
2.2.1a

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Please note the total number of instructional faculty members in the program for the Self Study Year.

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Provide the following information for no fewer than 5 Nucleus Faculty members of your Choosing. NOTE THIS IS A DROP DOWN MENU

2.2.1 Name	Faculty Nucleus Qualification DROP DOWN (ACADEMICALLY OR PROFESSIONALLY QUALIFIED)	Degree (DROP DOWN) Ph.D. DPA MPA MA MS JD Other	How Involved in Program (check all that apply) TEACHING, GOVERNANCE, PUBLIC AFFAIRS, RESEARCH, COMMUNITY SERVICE
Matthew Hale	Academically	Ph.D.	All
Roseanne Mirabella	Academically	Ph.D.	All
Michael Taylor	Academically	Ph.D.	All
Terence Teo	Academically	Ph.D.	All
Naomi Wish	Academically	Ph.D.	All
Audrey Winkler	Professionally	MA	Teaching, governance, community service
Patrick Fisher	Academically	Ph.D.	Teaching, governance, research
Jo-Renee Formicola	Academically	Ph.D.	Teaching, governance, research
Alexandra Hennessey	Academically	Ph.D.	Teaching, governance, research
Robert Pallitto	Academically	Ph.D. J.D.	Teaching, governance, research
Jeffrey Togman	Academically	Ph.D.	Teaching, Governance, Research, community service
Kwame Akonor	Academically	Ph.D.	Research, Governance
Richard Izquierdo	Academically	Ph.D. J.D	Research
King Mott	Academically	Ph.D.	Research. Governance

2.2.2a Please provide a detailed assessment of how the program's faculty nucleus exerts substantial determining influence over the program. Describe its role in program and policy planning, curricular development and review, faculty recruiting and promoting, and student achievement through advising and evaluation.

The faculty nucleus for the program clearly exerts substantial determining influence over the program. In addition, the faculty members who we listed as being outside the faculty nucleus also have significant influence on the program. This is a true asset in terms of faculty governance of the program. The goal of this section is to provide specific detailed examples of how the faculty as a whole has determining influence over the program in each of the listed areas. Rather than do this in exhaustive minutiae we attempt to provide specific high level examples of faculty influence that serve as indications of how our program governance works.

Program and Policy Planning:

One of the most significant issues that the program has faced in the last 5 years is whether or not to start an online version of the MPA program. As noted in early sections, as a faculty we have decided that starting an online MPA program has many potential benefits in terms of additional students and perhaps departmental revenue. However, we have decided as a faculty that we have not received sufficient assurances from the University that the program will be supported with full-time faculty and staff resources. In addition, we have a number of unanswered questions about how online faculty would be integrated with current faculty in terms of governance and promotion expectations. As a result, we have (as an entire faculty) voted NOT to move ahead with an online degree program at this time.

The entire faculty was and remains intimately involved in this decision-making process. Three of the core MPA faculty members (Hale, Mirabella & Taylor) served as a working committee on the development of the MPA program. This working committee acted as the liaison with the University in initial discussions and provided reports and feedback to the faculty as a whole. We discussed the issue at two separate faculty retreats as well as in numerous departmental meetings. The committee, and in particular Professor Mirabella as chair, communicated the various issues raised by the faculty during these extensive discussions to the University administration. The university is currently considering the issues raised by the faculty, but despite clearly "wanting" the department to start an online MPA program, the University has deferred to faculty decision making process to this point. This is evidence that the faculty exerts substantial influence over the programs policy and planning.

Curricular development and review:

As evidence that the faculty exerts substantial control over curricular development and review, we point to two specific examples. The first is the recent development of our specialization in Data Visualization and Analytics. As noted above, we started this program in collaboration with faculty in the mathematics and Computer science and psychology departments. Before our

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department became interested in this area, these departments had started a six course graduate certificate in it. As part of that stand-alone certificate, students could take a research methods course from a number of departments on campus. As evidence of the substantial influence our faculty have over curricular review, we were able to REQUIRE students to take our research methods class for this specialization (as opposed to those offered by the business or communication school). In addition, our faculty reviewed the syllabi of the existing concentrations and were able to ensure that additional public service focused data sets and examples were included in the basic specialization courses. Finally, in keeping with our mission we felt it was essential to include a course linking "big data" and "ethical decision making" in the new specialization. This process is indicative of the substantial influence the core faculty has over our curriculum and all of the courses that we offer to students.

The second example of how the core faculty shows substantial influence on curriculum design and review it is the process of the self-study and yearly assessments of course syllabi. As noted, we review all of our courses on a four-year cycle. We group the classes together by broad content areas for each review. The most recent example is that review of our quantitative and research methods courses last year. We have examined and made significant changes to PSMA 6002 (Research Methods), 6003 (Public Policy), 6005 (Financial Management), 6004 (Economic Environment), 7712 (Program Evaluation) over the past year to ensure that we are meeting the NASPAA competencies in this area and to ensure that these courses fit will together as part of our overall degree. This clearly shows that the MPA core faculty has substantial capacity for curriculum development and review.

Faculty Recruitment and Promotion

One of the most significant changes since our last accreditation review has been the re-merger of the MPA into the political science department. While overall this merger has greatly benefitted the MPA, the one area where we have encountered some minor difficulties is in terms of faculty recruiting. The primary reason for this is simply that new faculty hires must now meet multiple needs within a larger department. For example, had the departments not merged the MPA would have focused a recent search specifically for a faculty member to teach either financial management or health policy courses, with perhaps an expertise in research methods as a preferred skill set. However, financial management and health policy are not offered in an undergraduate political science curriculum. As a result, we focused our search on finding a faculty member with expertise in research methods and decision theory so that the new faculty member could teach both undergraduate and MPA graduate courses.

We were very lucky and happy that this search resulted in the hiring of Professor Terence Teo, who has been able to mesh exceedingly well into both areas while teaching primarily research methods at the graduate level. Professor Teo has been able to teach public policy analysis courses and will in the future be teaching financial management courses in the MPA. However, while this example provides an indication that our faculty exerts substantial influence in faculty recruiting, it also points out that as a "merged" faculty we will continually need to work

collaboratively and collegially to recruit and attract faculty to meet our needs. We have shown that we can successfully accomplish that goal but to do so in the future will require that we maintain our current collaborative governance practices within the department.

What is interesting is that although the merged department may pose some complications when it comes to faculty recruitment, the merger has been a significant benefit in faculty promotion. With a larger faculty nucleus we have been able to institute more in-depth teaching and research evaluations for our junior faculty. Prior to the merger, there was only one full professor in the department. Today there are currently 4 and soon there will likely be as many as 6 full professors. This will make the review of those going from associate to full professor significantly more comprehensive, simply because there are more people reviewing the promotion applications. In addition, with a larger faculty we have been able to institute classroom teaching evaluations of junior faculty members. These yearly written evaluations from more senior faculty members have thus far proven to be of significant benefit to junior faculty members just beginning their teaching career. The multiple perspectives that a larger number of faculty members can offer to junior faculty on teaching methods is also very helpful to junior faculty members as they go through the university tenure process.

Since the merger, all of the faculty members seeking promotion within the university have received positive results. In the five years prior to the merger, we had lost two faculty members who were not able to meet the department goals for retention. While there are other factors in this, the presence of a larger faculty who can take on mentoring roles for junior faculty clearly has helped the MPA program in terms of both promotion and retention of faculty members.

This clearly provides evidence that faculty exert substantial influence over faculty recruitment and promotion.

Student achievement through advising and evaluation:

One area in which the MPA program excels is in student advising. Each semester every student must arrange an appointment with their faculty advisor to receive their "PIN" number so they can register for courses the following semester. A committee of the core MPA faculty (Hale, Wish and Mirabella) have divided up the students by concentrations for the last several years to serve as graduate advisors.

In addition to this one-on-one individual student advising, the department as a whole decided to hold two student advising sessions for all students each year. The goal of this was to help the entire program develop more of a sense of common community and ensure that all students would feel comfortable going to all faculty members for advisement. Our hope is that these type of group activities will eventually lead to increases in student achievement at all levels of the department.

As noted above, we also hold a variety of focus group and concentration-specific meetings with students throughout the year. This process is central to our department mission of insuring that we are training students in open governance and collaborative processes because we are including students in the governance of the MPA program.

Our faculty members have complete autonomy in terms of student course evaluations. We have a written policy for both graduate and undergraduate programs in terms of grade appeal processes. However, while we have occasionally had students complain about their course evaluations, we have never had an example of students being graded unfairly.

2.2.2b Please describe how the Program Director exerts substantial determining influence over the program. Describe his or her role in program and policy planning, curricular development and review, faculty recruiting and promoting, and student achievement through advising and evaluation.

As noted earlier, the primary administrative responsibility for the MPA program is with the Graduate Program Director (currently Professor Matthew Hale). The graduate program director works with various faculty committees and is ultimately responsible for the following;
- Course scheduling
- Adjunct recruitment and hiring
- Student recruitment efforts
- Student services (enrollment, course adjustments, concentration requirements, counseling)
- Student admissions
- Scholarship awarding and assessment
- External and internal marketing efforts
- Alumni affairs
- Employer outreach efforts
- NASPAA requirements
- Management of graduate assistants
- Curriculum review
- Certification of degree and graduation requirements
- Assist in management of the departments specialized centers (Center for Public Service and Nonprofit Sector Resource Institute)

While it is hopefully obvious that the program director exerts substantial determining influence over all aspects of the MPA program it is important to note that the MPA director does NOT play a determining role in faculty promotion. The program director often serves on the committees that make recommendations to the department chair concerning promotion, but it is the department chair that ultimately writes the recommendation on promotion to the University. Similarly, the program director does NOT have direct budgetary authority for day-to-day operations of the MPA program. That responsibility is also with the department chair.

2.2.3 Faculty Governance Comments

Please use the box below to provide information regarding how the program defines "substantial determining influence" in the program and any qualifying comments regarding faculty governance. (Limit 250 words.)

We define "substantial determining influence" as the ability of the faculty and program director to make decisions regarding the teaching, scholarship and internal governance of the program. We recognize that we have some "influence" in the governance relationship between the department and the University. We certainly feel free to advocate to the University on behalf of the department in any conceivable way. However, we do not expect that, as a small program within a department, that we will have "substantial determining influence" over things like tuition costs, faculty salaries, MPA marketing expenditures or overall program budgets. Those areas are within the domain of the College of Arts & Science and Seton Hall University.

Our areas of "substantial determining influence" lie primarily in areas of curriculum development and review, faculty recruitment and promotion and student achievement through advising and evaluation. We believe that we have significant determining influence on program and policy planning but that our influence in this area is not as absolute, which is appropriate for where our program is placed within the University structure.

Standard 3 Matching Operations with the Mission: Faculty Performance

3.1   Faculty Qualifications: The Program's faculty members will be <u>academically</u> or <u>professionally</u> qualified to pursue the program's mission.

3.1.1 Name	Full or Part Time	Faculty Nucleus Qualification DROP DOWN (ACADEMICALLY OR PROFESSIONALLY QUALIFIED)	Degree (DROP DOWN) Ph.D. DPA MPA MA MS JD Other	Demonstrate their academic or professional qualifications (DROP DOWN)
Matthew Hale	Full	Academically	Ph.D.	-Publishes in area of program responsibility -Attends annual conferences and/or workshops associated with area of program responsibility -Provides community or professional service in the area of program responsibility -Is currently or previously employed in field associated with area of program responsibility
Roseanne Mirabella	Full	Academically	Ph.D.	-Publishes in area of program responsibility -Attends annual conferences and/or workshops associated with area of program responsibility -Provides community or professional service in the area of program responsibility -Is currently or previously employed in field associated with area of program responsibility -Maintains professional certification in area of program responsibility
Michael Taylor	Full	Academically	Ph.D.	-Publishes in area of program responsibility -Attends annual conferences and/or workshops associated with area of program responsibility -Provides community or professional service in the area of program responsibility

Terence Teo	Full	Academically	Ph.D.	-Publishes in area of program responsibility -Attends annual conferences and/or workshops associated with area of program responsibility -Provides community or professional service in the area of program responsibility -Is currently or previously employed in field associated with area of program responsibility
Naomi Wish	Full	Academically	Ph.D.	-Publishes in area of program responsibility -Attends annual conferences and/or workshops associated with area of program responsibility -Provides community or professional service in the area of program responsibility -Is currently or previously employed in field associated with area of program responsibility
Audrey Winkler	Full	Professionally	MA	-Attends annual conferences and/or workshops associated with area of program responsibility -Provides community or professional service in the area of program responsibility -Is currently or previously employed in field associated with area of program responsibility -Maintains professional certification in area of program responsibility
Patrick Fisher	Full	Academically	Ph.D.	-Publishes in area of program responsibility -Attends annual conferences and/or workshops associated with area of program responsibility
Jo-Renee Formicola	Full	Academically	Ph.D.	-Publishes in area of program responsibility -Attends annual conferences and/or workshops associated with area of program responsibility
Alexandra	Full	Academically	Ph.D.	-Publishes in area of program

Hennessey				responsibility -Attends annual conferences and/or workshops associated with area of program responsibility -Provides community or professional service in the area of program responsibility
Robert Pallitto	Full	Academically	Ph.D. J.D.	-Publishes in area of program responsibility -Attends annual conferences and/or workshops associated with area of program responsibility -Provides community or professional service in the area of program responsibility -Is currently or previously employed in field associated with area of program responsibility -Maintains professional certification in area of program responsibility
Jeffrey Togman	Full	Academically	Ph.D.	-Publishes in area of program responsibility -Attends annual conferences and/or workshops associated with area of program responsibility
Kwame Akonor	Full	Academically	Ph.D.	-Publishes in area of program responsibility -Attends annual conferences and/or workshops associated with area of program responsibility -Provides community or professional service in the area of program responsibility -Is currently or previously employed in field associated with area of program responsibility
Richard Izquierdo	Full	Academically	Ph.D. J.D	-Publishes in area of program responsibility -Attends annual conferences and/or workshops associated with area of program responsibility
King Mott	Full	Academically	Ph.D.	-Publishes in area of program responsibility -Attends annual conferences and/or workshops associated with area of

				program responsibility -Provides community or professional service in the area of program responsibility

Check this box if this faculty member has received their PhD within the last five years and you are using those criteria to claim he/she is Academically Qualified. ☐

Professors Terence Teo and Richard Izquierdo received their PhDs within the last five years and we are claiming they are academically qualified.

Provide your program's policy for academically and professionally qualified faculty and the mission based rationale for the extent of use of professionally qualified faculty in your program. If you have any faculty members who are neither academically nor professionally qualified, please justify their extent of use in your program. Please see the glossary for definitions of academically and professionally qualified. (Limit 500 Words)

All of the 14 full faculty members in the department except Professor Audrey Winkler are academically qualified to teach in the MPA program, meaning they have a terminal degree. Professor Winkler is a distinguished practitioner with over 25 years of experience managing nonprofit organizations In addition, Professor Winkler serves as the executive Director of the MPA's Center for Public Service and Nonprofit Sector Resource Institute. She brings a wealth of real world experience to our students, specifically in the area of Human Resource Management and Strategic Decision Making.

The department's policy is to attempt to use academically qualified faculty in all circumstances. This is not always possible and when we use professionally qualified faculty, they must have at least a master's degree, at least 5 years of professional experience and a demonstrated expertise in their professional area.

3.1.2 Academically and Professionally Qualified Faculty Info

Provide the percentage of courses in each category that are taught by nucleus and full-time faculty in the self-study year. Please upload a separate table for each location and modality, if appropriate. The total across all rows and columns will not add to 100%.

3.1.3	N=	Nucleus Faculty	Full Time Faculty	Academically Qualified
All Courses	27	89 %	89 %	74 %
Courses delivering required Competencies	23	91%	91%	74%

1) The academically qualified number includes an adjunct (Jeff Fucci) who has a terminal degree in environmental law.
2) One course (PSMA 7122) was team taught by an adjunct and a nucleus, full-time academically qualified faculty member. That course was counted as being taught by the full-time faculty member

Describe the steps and strategies the program uses to support faculty in their efforts to remain current in the field. (Limit 500 words)

3.1.4 Faculty Support

As a department and through the University we have a number of steps and strategies designed to support faculty in their efforts to remain current in the field. These include:

- The University pays for academic association membership for all full-time faculty members. This allows faculty members to have easy access to the key journals and sub-journals within the broader field.
- The University, College and department strongly encourage faculty members to attend professional conferences and provides faculty members with travel money to attend these conferences.
- The University Library as a whole provides the faculty with access to virtually any journal or publication they require to stay current.

- The University supports the Teaching, Learning and Technology Center (https://www.shu.edu/technology/teaching-learning.cfm) which provides faculty with numerous opportunities to enhance their technical abilities.
- The department hosts a variety of "brown bag" lunch events that bring scholars and authors to campus to discuss their current and future research projects.

3.2   Faculty Diversity: The Program will promote diversity and a climate of inclusiveness through its recruitment and retention of faculty members.

Please check one: US Based Program X □   Non-US Based Program □
Legal and institutional context of program precludes collection of diversity data □

US-based

3.2.1 a	FT		PT		Total
Faculty Diversity	M	F	M	F	17
	9	5	3	0	
Black or African American, non-Hispanic	1	0	0	0	1
American Indian or Alaska Native, non Hispanic/Latino	0	0	0	0	0
Asian, non Hispanic/Latino	1	0	0	0	1
Native Hawaiian or other Pacific Islander, non Hispanic/Latino	0	0	0	0	0
Hispanic/Latino	1	0	0	0	0
White, non-Hispanic/Latino	6	5	3	0	14
Two or more races, non Hispanic/Latino	0	0	0	0	0
Nonresident alien	0	0	0	0	0
Race and/or Ethnicity Unknown	0	0	0	0	0
Total	9	5	3	0	17
Disabled	0	0	0	0	0

Describe how your current faculty diversity efforts support the program mission. How are you assuring that the faculty bring diverse perspectives to the curriculum? Describe demonstrable program strategies, developed with respect to the program's unique mission and environment, for how the program promotes diversity and a climate of inclusiveness.

3.2.3 Current Faculty Diversity Efforts

The department, College and University have a commitment to a diverse workforce both inside and outside the classroom. For example, Diversity is a hallmark of Seton Hall's current strategic plan (see https://www13.shu.edu/about/hallmarks/diversity_and_globalism.cfm).

Historically, the students in the MPA program are quite diverse with around 50% of our students being made up of women and minorities. This does not mean that we do not have an active approach to ensuring diversity within our student body, staff and faculty.

We take this active approach because our mission statement defines the need for ensuring a culturally diverse setting.

> The mission of the MPA program is *to develop servant leaders for management positions in the public, private and nonprofit sectors. Within an interdisciplinary, collaborative and **culturally diverse setting**, we are dedicated to providing high quality graduate degree and graduate certificate programs that are intellectually stimulating, ethically oriented and have a theory-to-practice focus.*

There are many reasons why the mission statement for the MPA program includes the promotion of "an interdisciplinary, collaborative and culturally diverse setting." First, and most importantly, we believe that our educational environment is enhanced by diversity in ethnic background, age, professional interest, and gender among all of our stakeholders, Second, in order to fulfill our service mission, we must serve community-based organizations in and around the university, i.e., the Newark metropolitan area, an area of great and increasing diversity. Finally, our student body demonstrates diversity in all of the aspects described above. Their role models should be from a diversity of backgrounds and share a diversity of interests.

We have demonstrated our commitment to diversity in part by developing a plan for increasing the diversity in our program. This plan is included in the appendix to this self-study. In this section we describe diversity as a characteristic of our student body, our staff and our faculty.

Diversity within the student body

Our student body is very diverse; 60% are female and 40% are male (Fall 2015 figures). Because of our location in an integrated community adjacent to Newark and our service orientation, we have a large number of minority students. In Fall of 2015, 58% of our students identified themselves as minority students and 42% identified themselves as white/Caucasian. We had 4

students (11%) who identified themselves as having a disability and registered with the University Disability Services department. These statistics have been relatively stable since our last accreditation report, suggesting that we have a long history of attracting and retaining students of diversity to our program.

While the pool of students attracted to Seton Hall as well as our location near a major urban center, means that we have little difficulty attracting students of diversity we continue to affirmatively seeks these students.

Our primary mechanism for attracting these students is through our endowed scholarship programs. We have a number of scholarships available specifically for supporting diverse students. These includes the endowed Unanu e scholarship for students with an appreciation of Latino culture. It also includes our Union County Endowed Scholarship, which gives preference to students from Union county which is a heavily minority county in Northern New Jersey.

Diversity within the staff

The department staff consists of one full-time secretarial position which is currently filled by an African-American female. We do not expect additional staff members in the near future.

Diversity among Faculty

As indicated in the chart for section 3.2.1 during our self-study year our teaching faculty was;

- 71 % Male and 29% Female
- 82% White/Caucasian and 18% People of Diversity

It is important to reiterate again that all three of our most recent faculty hires have been either female or a person of diversity. This was a conscious design and effort in the hiring process where faculty diversity was a significant criterion for deciding on what candidates to interview. While we continue to hope that the strategies for hiring a more diverse faculty will continue to work in the future, we recognize that as a department we face many challenges in maintaining our commitment to faculty diversity. These include;

- University financial constraints which limit our ability to publicize faculty positions in outlets designed to attract minority faculty and
- While faculty salaries at Seton Hall have been recently raised to be more comparable to similar institutions, the University is located in high cost of living area, in particular as it relates to housing prices. This makes hiring for diversity somewhat more difficult.

Appendix Diversity Plan:

The mission of the MPA program includes the promotion of "an interdisciplinary, collaborative, and culturally diverse setting." We believe that students will learn more and be better prepared for public service careers if they are educated in an environment that demonstrates diversity in ethnic background, professional interest, and gender among all of our stakeholders.

Therefore, to maintain and increase diversity, especially as it relates to people of color and people with disabilities, we have implemented and will continue to foster this Diversity Plan.

A. To maintain and hopefully increase diversity among students.

1. To the extent financially possible, we will advertise in media outlets that reach a large concentration of potential students who are people of color.

2. Attend graduate fairs that attract large numbers of people of color.

3. Network with umbrella groups that represent or serve persons of color to promote our program.

4. Ask our existing minority faculty, minority adjuncts, minority alumni, and other minority friends of the program to assist us with the recruitment of persons of color.

5. Attempt to attract additional outside funding for scholarships that give preference to persons of color.

To maintain and hopefully increase diversity among our staff members.

As demonstrated above, we only have one staff member who is a person of diversity. We hope that she will remain with us for the foreseeable future. However, if we need to replace a staff member we will implement a similar strategy of targeted outreach to ensure a diverse applicant pool.

To increase diversity among our faculty, we will continue to:

Once again, we do not expect to be able to hire additional faculty members in the foreseeable future. However, if we are able to hire additional faculty members, we are committed to the following to ensure that we have a diverse applicant pool.

- Encourage the university administration to provide adequate funding to appropriately advertise faculty openings so we can recruit faculty who are people of color or people with disabilities.

- Encourage the university administration to continue to increase salaries at all levels, especially at the Assistant Professor level, so that we can more effectively compete with other institutions in the area for applicants of color.
- Supplement university spending on recruitment with Center for Public Service funds in order to reach out to applicants who are disabled or persons of color.

Ensure that we promote an environment that is comfortable for all people.

Besides monitoring the numbers and percentage of students who are people of color, we actively assess how our commitment to diversity is being received by students and alumni.

In our most recent alumni survey, we asked respondents how well as a department we respected the diversity of our students in regards to race, gender and sexual orientation. Using a scale of 1 (strongly disagree) to 5 (strongly agree) over 96% of all respondents agreed or strongly agreed that the department respects the gender, race and sexual orientation diversity of its students. Because we are committed to providing an environment that enhances learning, we will continue to ask these questions in our degree program assessments and monitor the results.

In addition, in our courses evaluations, students are specifically asked if they create an atmosphere of openness and an environment that is comfortable for all people. An examination of our course evaluations shows our students gave our faculty an average score of 4.71 out of 5.0 on this question. This was in fact among the "highest" average score that we received on all of our instructor-centered questions.

Describe how the diversity of the faculty has changed in the past 5 years. (Limit 250 words)

3.2.4 Faculty Diversity over past 5 years

This is a somewhat more difficult question to answer than it appears because of the merger of departments. In the last five years, we have hired a total of six new faculty members for three full-time tenure track faculty positions. Of those 6 total faculty hires:

- 2 were white males
- 1 was a white female
- 1 was a middle eastern woman
- 1 was an Asian male
- 1 was a Hispanic/Latino male

Of these 6 hires the 3 that are currently on our faculty include

- 1 Asian male

- 1 Hispanic/Latino male
- 1 white female

As should be apparent, our efforts to recruit and retain more diversity among our faculty have significantly improved in the last 5 years.

3.3 **Research, Scholarship and Service: Program faculty members will produce scholarship and engage in professional and community service activities outside of the university appropriate to the program's mission, stage of their careers, and the expectations of their university.**

3.3.1 Name	Research or Scholarship	Community Service	Efforts to Engage Students
Matthew Hale	*"Bootleggers and Baptists: Everyone can win in Newark Uber dispute" The Star-Ledger Op-ed Article April 27, 2016*	Chair Digital Government Task Force Borough of Highland Park	New Courses Developed PSMA 8112 Chris Christie: The Rise and Fall of the You-Tube Governor PSMA 7122 Strategic Management for Open Governance (online) (w/Alex Torpey) PSMA 9000 "Ethical Challenges with Big Data"
Roseanne Mirabella	(Article) Mirabella, R. (2013) Toward a more perfect nonprofit: The performance mindset and the "Gift*" Administrative Theory & Praxis* 35, 1, 81-105	Board Trustee, Somerset Hills YMCA Chair, Diversity Task Force, Somerset Hills YMCA	Mentored capstone students in action research project focusing on immigration issues at the local level (2015)
Michael Taylor	"Data Visualization and Analysis: Educating Public Administrators in the Age of Big and Open Public Data" Network of Schools of Public Policy, Affairs, and Administration (NASPAA) Annual Meeting, Brooklyn, NY 11/16/15	Board Member, New Jersey Environmental Education Fund.	"Improving Accessibility for Students with Visual Disabilities in the Technology-Rich Classroom," *PS: Political Science & Politics*, (49, 1) pp. 122-127 "Hacking the Environment: Building Environmental Sensors with Arduino" demonstration at Seton Hall University TLTR Best Practices Showcase, South Orange, NJ, April 15, 2015
Terence Teo	Stephan Haggard, Robert Kaufman, and **Terence K. Teo**. "Modeling Democratic Transitions: Distributive Conflict and Elite Processes," *Dictators and Democrats: Masses, Elites, and Regime Change.* Princeton University Press, 2016.	2016. *Why I Use R and You Should Too.* Programming with R over Breakfast. Walsh Library. Seton Hall University. March 9th 2015. *Using R.* UN World Statistics Day. Walsh Library, Seton Hall University. October 20th	*Text Mining with R*. Digital Humanities Summer Seminar. Seton Hall University. May 24th – May 26th
Naomi Wish	Using MPA Alumni Career	Board Member New	Developed PSMA 8311 Israel

	Data – one graduate student analyzed and compared SHU alumni careers with career data from other MPA programs	Jersey Junior League	and NGOs a Student travel course to Israel (2013)
Audrey Winkler	(NASPAA Conference presentation) *Innovations in Nonprofit Curricula and Pedagogy (October 2105)*	Director of Nonprofit Sector Resource Institute	Developed interactive webinar "7 Ways Planning Improves Social Impact and Sustainability" sponsored
Patrick Fisher	*(Book) Demographic Gaps in American Political Behavior* **(**Westview, 2014), 243 pages	Chair and Discussant, "The Economy, Elections, and Representation," Midwest Political Science Association, Chicago, April 2016	Introduced "Gap Analysis" research technique to PSMA 6003 Public Policy Analysis
Jo-Renee Formicola	(Book) *Clerical Sexual Abuse: How the Crisis Changed U. S. Catholic Church-State Relations.* New York: Palgrave-Macmillan, 2014.	Board of Trustees, Benedictine Academy (Elizabeth, New Jersey)	(Thesis Advisor) Pau Aragay-Marin, MPA. "Reconciling Competing Evaluation Demands: The Role of the Non-Profit Leader." Lauren Powers, MPA. "Making Jersey City, NJ More Sustainable by Addressing Storm Water Run-Off Issues." Abdurraheem Abdul Hakeem, MPA. "Ethics and Public Policy: The Case of Kim Davis."
Alexandra Hennessey	(Article) Hennessy, Alexandra and Steinwand, Martin (2014), The Sources of Pension Reforms in Western Europe: Domestic Factors, Policy Diffusion, or Common Shock? In: International Interactions, 40(4), pp. 477-505.	Editor-in-chief: Newsletter for Political Economy group of European Union Studies Association.	Mark Dingfield, Temple University, Political Science Department (outside reader). Dissertation defense: April 25, 2016.
Robert Pallitto	*(Book) In the Shadow of*	Invited Speaker,	Developed Online course PSMA

	the Great Charter: Common Law Constitutionalism and the Magna Carta (University Press of Kansas, 2015), 248 pp.	Marymount Manhattan College, New York, NY, "Violence, States of Exception and the Rule of Law," May 9, 2016.	8313 Nonprofit Law, 2014
Jeffrey Togman	Jeffrey M. Togman (director), *We're Not Blood*, Portobello Film Festival, London, UK, 09/1/15.	Organizer and host of documentary film screening, "Immigrant America: The True Cost of Deporting Parents," with Q&A session with director and producer Roy Germano. November 4, 2015.	Developed new course PSMA 9002 Philanthropy and Film (2016)
Kwame Akonor	"Nigerians at the Mall", New York Times" Op Ed Letter, JAN. 19, 2016	MPA Scholarship committee recipient mentor	Seton Hall University "Teacher of the Year" 2013
Richard Izquierdo	"The Architecture of Constitutional Time," *William & Mary Bill of Rights Journal*, (Journal # 4, Year 23) 1089-1142	Co-taught Summer Course on Constitutional Interpretation: Originalism in Theory and Practice at Georgetown Law with Professors Randy Barnett, Lawrence Solum, and a lecture at the U.S. Supreme Court by the late Associate Justice Antonin Scalia	Introduced students to Socratic teaching method as preparation for students considering law school
King Mott	(Conference Paper) "Catholic Universities as Queer Homes" UCLA Queer Conference, Los Angeles, California, September 2015.	"*Introducing the Queer Community to the NYC police force*", Seminar developed and delivered to NYC Police Precincts.	Developed MPA special topics course entitled *U.S. Public Policy a Feminist-Queer Perspective* Spring 2014)

Provide some overall significant outcomes or impacts on public administration and policy related to these Exemplary Efforts. (Limit 500 words)

3.3.2 List some significant outcomes related to these exemplary efforts.

Each of the examples listed in 3.3.1 could be linked to "significant" outcomes in the field, the community or the classroom. That being said, some accomplishments deserve additional commentary.

Professors Naomi Wish and Roseanne Mirabella have long partnered on the definitive work related to the development of nonprofit management education in the United States and internationally. There is little doubt that nonprofit management education in America is what it is today because of their pioneering work.

Professor Roseanne Mirabella's journal article "Toward a more perfect nonprofit: The performance mindset and the "Gift*" (Administrative Theory & Praxis* 35, 1, 81-105) was recognized by ARNOVA as the most outstanding paper in the field on 2013. Its critique of the performance mindset, logic models and quantitative metrics has led to significant reverberations in the field both within and outside of the academy.

Professor Audrey Winkler has been recognized by the New Jersey Center for Nonprofits for her stewardship of the New Jersey Performing Arts Center, which impacts the New Jersey region every day by providing high quality arts and entertainment programming.

Professor Michael Taylor and Kwame Akonor has both been recognized by Seton Hall University as "Teachers of the Year", clearly indicating that they have made a significant outcome in the lives of the students in their classrooms. In addition, Professor Taylor has recently developed an expertise in using technology tools to help visually impaired students succeed in the classroom. Professor Aknor is also recognized internationally for his work documenting the "brain drain" of elites from impoverished African countries and his recommendations for solving this problem have been implemented by the UN and other international organizations.

Professor Robert Pallitto's work on the role and history of torture as a mechanism by which the administrative state ensures compliance had a significant influence on the so-called "torture" debate during the Iraq war. Professor Jeffrey Togman is an accomplished film maker and his most recent documentary film "We're not Blood" is reshaping the current policy debate on access to adoption records.

Professor Jo-Renee Formicola's work on the relationship between the Catholic Church and the American administrative state is largely recognized as being definitive in this area and had significant impact on the understanding of the recent pedophilia scandals.

Professor King Mott's community seminar was originally held in New York City but since expanded to other police forces nationally. His approach to introducing the LGBQT community to police officers has made significant improvements in the relationship between police and this community. It serves as a model that is directly addressing a critical issue within society.

Professor Matthew Hale's frequent media commentary and op-ed writing on New Jersey politics has at least a moderate impact on how the public see and understand how New Jersey in governed.

Unfortunately, space constraints prevent additional explanations for the impacts that our junior faculty have already had in the field, community and classroom. But we are confident that they will be just as impressive.

Standard 4 Matching Operations with the Mission: Serving Students

4.1   Student Recruitment: The Program will have student recruitment practices appropriate for its mission.

Describe the Program's recruiting efforts. How do these recruiting efforts reflect your program's mission? Demonstrate that your program communicates the cost of attaining the degree. (Limit 250 words)

4.1.1 Program Recruitment

In most years, the three primary mechanisms for student recruitment are;

- The University web site and its general marketing efforts
- Attendance at local networking employment and graduate school fairs.
- Internal recruitment in undergraduate class

The University uses the Salesforce recruitment program to manage inquiry contacts from web site visitors. Inquires receive a contact from the Graduate Associate Dean, the program director and the MPA GA. Often other faculty members make additional contacts. The College and University Marketing team conduct general graduate school marketing efforts but in most years those are not specific to the MPA. The University marketing team works with the MPA director to create a "landing page" which appears on the main University page approximately once per year.

Every year the program director, other faculty members and the graduate assistant attend approximately 5 local graduate school fairs or employment expos. In addition, Professor Wish has recently led a recruitment effort towards Seton Hall undergraduates by making presentations about the MPA program at undergraduate classes.

In the summer of our self-study year, the University marketing department made approximately $12,500 in additional advertising funds available specifically for the MPA program. This money was used to place advertisements written by the MPA program director on local nonprofit, political and policy newsletters; including NJ spotlight, Politico NJ and Nonprofit Quarterly. All marketing materials reflect the 3 primary public values identified in section 1.1.3 and are targeted across various sectors.

All tuition and fees are communicated on the University web site
https://www13.shu.edu/offices/bursar/tuition-and-fees.cfm

**4.2	Student Admissions: The Program will have and apply well-defined admission criteria appropriate for its mission.**

How do your admission policies reflect your program mission? Limit 250 words.

> 4.2.1a Admissions Criteria and Mission:

Our admission criteria is directly related to our mission in the following ways. First, we do not require a GRE exam because we believe that it has the potential to lead to a less diverse student body than is required by our mission. Second, we do not require applicants to have a degree in a specific undergraduate field and in fact encourage applicants from diverse academic backgrounds because that fits the interdisciplinary and cross-sector approach of our mission. Third, we require a personal essay from applicants that asks them to identify why and how our MPA degree will support and further their professional goals, which is directly linked to the practical real world focus of our mission. Fourth, we have a rolling admission instead of a specific deadline. This also supports our mission goals of attracting and serving a diverse and often non-traditional student body.

In the box below, discuss any exceptions to the above admissions criteria, such as "conditional" or "probationary" admissions, "mid-career" admissions, etc. and how these help support the program's mission. Also address whether or not there are "alternate" paths for being admitted to the program, outside of these admissions criteria, and describe what those alternative admission opportunities are. (Limit 500 words.)

> 4.2.1b Exceptions to Admissions Criteria

We have a "conditional" admissions category for students who may not meet our standard 3.0 GPA requirement. Students admitted this way are required to receive a 3.0 in their 1st four classes of the MPA program. This is used sparingly and primarily for two types of students. The first is for older returning students who received their undergraduate degrees many years ago before the epidemic of grade inflation. The second is for students who appear to have made substantial corrections in their undergraduate performance in the last two years of their career. For example, a student who carried a 2.0 average their 1st two years but a 3.9 average their last two years would likely be considered for a conditional admit. It is our experience that the vast majority of conditional admit students are highly motivated and capable of performing at this level. Once again, we believe that this additional admission category helps us meet the diversity environment requirement of our mission.

In addition, we also have a "non-matriculating" pathways for admission to the program. Students applying this way are allowed to take two MPA courses (PSMA 6002 Research Methods and PSMA 6005 Financial Management) prior to formally applying to the program.

This allows students who are unsure if they are capable of graduate work to see if our MPA program is the right fit for them. It also allows for our faculty members to observe these students and make more informed judgements on their capacities. Non-matriculating students are required to go through the normal formal application process once they have completed the two courses. This additional pathway to admissions has historically been particularly helpful in attracting returning

As noted we have a 3/2 program which allows outstanding undergraduates students at Seton Hall to begin taking graduate courses during their senior year. We require these students to have a GPA of 3.5 instead of a 3.0 as proof that they are capable of managing graduate work. In addition, these students are required to have Seton Hall faculty member letters of recommendations. Traditional applicants obviously do not have this requirement.

Lastly, we have a practice of admitting students who already have a graduate degree from an accredited institution but who may not have had a 3.0 undergraduate degree. For example, a student with a Law Degree from an accredited university would likely be admitted regardless of their undergraduate GPA.

It is important to note that the faculty consider the entirety of the student application package when making decisions. We read student essays from students regardless of their incoming GPA. Our primary goal in the admission process is to find diverse students who will succeed and benefit from a MPA program with our mission and values.

Complete the table below: NOTE this is a drop down table ANSWERS IN BOLD

4.2.1c Admissions Criteria (check all that apply)

Bachelors Degree:	**Required**	Optional	N/A
Letter of Recommendation	**Required**	Optional	N/A
Resume:	**Required**	Optional	N/A
Standardized Tests	Required	**Optional**	**N/A**

GRE

Minimum Total Score*

GRE Verbal Minimum*

GRE Quantitative Minimum*

GRE Analytical Minimum*

GMAT

Minimum Score*

LSAT

Minimum Score*

TOEFL

Minimum Score*   **80**

Other Standardized Test (please specify name and score)

GPA	**Required**	Optional	N/A

Minimum Required* **3.0 suggested with noted exceptions**

Statement of Intent	Required	Optional	**N/A**
Essay/Additional Writing Sample	**Required**	Optional	N/A
Professional Experience	Required	**Optional**	N/A

Number of years of Professional Experience   :

Interview	Required	**Optional**	N/A
Special Mission Based Criteria	Required	Optional	**N/A**
Other (specify)	Required	Optional	**N/A**

4.2.2a Please provide the following application, admission, and enrollment data for the Self Study Year (SSY):

Total SSY Applicants	64
Total SSY Admits	47
Total SSY Enrollments	22

Fall SSY Total Full Admissions	41
Fall SSY Total Conditional Admissions	2
Fall SSY Total Full Enrollments	15
Fall SSY Total Conditional Enrollments	0
Fall SSY Total Pre-Service Enrollments	11
Fall SSY Total In-Service Enrollments	4

4.2.2b Please provide the Full Time Equivalency (FTE) number for enrolled students in the Fall of the Self Study Year.

*The number of FTE students is calculated using the Fall student headcounts by summing the total number of full-time students and adding the number of part-time students times the formula used by the U.S. Department of Education IPEDS for student equivalency (currently .361702 for public institutions and .382059 for private institutions). For U.S. schools, the number should also be available from your Institutional Research office, as reported to IPEDS.

Note: If your program calendar does not allow for a Fall calculation, please use a reasonable equivalent and note your methodology below.

We had a total of 58 students in the fall of our self-study year. Of those 11 were part-time. Therefore, based on the formula provided we had a total of 51.20 FTE students enrolled in the program. It is important to note that this does not count an additional 18 students who took our classes but were not enrolled in the MPA program. These are primarily students from Museum Professions and Diplomacy who take elective with the MPA and non-matriculating students.

Given the described applicant pool, discuss how the pool of admitted students and enrolled students reflects the program mission. Programs can also use this space to explain any of their quantitative data.

4.2.2c Admitted/Enrolled Students and Mission

During the self-study year, our applicant pool was fairly typical of our students. It was diverse, young and came to the study of public administration from a variety of perspectives and outcomes. It is important to note that we did notice a drop in the yield of applicants to enrollments from years past. This drop did not appear to cause a significant change in the composition of the incoming students. However, it does suggest that we need to pay significant attention to increasing enrollments. This was reflected in our strategic goals and plans.

4.3 **Support for Students: The Program will ensure the availability of support services, such as curriculum advising, internship placement and supervision, career counseling, and job placement assistance to enable students to succeed or advance in careers in public affairs, administration, and policy.**

In the box below, describe how the program's academic continuance and graduation standards are communicated to the students (current and prospective), as well as monitored and enforced. (Limit 250 words)

4.3.1 Academic Standards & Enforcement

As noted throughout this document, we believe that our student counseling services are a strength and hallmark of our program. Every semester all current students are required to meet with their faculty advisor to discuss progress towards their degree, course scheduling and all relevant academic continuance and graduation standards.

All current students who have a GPA below 3.0 in any semester are automatically coded as ineligible for registration for the next semester. In addition to meeting with their faculty advisor these students also meet with the program director and the associate dean for graduate studies in the College of Arts and Science. The "hold" on their registration is only lifted on the recommendation of all three advisors.

All this information for prospective students and new students is available in the graduate student handbook. New students are provided with this at a new student orientation program held every semester. The information is also available on the university web site (https://www13.shu.edu/offices/policies-procedures/satisfactory-academic-progress-policy.cfm)

In the box below, describe the support systems and mechanisms in place to assist students who are falling behind in the program, need special assistance, or might be considered "exceptional" cases under advising system described above. (Limit 250 words)

4.3.2 Support Systems & Special Assistance

The primary support mechanism for students is the extensive and direct faculty advisement described throughout this document. The University also has a number of support mechanism that faculty members will refer "at risk' students to. These include the campus writing center (http://www13.shu.edu/academics/artsci/writing-center/) ; the teaching Learning and Technology Center (https://www.shu.edu/technology/teaching-learning.cfm) Groups and Individual Counseling services (https://www13.shu.edu/offices/counseling-services/therapy.cfm) The Ruth Starkey Academic Support Services Center (https://www13.shu.edu/offices/arc/index.cfm) and the Office of Disability Support Services (https://www13.shu.edu/offices/disability-support-services/index.cfm)

All of the faculty advisors are aware of these support mechanism and will counsel students as appropriate. Faculty members may also work with individual students to set up student-to-student mentoring and peer advising for specific courses. Faculty members routinely discuss the creation of small study groups and partnerships between individual students.

4.3.3a Below, using the SSY-5 cohort[1], indicate the cohort's initial enrollment numbers, how many of those enrolled graduated within the program design length, and within 150% and 200% of program design length. Note that the numbers in each successive column are **_cumulative_**, meaning that the number of students in the column for 200% of degree length should include the numbers of students from the 150% column, plus those that graduated within 150-200% of program length.

4.3.3a	Initially Enrolled	Graduated within Degree Program Length	Graduated in 150% of Degree Program Length	Graduated in 200% of Degree Program Length
Total Number of Students in the SSY-5 Cohort	25	16	22	25

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[1] SSY-5 cohort is the group of students who entered the program in the academic year that began 5 years before the self study year. Programs unable to use this cohort as a basis for calculating completion rates should explain their approach for calculating a completion rate in the text box.

4.3.3b Please define your program design length: (semesters/quarters/terms/other)

(1/2/3/4/5/6/7/8/9/10)

We define our program design length as 4 semesters or two full years.

Use the text box below the table to provide any additional information/explanation of these numbers (to include such issues as FT/PT, Pre-Service vs. In-Service or other limitations that impede progress towards graduation). (Limit 250 words)

4.3.3c Completion Rate additional information/ explanation

Six of the nine students in this cohort who took longer than 4 semesters were working full-time and their employers was paying part or all of their tuition. Of these 6 cases 5 were limited in the number of courses they could be reimbursed for per semester. It was these limitations that prevented them from graduating within the desired 2-year time frame.

Describe career counseling, job search, professional development, and career support services, personnel, and activities. (Limit 250 words)

4.3.4 Career Counseling and Professional Development Services

The individualized attention that our students receive from the time of inquiry to the time of graduation and beyond is considered a true strength of our program. Advisement begins with the applicant's first inquiry to the MPA program. It is critical that applicants understand the mission and curriculum of our MPA program so they can determine whether our program will aid them in achieving their career goals. The program director works closely with our graduate assistant on advising applicants on our program and the application process. This advisement is conducted by phone, by e-mail and in person. Applicants are also provided the opportunity to meet with program faculty (particularly faculty in their area of concentration) to discuss all manner of topics but with particular attention paid to ultimate career goals. A tour of the department and the campus and an opportunity to attend an MPA class session are also available. In addition, we run two open houses each year, where prospective students are provided with an overview of the program, have an opportunity to meet with faculty, students, and alumni and to discuss how the MPA degree can help with future career plans.

Along with letters of acceptance, students are provided with information about our new student orientation and their faculty advisors. New students are invited to attend a two-hour orientation, conducted in the early fall, where they have the opportunity to meet other new students, faculty and administrative staff. The program includes an overview of the program mission, policies and program concentrations. They are also provided with information about the various university resources available to them including: career services, enrollment

services, library and computer services, writing lab, parking services and food services. Once again a fundamental part of this initial advising is career counseling. For example, students are asked if they currently have a LinkedIn account. They are then divided into those who do and those who don't. Those who do not have a LinkedIn account are given instructions on how to create one. Those who do are given guidance on how to improve their presence on it. The primary point from day one of our orientation is that the student's career starts immediately before they even take their first class.

Individual advisement services begin at the point of acceptance into the MPA program when new students are assigned a faculty advisor. Along with their letters of acceptance, students receive a letter informing them who their advisor is and how to contact him or her. Assignment of advisors is made based on the student's area of concentration and faculty member's area of expertise. We encourage students to contact their advisors and also encourage faculty members to reach out to their new advisees to welcome them to the program and answer any questions they may have. This is done to help build a relationship between the student and advisor right from the start. In addition, at these initial counseling sessions students are asked about their current and future career plans. The faculty advisors take note of these plans and report to the rest of the faculty on what areas the MPA students are gravitating towards. This gives all faculty an opportunity to provide students with guidance and assistance in their career planning. For example, some students say they would ultimately like to go on to law school. These students are encouraged to meet with one of the two faculty members who are designated as pre-law advisers.

Faculty advisors provide guidance on program requirements, course selection, academic progress, internship placement and, of course, career guidance. Advisors have contact with their assigned students at least once during each semester during the pre-registration period. At this time, faculty review each advisee's academic records and assist the student in selecting courses for the next semester. Often, discussions include a student's progress in the program, internship or job seeking issues, and plans for subsequent semesters. Based on assessed need, faculty may refer students to the Writing Center, The Career Center, the Computer Center, and/or may suggest tutoring, etc. Faculty may also recommend student involvement in Center activities such as the various student honor societies, the student chapter of the American College of Healthcare Executive, or involvement with the activities of the Center for Public Service and the Nonprofit Sector Resource Institute. Faculty members also may recommend student involvement in external professional organizations.

Student advisement is handled on an individualized basis so that all students, including those with special needs, can have their specific needs identified and addressed. The assistance offered by an individual advisor assures that all students receive confidential, personalized advisement services.

In addition to the individual advisement, we hold concentration-specific meetings twice a year. The purpose of these meetings is to build a stronger sense of community among our students and to provide students with an additional forum to discuss issues of importance to them. In addition, new students have the opportunity to meet and in many cases to be informally advised by older students about the program, the college and the University. This informal peer-advising is something we hope to encourage more of in the future. This concentration specific networking helps build stronger ties among students who will likely be in the same career circles once they graduate. This informal type of career networking can obviously be quite helpful to all students.

Students get specific employment and career assistance from four additional sources;

- Fellow students who are at more advanced levels in their careers. We often will pair a young new student who would like to work in local government with an older student who is already working in local government.
- Alumni, who notify us of position openings and serve as specific mentors to current students
- Faculty and in particular adjunct and professional faculty who use their networks for student internship and employment purposes.
- The University Career Center. A recent national study has demonstrated that professional Career counselors at most universities know very little about employment opportunities in the nonprofit sector. However, the Career Center at SHU works closely with us and has taken the responsibility to learn about and expand its outreach to the nonprofit sector. In fact, every year, our GA works with the Career Center professionals to plan and implement a Nonprofit Career Day in addition to its health professions career day. The University placement assistance, offered by the Career Center, is free to current MPA students and available to MPA alumni for a nominal fee. The assistance includes one-on-one career counseling, career interest and personality type testing, training in such areas as resume writing and interviewing skills, and career fairs.

The Career Center also provides services that are specifically designed for our MPA students. A web page specifically for the students in our MPA program has been created. It includes information on recruiters and headhunters, job postings, Jobtrak (an online job bank and resume posting service), information on key employers as well as information on professional associations, journals and information on pursuing a Ph.D. The Career Center also hosts Career Fairs and Alumni Networking Forums, some of which are co-sponsored by our program and specifically designed for our students. During the self-study year, The Career Center held events targeting careers (1) health, research and science, (2) public service, law and international relations, (3) Education and Human Resources and (4) in Nursing and Health Professions. We publicized all of these events to our students.

One potential area of concern in our alumni survey was that about 15% of the respondents ranked the career services provided by the University as just adequate (11.8), poor (3.9)or very poor (2.0). Perhaps more interesting, however, is that 51% of the respondents "didn't know" when asked to rate University Career Center. While it would be easy to simply blame the University career center for these responses, we also take some responsibility for not doing a better job at letting our students know about all of the services offered by the Career Center. During the self-study year our faculty met with staff members at the Career Center to discuss these concerns and work towards a better working relationship. The result of this meeting was that a Career Center staff member has been assigned specifically to work with our department in the next academic year on developing more targeted help for our students.

In addition to the placement services offered by The Career Center, the Department and Center for Public Service provide a number of services to aid our students and alumni in job seeking. We encourage employers to forward announcements of job openings which are then forwarded to all students. In addition, we post hard copies of job announcements in the Department office.

We have also expanded our career placement efforts in a number of ways.

- We created a bi-monthly student newsletter that is sent to all students and contains job and internship information gathered by the faculty members, the department and alumni.
- We created an electronic database of our own that contains contact information of alumni and numerous job opportunities. This is regularly updated by our GA and is available to all students and alumni without charge.
- We held an MPA focused career networking event in conjunction with our local ASPA chapter.
- We offered students the opportunity to attend the Center for Nonprofits conference and the League of Municipalities conference.

Describe your program's internship requirement(s), any pre-requisites before undertaking an internship, and the requirements for receiving credit for the internship, as well as any exceptions to, or waiver of these policies. This should include the specific mechanisms used to determine that a student will be granted a waiver. (Limit 250 words) If available, provide a LINK to these policies on the program's website.

4.3.4a(1) Internship Requirement

We strongly encourage students to take their internship in the fall of their second year of the program but we do not technically have any pre-requisites for students before undertaking an internship.

Internship students are required to

- Complete 300 documented hours of internship work.
- Complete four assignments that are all designed to link their internship directly to their classroom work and the program's mission.
- Meet with their internship faculty advisor at least twice
- Provide an evaluation of their internship.

We allow our students to take either an internship, a practicum or a research seminar to fulfill their capstone requirement. Consequently, the only "waiver" for the internship available to students is for them to take one of the alternative capstone requirements.

We do not provide "waivers" for work experience and do not allow students to use their existing job as their internship.

4.3.4a(2) How many internship placements did the program have during the Self Study year?

During our self-study year we had a total of 20 students in our 3 capstone classes. Of these, 7 people were in the Internship class, 8 were registered in the practicum class and 5 completed our research seminar.

4.3.4a(3) Please provide a sample of at least 10 internship placements during the Self Study Year. (If the program had less than 10 placements, please list all placements.)

4.3.4a(3) Internship placements

During our self-study year we placed students in the following internships

1) United States Trade Representative for South and Central Asia Executive Office of the President
2) Xinhau News Agency: The official press agency of the People's Republic of China

3) Open Primaries, Inc. A nonprofit organization advocating for nonpartisan elections and open primaries as a mechanism for increasing voter turnout.
4) Prince Georges County (Maryland) Human Resources Department
5) CUMAC/ECHO (Local Hunger prevention organization)
6) College of Arts and Sciences office of Associate Dean of Finance
7) Township of Watchung, NJ Office of Borough Administrator
8) Children's Specialized Hospital
9) University Development and Alumni relations Office
10) Nonprofit Sector Resource Institute

Briefly discuss the program support and supervision for students who undertake an internship, to include job search support, any financial assistance for unpaid interns, on-going monitoring of the student internship. (Limit 250 words)

4.3.4a(4) Internship Support

All of our internship students are mentored by our senior faculty member Professor Naomi Wish. She has over 30 years of experience in the MPA program and in New Jersey nonprofit and public sector community. Professor Wish works closely with other faculty members to gather possible internships and develop ongoing internship relationships with organizations across the region. In almost all cases, Professor Wish or other faculty members can identify an organization that has asked the program for an intern or has been able to accept interns in the past.

We are generally not able to offer financial assistance for internships for unpaid internships. However, we have and often offer scholarships to students in need that will pay the tuition cost of the internship class. Students who request this assistance provide an explanation of the financial hardship incurred by taking an unpaid internship.

As the internship coordinator and mentor, Professor Wish (and other faculty members who also mentor interns) is responsible for the on-going monitoring of the internship. The Internship coordinator contacts the internship supervisor on a regular basis during the internship time period. The student and the internship supervisor are required to produce an internship work plan which outlines the scope of work required in the internship at the beginning of the process. The student and internship supervisor prepare mid-internship progress reports and a concluding report as well.

Briefly discuss how the distribution of internships reflects the program mission. Limit 250 words.

4.3.4a(5) Internships and Mission

The internships distribution clearly reflects the mission of the program. For example, the internship with Open Primaries is focused entirely on making the electoral system in America more open and transparent, which is one of the key public values highlighted in our mission. Our internships also reflect the cross-sector and interdisciplinary mandates of our mission. In particular, the Xinhau News agency internship required that the student understand both how a foreign government entity (China) attempts to operate a quasi-private sector news agency that attempts to place positive stories about China in America and western media. Similarly, the US trade representative internship allowed the student to explore how a government agency can assist (and hurt) private sector trade initiatives. Our intern who worked in the Human Resources department of Prince George's county was responsible for developing and implementing a training program in ethical decision making. This clearly links to our core public service value of maintaining the highest standards of ethical decision making. During our self-study year we had a number of students specifically interested in higher education administration. As a result, we were able to place these students with various units on campus (Development office, Dean's office, Nonprofit Sector Resource Institute). This is not a "normal" year but because we believe so strongly in taking an interdisciplinary approach and because we attempt to match student interest with internships we decided these were appropriate internships for these students. Overall the distribution of these internships reflects the diversity of our student body and the diversity of the public affairs sector.

4.3.4b Report the job placement statistics (number) for the year prior to the self-study year, of students who were employed in the "profession" within six months of graduation, by employment sector, using the table below. (Note: Include in your totals those students who were employed while a student in the program, and who continued that employment after graduation.)

4.3.4b Employment Statistics	Self-Study Year Minus 1
National or central government in the same country as the program	1
State, provincial or regional government in the same country as the program	2
City, County, or other local government in the same country as the program	2
Foreign government (all levels) or international quasi-governmental	0
Nonprofit domestic-oriented	7
Nonprofit/NGOs internationally-oriented	2
Private Sector - Research/Consulting	1
Private Sector but not research/ consulting	4
Military	0
Obtaining further education	0
Unemployed seeking employment	0
Unemployed not seeking employment	0
Status Unknown	0
Total Number of Graduates	33

4.4   Student Diversity: The Program will promote diversity and a climate of inclusiveness through its recruitment and admissions practices and student support services.

In the text box below, describe the explicit activities the program undertakes on, an on-going basis, to promote diversity and a climate of inclusiveness. Examples of such activities might include, but are not limited to:

- **Diversity training and workshops for students, faculty and staff**
- **Frequent guest speakers of a "diverse" background.**
- **Formal incorporation of "diversity" as a topic in required courses.**
- **Student activities that explicitly include students of a diverse background.**
- **Etc.**

(Limit 250 words)

4.4.1 Ongoing "Diversity" Activities

To begin with, it is important to recognize that a large source of our student is the greater Newark area. We have a number of current students who grew up and many who still live in extremely disadvantaged areas of Newark. In the fall of 2009, the local police officers issued a public warning of increased gang activity specifically a local gang "initiation" right involving violence towards women. In addition, a brother of one of our new students was killed in an apparently random carjacking taking place in Newark. The problems in disadvantaged communities are not an abstraction for us but a real fact of life for our students.

As part of our on-going diversity activities we;

- Routinely reach out to the local diverse community surrounding Seton Hall. We do this with informal and formal student service learning projects, internships, the capstone practicum and faculty advising of local community based organizations.
- Publicize, sponsor and encourage our students to take part in campus-wide diversity activities.
- Provide targeted scholarships to students of diversity
- Provide individualized faculty advisement that promotes an understanding and awareness of issues relating to diversity.
- Actively seek and use minority adjunct instructors and guest lectures.

The results of our efforts are found in the responses to our course evaluations and our alumni survey. Some examples include:

- Minority students were more likely to agree that the faculty integrated topics of diversity into the curriculum.

- Overall, 90% of our minority respondents indicated they would "definitely recommend" our program to other students.

In the box below briefly describe how the program's recruitment efforts include outreach to historically underrepresented populations and serve the program's mission. (Note: the definition of "underrepresented populations" may vary among programs, given mission-oriented "audience" and stakeholders, target student populations, etc.) (Limit 250 words)

4.4.2 Program Recruitment Diversity Activities

As noted throughout this document our student population is incredibly diverse. For example, during our self-study year 66% of our enrolled students were female and 59% were members of a minority. We are a majority-minority school. Much of this stems from our primary student source of northern New Jersey. But we also believe that it stems from the fact that we have built a reputation as being a program that values diversity and as such provides students of diversity with a comfortable and safe environment.

In order to ensure that we remain a diverse institution, we routinely make outreach efforts to our local community to remind them that Seton Hall is viable option for students of diversity. We do this by publicizing our scholarships that are targeted toward people of diversity, encouraging community involvement in campus events and reaching out to talented undergraduates of diversity at Seton Hall.

Please see the numerous examples of our recruitment for diversity efforts throughout this document.

Student Diversity (with respect to the legal and institutional context in which the program operates):

Check appropriate box: **US Based Program □X**   **Non-US Based Program □**

Check here if applicable - Legal and institutional context of program precludes collection of any "diversity" data. □

<u>US-Based Program</u> **– Complete the following table for all students enrolling in the program in the year indicated, (if you did not check the "precludes" box above).**

Include international students only in the category "Nonresident aliens." Report as your institution reports to IPEDS: persons who are Hispanic/Latino should be reported only on the Hispanic/Latino line, not under any race, and persons who are non-Hispanic/Latino multi-racial should be reported only under "Two or more races."

4.4.3a Ethnic Diversity – Enrolling Students	Self-Study Year Minus 1		Self-Study Year		Total	
	Male	Female	Male	Female	Male	Female
Black or African American, non-Hispanic	11	6	7	11	18	17
American Indian or Alaska Native, non Hispanic/Latino	0	0	0	0	0	0
Asian, non Hispanic/Latino	1	4	1	2	2	6
Native Hawaiian or other Pacific Islander, non Hispanic/Latino	0	0	0	0	0	0
Hispanic/Latino	4	2	6	3	10	5
White, non-Hispanic/Latino	10	8	6	18	16	26
Two or more races, non Hispanic/Latino	0	3	0	3	0	6
Nonresident alien	0	0	0	1	0	1
Race and/or Ethnicity Unknown	0	0	0	0	0	0
Total	26	23	20	38	46	61

Disabled	0	2	0	2	0	2

Will Leave Blank

Standard 5 Matching Operations with the Mission: Student Learning

5.1   Universal Required <u>Competencies</u>: As the basis for its curriculum, the   Program will adopt a set of required competencies related to its mission and   [to]   public service values. The required competencies will include five domains: the ability:

- **to lead and manage in public <u>governance</u>;**
- **to participate in and contribute to the public policy process**
- **to analyze, synthesize, think critically, solve problems and make decisions;**
- **to articulate and apply a public service perspective;**
- **to communicate and interact productively with a diverse and   changing workforce and citizenry.**

Standard 5.1 Overview:

Seton Hall MPA Mission Statement (Review)

> The mission of the department of political science and public affairs is to engage and empower students for personal and professional success. To support and advance the faculties' diverse approaches and perspectives to political science and public affairs. To participate in seeking solutions to the challenges of an ever changing metropolitan area and global communities.

> The mission of the MPA program is *to develop servant leaders for management positions in the public, private and nonprofit sectors. Within an interdisciplinary, collaborative and culturally diverse setting, we are dedicated to providing high quality graduate degree and graduate certificate programs that are intellectually stimulating, ethically oriented and have a theory-to-practice focus.*

The Seton Hall MPA program has adopted a number of specific competencies for each of NASPAA's Universal Domains that are connected to the above mission statement. Over the course of several years, we have identified where in our curriculum each of these competencies are taught. We have collected evidence about how students are being exposed to these specific competencies in various classes. We have analyzed both individual class performance

as it relates to these competencies as well as conducted an analysis of capstone projects and alumni surveys to assess how well students are meeting these competencies. Finally, we have made changes to individual classes and the overall program based on these assessments.

In the following section we provide a list of Seton Hall's competencies within each of the 5 Universal domains. Where appropriate this list also includes how these competencies are directly related to our overall mission and our key public service values. This is followed for each domain with a table that explains how the evidence was collected, how this evidence was analyzed and what if any changes were made to individual classes or the overall program based on this analysis.

The evidence for each competency comes from three primary sources.

The first is an **analysis of course syllabi** to explore for evidence in class exercises, papers, objectives, and lecture topics for each class whether or not the specific competency is presented to the students. Our goal is that each of the competencies in the Universal domains will appear in at least 50% of the core courses in the program.

The second source is an **analysis of capstone work assignments.** As noted elsewhere, our capstone courses are designed so that students are required to link course work directly to the work they are doing for their internship, practicum or research project. We take a sample of capstone work every year for this analysis. Our goal is that the majority of students will show evidence of each competency in their capstone papers. This goal is somewhat "lofty" in that the diversity of capstone assignments means that it is not appropriate for each competency to appear in every capstone paper.

The final source is our **alumni survey.** We directly ask our alumni about each of the universal competency domains in our survey and ask them to rank how the program does on a scale of 1 (worst) to 10 (Best). We expect that we will receive scores of at least 8.0 on each of the domains. In our most recent survey we received this score on all of the universal competency domains. Specific results on the survey are therefore not reported below.

As noted throughout this document, we have a number of other mechanisms for communicating and receiving information from our key stakeholders (focus groups, interviews, phone calls, student counseling sessions, class assessment surveys, etc.). These sources primarily serve to help us identify needs, trends and problems concerning the overall program. As such they inform decision making on specific competencies but in a general, as opposed to specific, way. For example, these sources have in the past helped us identify new competencies that we should be introducing to students.

Our self-study process identifies specific areas and specific competencies where we have not met our standards. If we have not met our standards, the MPA curriculum committee reviews the existing data and makes recommendations for policy changes. For example, approximately three years ago we felt that we were not meeting the "openness and transparency" standards we had set for ourselves. This led among other things to a radical change in one concentration course PSMA 7122 and one core course PSMA 6001 to add significant learning opportunities concerning this competency.

Seton Hall competencies in the "Leading and Managing in Public Governance" domain

- Seton Hall students will be able to *assess the internal and external organizational environment with particular attention focusing on the cultural and political setting of the organization.* In addition to being a competency in this domain, this fits with our mission because it emphasizes the need to examine issues from an *interdisciplinary and cross-sector perspective.*

- Seton Hall students will be able to *lead, manage, and serve a diverse workplace and citizenry.* This competency is connected to our mission-specific goal of training students to assess issues from a *cross-sector perspective* and our mission goal of *openness and transparency.*

- Seton Hall students will be able to *lead and manage people effectively regardless of whether they are volunteers or paid staff*. As noted throughout this document our mission requires us to provide students with an understanding and ability to lead and manage both nonprofit and public organizations. As such, this competency is linked directly to that part of our mission.

- Seton Hall students will be able to *lead organizations in the process of creative problem solving and application of innovative and alternative perspectives*. A central premise of our programs mission is that solving public problems requires leading and managing in non-traditional ways. As such, we strive to show our students "different" ways of leading and managing public organizations.

- Seton Hall students will be able *lead organizations in the process of ethical decision making.* This is a central mission competency for our program since as a Catholic institution we regard ethical decision making as a key public value.

Seton Hall: Leading and Managing in Public Governance Domain

Learning Outcome Defined	Evidence collected	Leading Examples from Analysis & Findings	Program Change
Assessing environment from a cross-sector perspective	Syllabus Analysis Capstone project paper analysis Alumni survey	PSMA 7122 "Sector Project" PSMA 6004 "perfect competition" exercise PSMA 6001 "Connect the Dots Final paper" PSMA 7715 "Casebook in Ethics and Leadership" PSMA 6010 "HR Needs Assessment exercise" Majority Capstone Papers	We have successfully integrated the nonprofit/government perspective throughout the curriculum but rarely bring in perspectives from the private sector. Additional private sector perspectives added to 6001, 7122 exercises in Fall of 2015
Lead and manage diversity	Syllabus analysis Capstone Project Paper analysis Alumni survey	PSMA 7715 "Ethical framework ID project" PSMA 6001 "Pundit of the Week exercise" PSMA 6003 "Advocacy Coalition Framework exercise" PSMA 6010 "Managing the 'other" PSMA 6009 "Diversity Decision making" Majority of capstone papers describe competency.	We believe that we have successfully integrated this competency throughout the curriculum. No changes made at this time.
Lead and Manage Volunteers and staff	Syllabus analysis Alumni survey	PSMA 7715 "Ethical volunteer management case study" PSMA 6003 "Assessing cost of volunteer labor exercise" PSMA 6005 "Assessing cost of volunteer labor exercise" PSMA 7315 Elective class in Volunteer management" PSMA 7122 "Sector Project" PSMA 6010 "HR needs	While volunteer management appears in many places across the curriculum it is not evident in PSMA 6001. This will be rectified in Fall of 2016

Learning Outcome Defined	Evidence Collected	Leading Examples from analysis and findings	Program Change
		assessment exercise"	
Seton Hall: Leading and Managing in Public Governance Domain (continued)			
Learning Outcome Defined	**Evidence Collected**	**Leading Examples from analysis and findings**	**Program Change**
Creative and Innovative Problem solving	Syllabus review Capstone Project Paper Review Alumni survey	PSMA 7122 "Practical APPs" exercise PSMA 7121 Apprentice Leadership exercises PSMA 6003 Policy journal and Voice Thread exercise Majority of capstone papers identify this competency PSMA 6009 "opposition decision making"	We did not find sufficient evidence that we are meeting our standards in this competency. As a result, we have referred this competency to our curriculum committee for additional recommendations.
Ethical Decision making processes	Syllabus review Capstone Project Paper Review Alumni survey	Majority of our capstone project assignments explain ethical decision making processes. PSMA 7715 All exercises PSMA 6004 "If Not Profit What" exercise PSMA 6005 "Building the Levee" exercise PSMA 6001 "Connect the Dots exercise" PSMA 6002 "Problem Set Collaboration" PSMA 6009 "Is it right, or right" project PSMA 6010 "Ethical responsibilities of HR managers"	No changes made at this time.

Seton Hall competencies in the "Contributing to the Policy Process" Domain

1) Seton Hall students will be able to ***describe the process of policy making and identify points where key actors can influence policy decisions***. The second part of this competency is linked to our mission in that we are attempting to provide students with the capacity to ***influence the policy process and thus empower*** them to change.

2) Seton Hall students will have experience in methods for assuring that the ***policy process is open and transparent*** and methods for providing ***citizen access to the policy process***. This is directly linked to our key public value of openness and transparency. In addition, we conceptualize citizen involvement in the policy process as an ***ethical imperative***.

3) Seton Hall students will ***understand the central role that the media plays in the policy process***. Understanding the role of the media in the policy process requires that students examine the policy process from an ***interdisciplinary and cross-sector approach***.

4) Seton Hall students will have ***opportunities to become involved in the policy process*** at the local level. This is linked to our mission in that we focus our approach within the ***theory-to-practice*** construct.

Seton Hall: Contributing to the Policy Process Domain

Learning Outcome Defined	Evidence collected	Leading Examples from Analysis & Findings	Program Change
Identify policy process and key influence points	Syllabus Analysis Capstone project paper analysis Alumni survey	PSMA 7122 "Anti-Advance Exercise" PSMA 6003 "8 step policy path project" PSMA 6001 "Pundit of the Week exercise" PSMA 7715 "Ethical Ombudsman exercise" PSMA 6004 "Marketization exercise" PSMA 6005 "The Process of Capital Budgeting"	No changes at this time
Developing an open and transparent policy process	Syllabus analysis Capstone Project Paper analysis Alumni survey	PSMA 7122 "Stakeholder ID" PSMA 6001 "Connect the Dots Paper" PSMA 6003 "Advocacy Coalition Framework exercise" PSMA 6010 "Managing the 'other" PSMA 6005 "Online open budgeting exercise" Majority of Capstone course work mention this competency.	We have referred PSMA 6005 back to the curriculum committee to explore additional ways of including this competency within this course.
Central role of media in policy Process	Syllabus analysis Capstone Project paper analysis Alumni survey	PSMA 6001 "Press Release/Twitter writing exercise" PSMA 7122 "stakeholder ID exercise" PSMA 6009 "Decision Making In-Class exercise; Whistleblowing" PSMA 6002 Communicating research result class	This competency appears in 4 of our classes, thus meeting our technical standard. However, the curriculum committee is continuing to explore additional ways of incorporating this more broadly in the core classes.

		exercise"	

Seton Hall: Contributing to the Policy Process Domain (continued)			
Learning Outcome Defined	**Evidence Collected**	**Leading Examples from analysis and findings**	**Program Change**
Opportunity to become involved in real-world policy process or simulations	Syllabus review Capstone Project Paper Review Alumni survey	PSMA 7122 "Local Civic Ordinance project" PSMA 6005 Local Budgeting decision making process exercise PSMA 6003 Policy Journal and Voice Thread exercise Majority of capstone papers identify this competency PSMA 6009 "opposition decision making" PSMA 6002 Policy Journal	This competency appears in 4 of our required courses which just meets our standard. We have remanded this to the MPA curriculum committee for recommendations on improving.

Seton Hall competencies in the "analyzing, synthesizing, thinking critically, solving problems and making decisions" domain

1) Seton Hall students will **understand** *how to be effective consumers and critics of social science research.* This competency is linked to our mission objective of assuring that all decision making is *open, transparent and accessible* to citizens.

2) Seton Hall students will **understand how to translate (operationalize) abstract concepts into measurable variables.** This competency is connected to our theory-to-practice mission component.

3) Seton Hall Students will develop an *appreciation for how values and context shape views of public policy choices,* and the *importance of a diversity of voices* in structuring those choices. This competency is directly linked to the cultural diversity portion of our mission.

4) Seton Hall Students will *actively engage in the process of challenging and thinking critically about the dominant or orthodox approaches* to solving public problems. This is directly related to the *interdisciplinary and cross-sector* approach that is inherent in our mission.

5) Seton Hall students will *recognize that ethical values are required in the analysis and interpretation of data.* This is connected to the *ethical framework* requirement of our mission.

Seton Hall: Analyzing, synthesizing, thinking critically Domain

Learning Outcome Defined	Evidence collected	Leading Examples from Analysis & Findings	Program Change
Become an effective consumer of social science research	Syllabus Analysis Capstone project paper analysis Alumni survey	PSMA 6002 Course objective multiple examples PSMA 6001 "pundit of the week" exercise" PSMA 6001 "Connect the Dots Final paper" PSMA 7715 "Casebook in Ethics and Leadership" PSMA 6010 "Synthesize trends" course objective Majority Capstone Papers	No changes at this time
Operationalization of variables	Syllabus analysis Capstone Project Paper analysis Alumni survey	PSMA 6002 Course objective multiple examples" PSMA 6004 "course objective on translating economic data" PSMA 6005 "the use of proxy data in cost projections" PSMA 6001 "Big Data management lecture" PSMA 6009 "Diversity Decision making" Majority of capstone papers competency.	No changes made at this time.
Understanding of how values shape policy choices	Syllabus analysis Alumni survey	PSMA 6010 course objective PSMA 6009 "Values Matter" PSMA 7715 "Casebook in ethical leadership" PSMA 6002 Col Problem set" PSMA 6003 "course objective	No changes made at this time
Seton Hall: Analyzing, synthesizing, thinking critically Domain (continued)			
Learning Outcome Defined	**Evidence Collected**	**Leading Examples from analysis and findings**	**Program Change**

Ability to challenge dominant or orthodox approaches	Syllabus review Capstone Project Paper Review Alumni survey	PSMA 7122 "Practical APPs" exercise PSMA 7121 Apprentice Leadership exercises PSMA 6001 Pundit of the week exercise PSMA 6009 "opposition decision making" PSMA 6002 consuming social science research objective PSMA 6005 Why capitalism lecture?	We meet our standard for this competency. However, it is clear from faculty discussions and student interviews that this is an area where we need to expand our offerings. The curriculum committee will address this in the near future.
Ethical Decision making processes as it relates to data interpretation	Syllabus review Capstone Project Paper Review Alumni survey	Majority of our capstone project assignments explain ethical decision making processes. PSMA 7715 Submitting financial data report PSMA 6004 "If Not Profit What" exercise PSMA 6005 "Building the Levee" exercise PSMA 6001 "Connect the Dots exercise" PSMA 6002 "Problem Set Collaboration" PSMA 6009 "Is it right, or right?" project PSMA 6010 "Ethical responsibilities of HR managers"	No changes made at this time.

Seton Hall competencies in the "Incorporating Public Values into Decision Making" domain

1) Seton Hall students will **recognize that analyzing and solving problems with an interdisciplinary and cross-sector approach** is a public service value.

2) Seton Hall students will **recognize that openness and transparency** is a core public service value.

3) Seton Hall students will **recognize that maintaining the highest ethical standards and using ethical decision making processes** is a core public service value.

Seton Hall competencies in the "Incorporating Public Values into Decision Making" domain

Learning Outcome Defined	Evidence collected	Leading Examples from Analysis & Findings	Program Change
Interdisciplinary and Cross Sector Approach	Syllabus Analysis Capstone project paper analysis Alumni survey	PSMA 7122 "Sector Project" PSMA 6004 "perfect competition" exercise PSMA 6001 "Connect the Dots Final paper" PSMA 7715 "Casebook in Ethics and Leadership" PSMA 6010 "HR Needs Assessment exercise" PSMA 7715 "Ethical volunteer management case study" PSMA 6003 "Assessing cost of volunteer labor exercise" PSMA 6005 "Assessing cost of volunteer labor exercise" PSMA 7315 Elective class in Volunteer management" PSMA 7122 "Sector Project" PSMA 6010 "HR needs assessment exercise" PSMA 7122 "Practical APPs" exercise PSMA 7121 Apprentice Leadership exercises PSMA 6003 Policy journal and Voice Thread exercise Majority of capstone papers identify this competency PSMA 6009 "opposition decision making" Majority Capstone Papers	No changes at this time

Seton Hall competencies in the "Incorporating Public Values into Decision Making" domain			
Learning Outcome Defined	**Evidence collected**	**Leading Examples from Analysis & Findings**	**Program Change**
Openness and transparency	Syllabus analysis Capstone Project Paper analysis Alumni survey	PSMA 7715 "Ethical framework ID project" PSMA 6001 "Pundit of the Week exercise" PSMA 6003 "Advocacy Coalition Framework exercise" PSMA 6010 "Managing the 'other" PSMA 6009 "Diversity Decision making" PSMA 7122 "Stakeholder ID" PSMA 6001 "Connect the Dots Paper" PSMA 6003 "Advocacy Coalition Framework exercise" PSMA 6010 "Managing the 'other" PSMA 6005 "Online open budgeting exercise" Majority of capstone papers competency.	No changes made at this time.
Ethical standard	Syllabus analysis Alumni survey	PSMA 6010 course objective PSMA 6009 "Values Matter" PSMA 7715 All PSMA 6002 Col Problem set" PSMA 6003 "ethical course objective PSMA 7122 "Stakeholder ID" PSMA 6001 "Connect the Dots Paper" PSMA 6003 "Advocacy	No changes made at this time

		coalition	

Seton Hall competencies in the "communicating and interacting productively—face-to-face and/or electronically--- with a diverse and changing workforce and citizenry" domain.

1) Seton Hall students will be able to **work productively in teams and have experience in building collaborative and inclusive work teams**. This competency is linked to our core public value of ensuring **openness and transparency** in all public service activities.

2) Seton Hall students will **confront and analyze their own ethical, cultural and economic position in society and identify how that perspective influences their decision making**. This competency is linked to the **ethical decision making** public value that is core to our program.

3) Seton Hall students will gain experience with **new and changing methods of communication and understand how to effectively communicate in these different forms**. This competency is connected to the public service value of ensuring **openness and transparency** in public service.

4) Seton Hall students will understand mechanisms for **identifying and collaborating with diverse stakeholder groups** both electronically and face-to-face. This competency is linked to the public service value of promoting diversity as well and openness and transparency in public service.

Seton Hall: Communicating and interacting productively domain			
Learning Outcome Defined	**Evidence collected**	**Leading Examples from Analysis & Findings**	**Program Change**
Work Productively in teams	Syllabus Analysis Capstone project paper analysis Alumni survey	PSMA 7122 "collaborative writing assignment" PSMA 6002 "collaborative problem set work" PSMA 6001 "weekly team exercises PSMA 7715 "weekly ethical presentation exercises" PSMA 6009 "Coaching for Success" PSMA 6010 "The Power broker Project" Majority of capstone course work mentions this	No changes at this time
Confronting ethical and cultural position	Syllabus Analysis Capstone project paper analysis Alumni survey	PSMA 7715 Ethical framework paper PSMA 6001 Anti-Advance operation PSMA 6003 Course Objective PSMA 6009 Decision Making for Other project PSMA 6010 HR law project	No changes made at this time
Communication mechanism understanding	Syllabus analysis Capstone Project Paper analysis Alumni survey	PSMA 7122 "pitch APP project" PSMA 6001 "tweet to paper project" PSMA 6003 "Advocacy Coalition Framework exercise" PSMA 6010 "Managing the 'other" PSMA 6005 "Online open budgeting exercise"	No changes made at this time

Seton Hall: Communicating and interacting productively domain (Continued)			
Identifying and collaborating with stakeholders	Syllabus analysis Capstone Project paper analysis Alumni survey	PSMA 6001 "Press Release/Twitter writing exercise" PSMA 7122 "stakeholder ID exercise" PSMA 6009 "stakeholder ID exercise" PSMA 6002 course objective" PSMA 6005 Building the Levee and Online budging project	No changes at this time.

5.2   Mission-specific Required <u>Competencies</u>: The Program will identify core competencies in other domains that are necessary and appropriate to implement its mission.

Standard 5.2 Overview

As noted throughout this document, Seton Hall's MPA program has identified three primary "public values" that we have characterized as mission specific required competencies. Since "public values" are also part of the Universal competencies in standard 5.1, we believe that simply reiterating them here is appropriate.

Seton Hall competencies in the "Incorporating Public Values into Decision Making" domain

5) Seton Hall students will **recognize that analyzing and solving problems with an interdisciplinary and cross-sector approach** is a public service value.

6) Seton Hall students will **recognize that openness and transparency** is a core public service value.

7) Seton Hall students will **recognize that maintaining the highest ethical standards and using ethical decision making processes** is a core public service value.

The chart containing the evidence that our students are receiving instruction in these required competencies is contained in the previous section.

5.3   Mission-specific Elective Competencies: The program will define its objectives and competencies for optional concentrations and specializations.

Standard 5.3 Overview

One of the hallmarks of the Seton Hall MPA program is our focus on nonprofit management. In keeping with the interdisciplinary and cross-sector nature of the program we have worked hard to integrate a nonprofit perspective and awareness across out curriculum.

Our primary guide in this process has been the scholarship of Professors Mirabella and Wish, who have largely defined the documented growth of the nonprofit management curriculum in the United States and around the world. More recently Professor Hale has added his voice and research to this effort.

In addition to this research, we have long been involved in the Nonprofit Academic Centers Council or NACC (see http://www.nonprofit-academic-centers-council.org/). Professor Wish was a founding member of this organization and is former president of NACC. Professor Hale is the current NACC president. NACC is best known for creating the Nonprofit Curricular Guidelines (see http://static1.squarespace.com/static/569409d24bf11844ad28ed01/t/56bbdff1b654f965b7c93e1b/1455153140726/NACC_Curricular_Guidelines_100615.pdf)

Our nonprofit courses were largely developed using the original 2003 NACC curricular guidelines which Professor Wish, and through her research Professor Mirabella, were instrumental in developing. NACC updated the guidelines in 2007 and did so again in 2015. As part of our self-study process we engaged in a curriculum mapping process where we went back through all of our MPA core and nonprofit focused courses to see how they stacked up to the new curricular guidelines.

The curricular guidelines identify 16 different nonprofit domains. Within each domain there are between 3 and 9 different and specific guidelines. Domain 2.0 is below as an example;

2.0 SCOPE AND SIGNIFICANCE OF THE NONPROFIT SECTOR, VOLUNTARY ACTION AND PHILANTHROPY

- 2.1 Evolving role and function of philanthropic, nonprofit, voluntary and civil society organizations in relation to other sectors including the emergence of new forms of social enterprise
- 2.2 Size, impact of, and global/cultural contextual influences on philanthropy, voluntarism and the nonprofit/ nongovernmental sector
- 2.3 Diversity of types, forms and language that is used to describe voluntary action within society
- 2.4 Diversity of activity undertaken by nonprofit, voluntary and civil society organizations, including both charitable and mutual benefit organizations, as well as those formally and informally structured

- 2.5 Relationship and dynamics among and between the nonprofit, government and for profit sectors including public private partnerships and hybrid forms of structure to achieve social purpose
- 2.6 Comparative global trends distinguishing civic engagement and voluntary action from nonprofit direct service providers and other nonprofit/nongovernmental forms

We examined our current syllabi and identified how many of the specific guidelines were contained in each of our core and nonprofit focused courses. So for example; *PSMA 6001 the Environment for Public Service* contains content related to all six of the guidelines domains listed above while *PSMA 6002 Research Methods* only contains content related to guideline 2.2 (Size/Impact of nonprofit sector).

The Table contained in Appendix 1.0 contains the mapping exercise for all of the core and nonprofit classes that ran during our self-study year. Under each domain is the total number of specific guidelines contained by that domain. The rows represent our core and nonprofit courses and the cells contain both the total number of curricular guidelines evident in our courses and the percentage of the total guidelines evident in each course.

Overall the results show that we continue to do quite well at integrating cross-sector non-profit topics across the curriculum. However, the result show a few areas where we seek to improve in the coming years. These are listed below.

- We need to increase the amount of course content related to Nonprofit Marketing and Communication. Only 3 of the 18 courses we examined contained more than 50% of the 5 guidelines in this domain. We have referred this finding to the MPA curriculum committee for a recommendation.
- While we cover all of the 5 guidelines required for the Social Media & Data Management domain none of the courses analyzed contain all 5 of these guidelines and only 5 of the 18 courses analyzed contain half or more of these guidelines. This suggests that perhaps students are not receiving all of the suggested course guidelines in this domain.

The use of the NACC curricular guidelines as a tool for analyzing not only our course offerings but eventually for specific student learning outcomes is an ongoing one. The NACC curricular guidelines were just updated in 2015 during our self-study year. It is our hope that as part of our ongoing commitment to program assessment we will use the updated guidelines and map them directly to course assignments and capstone course work as we did with the Universal competencies during this self-study year.

5.4   Professional <u>Competency</u>: The Program will ensure that students learn to apply their education, such as through experiential exercises and interactions with practitioners across the broad range of public affairs, administration, and policy professions and sectors.

Professional Competency Overview

There are a number of mechanisms we have developed to ensure that students learn to apply their education. This competency is central to the mission of the MPA program as it speaks to the theory-to-practice component of our mission statement. We believe that the program meets this competency through the following mechanisms.

Professional Focused Faculty

We believe that practitioners or so-called "pracademics" can provide students with direct links to the professional practice of public and nonprofit administration. As such, we strive to bring highly qualified professional faculty in to teach in our program. Some recent examples include:

- Jason Gabloff (Local Finance and budgeting) CFO town of Millburn & President of New Jersey CFO association.
- Robert Peden (State Finance and Budgeting) Deputy State Budget Director of the New Jersey State Office of Management and Budget.
- Richard Keevey (Federal Finance and Budgeting) Former Budget Director and Comptroller State of New Jersey and Assistant Secretary and CFO for U.S Department of Housing and Urban Development.
- Leslie Loysen (Fundraising and Grant writing) Past President of the New Jersey Association of Fundraising Professionals.
- Margean Gladysz (volunteer management) Former State Director of the New Jersey Governor's Office on Volunteerism.
- Alex Torpey (Strategic Management and Open Governance) Former Mayor of South Orange, New Jersey (at age 25).
- Matthew Borowick (Government Relations) Associate Vice President and Director of Intergovernmental Relations at Seton Hall University.
- Stephanie Hauge (Nonprofit Financial Management) Former Director of Major Gifts at Seton Hall University

Professional Experience of Academic Faculty

All of our full-time faculty members are primarily academics. However, some of our faculty members have significant professional work experience that they bring to the classroom. Some examples include:

- Matthew Hale was a district director for U.S. Senator Barbara Boxer and professional campaign operative prior to becoming an academic. He currently serves as an advisor to a number of state and local politicians in New Jersey.
- Jeffrey Togman is a professional documentary filmmaker. His documentary films focus on a number of issues but center on areas of social justice, trust and political action.
- Robert Pallitto is an attorney with a great deal of practical experience in civil rights and nonprofit law.
- Audrey Winkler has over 25 years of experience running and consulting for New Jersey nonprofit organizations, including the New Jersey Performing Arts Center.
- Roseanne Mirabella was a practicing public administrator in New York City prior to becoming an academic.

Professional Guest Speakers in Classrooms

All of our faculty are encouraged to bring appropriate guest speakers to their classrooms. Some recent examples of guest speakers include:

- Senator Steve Sweeney Majority Leader of the New Jersey State Senate
- Assemblyman Jon Bramnick Minority Leader of the New Jersey State Assembly
- Patrick Murray Director of the Monmouth University Poll
- Tony Sayegh Principal in Jamestown Associates and Fox News contributor
- Matt Katz NPR and WNYC reporter
- Melissa Hayes Communication Director New Jersey Transportation Association
- Steve Schall South Orange New Jersey Councilman
- Ben Dworkin Director of the Rebovich Center for the Study of New Jersey
- Matt Mowers Campaign Manager for Chris Christie for President

Professional "skill" building programs

In recent years, working with our Nonprofit Sector Resource Institute (NSRI) we have encouraged and allowed our students to attend a number of NSRI events free of charge. These events teach specific skills or techniques that may or may not be a part of our classroom instructions. Some recent examples of these seminars include

- Raiser's Edge Fundraising Software
- Using 'R' statistical software program
- NJ Hackathon (held at Montclair State) which brought software developers and public administrators together to build new "apps" for government
- Networking 101: Professional seminar on how to network held in partnership with Young Nonprofit Professionals
- IRS and 990 changes: Daylong seminar held in partnership with the IRS to help explain changes to the nonprofit 990 form.

Alumni Mentoring Program

We provide all students with the opportunity to be matched with an alumnus for one-on-one mentoring. This is a voluntary program where students and the alumnus are introduced by the program director but specifics of the relationship develop organically over time.

Annual Professional Pi Alpha Alpha event

Every year we host at least one Pi Alpha Alpha event which brings alumni back to campus and results in current students meeting and making connections with working alumni.

Experiential exercises in the classroom

A number of classes have experiential exercises. Some recent examples include;

- PSMA 7122: City Ordinance exercise. In this exercise students work to introduce a local ordinance (parking, solar roofs, web site transparency, etc.) during the semester. The students are required to develop an ordinance and attempt to get it "passed" during the semester.
- PSMA 6002: Policy Journal exercise. In this exercise students are required to take notes in a journal about a public policy problem that they hear about during the course of the first few weeks of class. The students then work to identify what type of research would inform decision makers concerning the policy issue.
- PSMA 6009: Coaching for Success. In this exercise, students are asked to bring a specific professional focused problem they have or are currently facing. The students then receive colleague and professional coaching on ways of approaching the problem and solving it.
- PSMA 7715: Ethical Dilemma interviews. As part of their final paper, students are encouraged to interview practitioners concerning an ethical dilemma they have faced in the "real world." Students then work through a process of confronting the ethical dilemmas they have learned about through interviews.
- PSMA 7121: Leadership exercises. In this class students are required to find and administer a real world "leadership exercise" to the class. This gives students practical experience in "teaching" co-workers, which is a valuable leadership skill.

Capstone Experiences

Like most programs we have both an internship and practicum option for students to use as a capstone project. This provides students with significant practical and professional experience.

The experience of practicum students from fall of 2015 is illustrative of this. During this semester Professor Roseanne Mirabella led the practicum students in a creative partnership with the YMCA of Somerset Hills, New Jersey. The ultimate goal of the ongoing partnership is to help provide resources and assistance to immigrants in the Somerset Hills community.

As a member of the YMCA Board of Directors since 2007, Professor Mirabella heads the YMCA's Diversity Task Force, whose goal is to reach out to the various minority populations of Somerset Hills and create a stronger and more diverse YMCA and community at-large. Professor Mirabella decided to get MPA students involved in the Diversity Task Force to provide them the opportunity to put the skills they have learned in the MPA classrooms to use in a real world situation.

The community of Somerset Hills has recently experienced a large influx of Central American immigrants. Many of these immigrants are young people who might benefit from the social and recreational services provided by the local YMCA. This rapid increase in the young Latino/a population, led to the decision of the YMCA Board of Directors to create a Diversity Task Force. The goals of the Diversity Task Force are threefold:

1) provide and improve local immigration services
2) provide and improve services and assistance for the immigrant youth population
3) provide and improve health and wellness services

The students in the practicum class worked to find ways to practically implement and fund programs such as municipal ID cards, tutoring services, health fairs, and mobile vaccination units.

With so much political tension, particularly at the national level, around the issue of immigration, Professor Mirabella said that "it is the world we live in" and that students need to be prepared to face it in their careers. She went on to express that the public and nonprofit administrators of tomorrow need to be able to analyze situations and implement effective solutions that may not always be popular. Students in the practicum and Professor Mirabella are hopeful their plans will be accepted and implemented by the Somerset Hills YMCA and make a difference in the lives of the community.

Standard 6. Matching Resources with the Mission

6.1   Resource Adequacy: The Program will have sufficient funds, physical facilities, and resources in addition to its faculty to pursue its mission, objectives, and continuous improvement.

Resource Overview

The MPA program currently has a sufficient budget to meet its mission, goals, objectives and aspirations.

The budget process is fairly standard. The faculty and the department chair present new funding requests for the following academic year to the Dean's Office in the spring of the current academic year. The Dean's office reviews these requests and makes determinations between departments within the college. The Dean's office then presents the College budget to

the University Provost, who makes academic budget requests for the entire University to the Board of Regents. The fiscal year starts July 1 of every year. In recent years, the overall financial situation of the University has necessitated very little in terms of new funding for the department's operating budget. In essence, our operating (non-personnel) budget has remained steady for the past five years.

The College and University do occasionally provide program funds through other mechanisms. For example, the college has Speaker Series which provides small stipends to departments for bringing distinguished speakers to campus.

Department Budget

The current Department has a current (FY 2016) budget of $1,601,806. Of this, $1,556,042 covers personnel. The personnel categories are as follows;

- Faculty Salaries - Full Time
- Faculty Summer Salaries – FT
- Administrative Salaries PT with Benefits
- Staff Salaries - Full Time
- Staff Salaries PT W Benefits
- Student Salaries-Hourly
- Fringe Benefits

The remaining $45,764 covers the operating budget of the department. The operating budget categories are as follows;

- Supplies
- Printing Stationary and Mailing
- Conference Travel; Entertainment; Events
- Professional Fees- Purchased Services

Faculty salaries and support

There are very few faculty members in the world who would argue that they are overpaid. The issue of faculty salaries has in the past been quite a contentious one on campus. Seton Hall is located in one of the highest cost of living areas in America and our faculty salary levels have historically made it difficult for us to attract faculty members and also to retain faculty members.

For example, we have generally been able to attract qualified junior faculty members to the department. However, in all of our searches we have had examples of extremely top-level candidates who have expressed interest in coming to Seton Hall but have told us that salary levels are not competitive to top-tier research Universities. We have had three faculty

members leave the university prior to getting tenure. Of those, two explicitly stated that they left the University for better paying faculty positions elsewhere.

The University is aware of these issues and has provided faculty members with additional raises in the last 3 years.

The bottom line, however, is that faculty salary support is also us to attract qualified and competent faculty members but not truly top ranked junior faculty. This is the nature of our University and it does not interfere with us being able to meet our mission objectives and goals.

The University also provides faculty members with sufficient travel support. Given that one of our primary strategic goals is to maintain our national ranking and reputation it is important that our faculty is able to go to NASPAA, ASPA, ARNOVA, APSA and NACC meetings every year. Our department chair has discretion to prioritize travel funds, for example, to faculty playing a more active role in an intended conference.

In addition to the direct department budget the MPA students and faculty have sufficient university support in other areas. These are described below.

Class sizes *support and adjunct pay*

The University understands and clearly respects our desire to maintain small class sizes. We have rarely had any difficulty in running classes with low numbers of students because of budgetary constraints or pressures. We maintain a caps of 15 students per class and have in the past 5 years run two sections of the same course when we have gone over that number per class.

Based on reports from prospective and current adjunct faculty members it appears that in comparison to other local institutions adjunct salaries for adjunct faculty are fairly low (around $3,000 per course). This has often made it difficult to attract and retain excellent adjuncts. For example, recently, a prospective adjunct professor of policy analysis reported that he can earn almost twice our course rate at his local community college. However, we have been able to keep a number of adjunct faculty members for long periods of time because they enjoy the teaching experience and have additional sources of income.

Library support

The Seton Hall University Walsh Library opened in 1994. This four-story 155,000 square foot facility houses the University Library; the Walsh Library Gallery; and the Monsignor William Noe Field Special Collections Center, which includes the University's Archives and the Records Management Center. The Walsh Library also accommodates the Teaching, Learning and Technology Center (TLTC), the Student Technology Assistance Program, the Interactive Television Classroom, The Assessment Center and the University Media Services. Additional SHU library facilities include the Seminary Library located on the South Orange campus in Lewis

Hall and the Peter W. Rodino Jr. Law Library, located on the Newark Campus at the School of Law.

The Walsh Library has notable resources, including extensive holdings of over 500,000 books and 1,875 current periodical subscriptions and back-files on open stacks, a broad selection of digital and print academic indexes and abstracts, a large selection of full-text academic journals in digital format, music CDs, and audiovisuals. The non-print collection includes about 776,500 microfilm/microfiche pieces that span ERIC and other reports, periodicals, and newspapers. The University Library is a selective depository for U.S. Federal and State of New Jersey documents and a full depository for United Nations documents. Depository status provides access to over 350,000 documents, in addition to web-accessible documents. For added bibliographic access and document delivery, the University Library participates in consortia such as New Jersey's Virtual Academic Library Environment (VALE) and the national-international OCLC consortium. It provides interlibrary loans through E-Z Borrow for online document delivery to the user's desktop and the consortium Libraries Very Interested in Sharing (LVIS). All information resources are catalogued and accessible through SetonCat, the University Library's online public access catalogue.

A faculty of thirteen highly qualified, full-time, professional librarians provides library support to students and faculty. These librarian faculty members provide reference desk service, consultation services and research assistance seven days per week. Along with onsite Reference Service, librarian faculty offer bibliographic and information services via telephone and e-mail to enrolled students studying on-campus, at off-site locations and in distance or online programs. Librarian faculty members teach classes in bibliographic and information instruction, which are available to our MPA students.

Technology available in the University Library includes the web-based delivery of key academic databases of indexes, abstracts, and digital full-text resources for study and research, e.g., Lexis-Nexis, Academic Search Premier and ProQuest. Over 400 Elsevier science and social science journals, as well as indexing and abstracting for about 800 other titles is available online. The Library's electronic-reserve (e-Reserve) capability allows students to access faculty-assigned reading and to access electronic academic databases from anywhere on-campus, or remotely off-campus, anytime of the day or night.

The SHU Walsh Library is open seven days per week during the fall and spring semester. The Library also has extensive hours during the summer. MPA students and faculty access Library resources by using their Student/Faculty ID cards.

Remote Library access is available to faculty and students 24 hours per day, seven days per week by using the internet. This access is made available through the University's homepage.

Students, staff and faculty identify themselves through their Seton Hall e-mail name and password for immediate access.

The process then makes use of a proxy server that authenticates access eligibility and connects the user with the resources. A few academic databases require other passwords and cannot be accessed through the proxy server; these passwords are available from a librarian at the University Library's Reference Desk or can be obtained by sending an email request.

Complete lists of library holdings relevant to the MPA will be available for review by the site-visit team.

In many respects the ever increasing availability of electronic library resources makes the physical location and acquisition of new hard copy materials less and less important for faculty members and students. Seton Hall's vast electronic resources that are easily available to faculty and students are generally more than adequate to meet our needs across all of the concentration and areas of study. If a particular article or book is unavailable, the University has numerous loan arrangement options and titles are delivered usually within 3 to 5 days. Over the years we have made occasional recommendations to the library for acquiring new titles, particularly in periodicals. The library has augmented its holdings whenever we identified a gap.

Our department faculty and the librarians have also worked closely to enhance our instruction. For instance, students in Professor Hale's PSMA 7121 – Public Sector Leadership regularly work on a class exercise designed to show the importance that information management plays in effective leadership. For the exercise students work staff reference librarians and at times the Seton Hall Archivist, to catalogue, sort and display a vast amount of diverse information relating to the history of Seton Hall.

In addition, the library, has developed a packet of materials specifically designed to help graduate students with their off-campus research. These materials help students facilitate research of databases, websites, government publications and academic materials for use in all classes.

Finally, as noted above we have a standard syllabus template that is used by the majority of our faculty. It contains among other things, information about how to contact Library reference staff and notes that students must have their student ID card to access on-campus library materials.

The faculty librarians are very helpful and supportive of faculty research. Materials not available in our university system are readily obtained through interlibrary loan. All of the faculty are pleased with the library resources available to them for research. In addition, our students and alumni have reported no problems with the library resources available to them for research.

In short, the Seton Hall library is more than adequate to meet all of the acquisition, instructional and research needs of our faculty and staff.

Staff Support

The department has one full-time Department Secretary who reports to the chair of the department. This position is supported with University funds.

During the self-study year, five students were also assigned to the department. Three of these students are undergraduates who are supported by federal work-study funds. The MPA program specifically has two Graduate Assistant positions funded through University funds. One of these position serves as an outreach and marketing coordinator for the program and the other serves as a research assistant for department faculty. Both of these are part-time position filled by current students.

As noted in many places throughout this document, our outreach graduate assistant focuses his efforts on outreach and marketing the department. The GA attends graduate fairs and open houses, responds to inquiries from prospective students and tracks them through the application process. In addition, the GA also has been instrumental in developing our alumni network and produces our department newsletter which goes to all students and alumni.

Technical Support:

Seton Hall has a long history of being on the cutting edge of technology adoptions. As far back as 1999 the University has been ranked as being one of the 50 "Most Wired" Universities in America by Yahoo. It has received numerous national awards for campus networking and the development of instructional technology.

This focus on technology has aided the teaching and learning in the MPA program. First, all full-time faculty members are issued laptop computers, which are upgraded every two years. Faculty members are able to choose from one of three models including a tablet-based PC. Loaner laptops are available to adjunct instructors on a first-come, first-served basis. These computers are regularly serviced and upgraded.

The University has established five computer labs available for student use. Faculty members may also reserve these labs for class sessions. One of these labs is located on the 5th floor of Jubilee Hall, the home of the department. They are open Monday through Saturday, both day and night hours. In addition, the entire campus is wireless enabled, so students and faculty have internet access anywhere on campus.

The University has established extensive computer support services for faculty and students. Both telephone and walk-in support services are available Monday through Saturday. Technical support staff persons are available to come to faculty and administrative offices to set-up computers and install software, as well as to trouble-shoot.

Computer training opportunities are also available. The University's Computer Training Center offers training on all University supported software, which includes Microsoft Word, Access, Excel, PowerPoint, Windows XP, Microsoft Outlook, SPSS and more. The University uses the Blackboard platform for on-line classes and extensive training is available for this as well. Computerized training programs are available, as is small class instruction, and individualized training sessions. Students and faculty may schedule classes online.

The University offers numerous specialized training opportunities and support services for faculty members. In addition to the facilities already described, the Teaching, Learning Technology Center (TLTC) also houses a Computer Training/Faculty Development Lab. The lab also serves as a place where faculty is encouraged to try out new pieces of equipment and demonstrate new technologies. In partnership with SPSS, this lab has every package sold by SPSS installed for use or trial by our faculty, and SPSS holds its regional training seminars in this lab.

The TLTC also sponsors several initiatives to enhance faculty capabilities in the area of technology. First, the TLTC offers a Teaching Fellows Program that promotes excellence in teaching for junior faculty members. The program has special emphasis in developing new technologies of teaching, using telecommunications and multimedia tools. Second, the TLTC sponsors the Academic Consultants for Excellence (ACE) program. This program is designed to support the use of information technology to enhance teaching and learning. It includes a "tech buddy" program, where students proficient in technology are assigned to assist faculty members in the classroom with their technology needs. Third, faculty consultants who are instructional designers are assigned as liaisons to each academic department. These consultants assist individual faculty members and departments with web page design, with incorporating technology into their curriculum, and more. Fourth, every summer, the TLTC sponsors a weeklong technology program for faculty members. Faculty members may register for all or for individual training sessions. Lectures from experts in the area of the use of technology to enhance teaching and learning are also part of the week's program. Finally, the TLTC annually sends out a request for proposals for its Curriculum Development Initiative (CDI). The TLTC provides grant funds to individual professors, departments or collaborative groups of faculty, for the development of innovative methods for using technology in the classroom.

The TLTC, which is located on the lower level of the Walsh Library, is also committed to supporting faculty in the classroom. Equipment available through the Center includes: VCRs, combo TV/VCRs, overhead projectors, DVD players, LCD projectors, slide projectors, portable PA systems, digital cameras and more. In addition to this portable equipment, almost all of the classrooms in Jubilee Hall (where most of our courses are held) have built-in LCD projectors.

The TLTC also houses a few special rooms that are available for classes or meetings. These include an interactive television classroom, which is equipped with the technology to conduct

and participate in videoconferences. This classroom contains a wired conference table. The Beck Rooms A & B contain an LCD projector, VCR, sound system and 20 computer work stations which can be linked directly to a teaching station at the front of the classroom. The Beck Room C, a smaller room, also has similar set-up.

Faculty Offices and work environments

Faculty offices are currently adequate. The Department is located in one of the newest buildings on campus: Jubilee Hall. Each faculty member has a private office of approximately 150 square feet equipped with a desk, personal and guest chair, bookcases, and a filing cabinet. The offices are also equipped with both telephone (with private voice mail) and network lines. All of the faculty offices are located on the same wing in Jubilee Hall.

We currently are not able to provide office space for adjunct faculty. As of now, our adjunct faculty has access to all of our common spaces and use the department conference room to prepare for classes. In addition, the MPA program director allows all adjunct to use his office as to conduct private meetings with students.

In addition to their personal offices, faculty have access to administrative offices and rooms that contain their personal mailboxes, copy machines, a fax machine and a network printer (faculty members generally also have individual printers in their offices), scanner, refrigerator, microwave oven, water cooler and access to basic office supplies and program literature. Finally, the Department has a conference room, which is used for meeting but also serves as an office for the graduate assistants.

Classroom facilities

The majority of the classrooms assigned to our MPA classes are located in the building that houses our administrative offices, Jubilee Hall. This building, one of the newest on campus, has state of the art classroom facilities. Jubilee Hall has a variety of classroom types and sizes that are well suited to our needs. Rooms range from small seminar rooms that seat 8-10 around a table, to large classrooms with fixed seating that seat approximately 40 students.

All of the classrooms in Jubilee Hall are capable of receiving the campus-wide wireless network signal for internet access and each classroom had a hard line connection as well. Almost all of the classrooms have LCD projection equipment installed that can be used to project from a computer or overhead projector. Jubilee Hall also houses a 350-seat auditorium. While the MPA program does not use this auditorium for individual classes, we have used it for lectures and conferences.

Jubilee is a fully wheelchair accessible building. The building also includes Braille signage for those individuals who are blind or visually impaired.

In addition to the classrooms in Jubilee Hall, MPA classes are sometimes assigned to other buildings across the campus. Our program director works closely with University scheduling staff to ensure that all classrooms assigned for MPA courses meet the needs of our students and faculty.

Common Meeting Area

All full-time faculty members have private offices that may be used for informal meetings with individual or small groups of students. In addition, there are several other spaces available for informal meetings. These include:

- The 5th floor Jubilee Conference Room and two additional conference rooms shared with the School of Business;
- A lounge area that the Center shares with the School of Business; and,
- Two student lounges shared with the School of Business.

The Department's conference room located across the hall from our administrative office is available for both formal and informal meetings. The room is equipped with a large table and chairs, a credenza, and bookcases. This conference room seats up to 8-10 people. Faculty may reserve this room on a first-come, first-served basis. At times the department uses two larger conference rooms in our building, which we reserve through the School of Business. One is on the fifth floor, the other on the sixth.

Also located on the fifth floor of Jubilee Hall is a lounge area that contains a table and chairs, as well as sofa style seating. Faculty and/or students may use this space for informal meetings and

group work. In addition, Jubilee Hall has a fifth floor student lounge and a section on the second floor with tables, chairs and vending machines (located near the classrooms), where faculty members and/or students may have informal conversations.

Finally, several rooms in the Student Center are available for our use. We hold workshops, conferences, meetings, and special events in these rooms.

In conclusion, our office space, class room and meeting spaces are more than adequate for needs of the department.

Standard 7. Matching Communications with the Mission

7.1   Communications: The Program will provide appropriate and current information about its mission, policies, practices, and accomplishments—including student learning outcomes--sufficient to inform decisions by its stakeholders such as prospective and current students; faculty; employers of current students and graduates; university administrators; alumni; and accrediting agencies.

Rationale:

When communicating with its stakeholders, the Program should be transparent, accountable, and truthful. In establishing transparency, programs must provide data that are publicly available and clearly linked to the mission of the program. NASPAA expects accredited programs to meet the expectations of the profession in terms of accountability in public affairs, administration, and policy. Transparency is a *public service value* exemplified in programmatic action and results. In order to demonstrate that the program results follow from the mission, the burden lies with the program to produce data acknowledging the strengths and limitations of the program mission.

Underlying assumption:

All accredited programs regardless of their mission are expected to supply certain data to demonstrate conformance to each standard. This "universal" data and information should be publicly available via appropriate communication medium (electronic or printed) and privately available to stakeholders (faculty, NASPAA etc). Such mandatory requirements are a minimum basis by which programs can claim a linkage between the mission and the outcome. Programs that provide additional data by participating in national surveys (optional) sponsored by NASPAA, ASPA or other organizations can demonstrate, by example, their leadership in public service education and defining the public service values with respect to their mission. This essentially divides the component of data requirements in two categories: (1) conforming to the standard by reporting universal information to all stakeholders, and (2) conforming to the standard by providing mission-specific information beyond mandatory requirement to help understand and refine program mission to all stakeholders. Universal or mandatory information should include Programs decision-making processes by which it informs its stakeholders about outcomes as it relates to:

1. **Students**: decisions about whether to apply and enroll
2. **Staff and Faculty**: decisions about whether to accept and continue employment

3. **Employers**: decisions about whether to sponsor internships or hire a graduate
4. **Administrators**: decisions about whether to approve faculty lines and provide funding for the Program
5. **Alumni:** decisions about whether and how to interact with the Program following graduation

Information about the Program's capacity and performance should not be kept confidential absent a compelling reason, such as student and faculty privacy laws and regulations.

7.1 Self Study Guide:

General Information: NASPAA will publicly release data supplied on the following information: Degree Title, organizational relationship of the program to the school, modes of delivery, number of Credit hours, Length of degree, List of dual degrees, List of specializations, Fast-track Info, number of Students.

Mission Statement: Your program will make available to the public your Mission statement. The program will must provide to COPRA the URL of where on your website the information is available or a PDF of the Document or report in which it is available. If you program has not made this information available to the public you must state why you have not done so, and your rationale for how you are still in conformance with this standard.

Mission Elements: For certain programs your mission will trigger additional requirements for data that needs to be available to the public. The program may collect this information through the use of NASPAA provided data modules, or through their own survey instruments, but the results need to be publicly available. If the Program does not use NASPAA instruments and its data is not made publicly available by NASPAA, the program will provide to COPRA the URL of where on your website the information is available or a PDF of the Document or report in which it is available. If you program has not made this information available to the public you must state why you have not done so, and your rationale for how you are still in conformance with this standard.

Admission: Programs will make publicly available the admissions criteria for entry into their program. This includes any exceptions or alternate routes to admission that a student may use. The program will provide to COPRA the URL of where on your website the information is available or a PDF of the Document or report in which it is available. If your program has not made this information available to the public you must state why you have not done so, and your rationale for how you are still in conformance with this standard.

Enrollment: NASPAA will make publicly available program's enrollment and its gender/ethnic composition where available. If your program has not made this information available to the public via NASPAA you must state why you have not done so, and your rationale for how you are still in conformance with this standard. NASPAA is aware that in some states providing information on the ethnic make-up of enrolled students may not be legally permissible; or that in some instances a program's size would make the information individually identifiable. Programs facing these legal issues should note as such in their rationale to COPRA as to why they are still in conformance with the standard.

Faculty: Your program will make available to the public the following information: # of Faculty teaching the program, Faculty identified within the unit, and Faculty diversity. NASPAA will publicly make this information available. If your program has not made this information available to the public via NASPAA you must state why you have not done so, and your rationale for how you are still in conformance with this standard.

Cost of Degree: Your program will make available to the public the following information: Tuition cost (in-state/out-of-state), Financial Aid Information, and Assistantships available. The program will provide to COPRA the URL of where on your website the information is available or a PDF of the Document or report in which it is available. If your program has not made this information available to the public you must state why you have not done so, and your rationale for how you are still in conformance with this standard. *(Note this is the one of the few aspects of Standard 7 where the information we are asking you to provide has not been collected elsewhere in the SSR).*

Career Service: NASPAA will make available to the public the program's distribution of placement of graduates (using the prescribed categories). If your program has not made this information available to the public via NASPAA and on the program's website or other public materials, you must state why you have not done so, and your rationale for how you are still in conformance with this standard.

Internship Placement: The program will make publicly available the number of internships (distributed by sector) for the self study year including explanation of waivers granted. If your program has not made this information available to the public you must state why you have not done so, and your rationale for how you are still in conformance with this standard

Faculty Contribution: NASPAA will make available to the public the URL for faculty publications and faculty contributions to public policy and administration. If your program has not made this information available to the public you must state why you have not done so, and your rationale for how you are still in conformance with this standard

Graduates: Completions: Your program will make available to the public your program's completion rate (as defined in Standard 4, to be the % of the SSY-5 cohort that complete the program within 100%, 150% and 200% of program design length.)

Evidence of Student Learning Outcomes: NASPAA will make publicly available information on evidence of student learning outcomes. If your program has not made this information available to the public via NASPAA you must state why you have not done so, and your rationale for how you are still in conformance with this standard.

7.1 NASPAA Publicly Accessible Data NOTE ALL OF THIS INFORMATION IS ALREADY PUBLICALLY AVAILABLE FROM NASPAA BASED ON OUR YEARLY PROGRESS REPORTS THIS IS WILL SIMPLY BE TRANSFERRED TO THE NASPAA WEB SITE

To be made public by NASPAA, through the Annual Data Report and Alumni Survey[2]:

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[2] Subject to NASPAA Data Policy guidelines.

General Information about the degree (Program Fact Sheet)

1. Degree Title
2. Organizational Relationship between program and university
3. Modes of program delivery
4. Number of Credit Hours
5. Length of degree
6. List of dual degrees
7. List of specializations
8. Fast-track Info
9. Number of students (varies)

Mission of the Program (Standard 1)

1. Please link your program performance outcomes to the contributions your program intends to produce to advance the knowledge, research, and practice of public affairs, administration.

Enrollment (Standard 4)

1. Number Enrolled
2. Enrollment – Diversity
   a. Gender
   b. Race/ethnicity
   c. International

Cost of Degree (Standard 4)

1. Tuition cost (in-state and out-of-state)
2. Description of Financial Aid availability, including assistantships

Career Services (Standard 4.3)

1. Distribution of placement of graduates (number)

Faculty (Standard 3)

1. Faculty diversity (percent of teaching faculty, by ethnicity)

Almost of the information required by Standard 7 is contained in our self-study document. As a result, we have posted our entire self-study document on our web pages as a PDF file. This is provided as a link off of the Overview page of our web page or specifically http://www13.shu.edu/academics/artsci/mpa/index.cfm

This linkage to the PDF provides direct links to sections required by Standard 7. Those requirements of Standard 7 that are not directly contained in the self-study document are also contained in this opening link. The text is below.

The MPA degree offered by the <u>Department of Political Science and Public Affairs</u> *serves students interested in careers in the public and nonprofit sectors. Ranked #17 in the country for nonprofit management by U.S. News & World Report and is accredited by NASPAA* <u>http://www.naspaa.org/</u> *As part of that process we go through a rigorous self-study process where we critically examine every aspect of our program. You can find our self-study report at (Linked to PDF) and specifically information about MISSION STATEMENT (LINKED), DEPARTMENT GOALS AND OBJECTIVES (LINKED) ENROLLMENT STATISTICS (LINKED) FACULTY DIVERSITY, CAREER SERVICES INCLUDING PLACEMENT OF RECENT GRADUATES (LINKED) INTERNSHIP PLACEMENTS (LINKED); FACULTY SCHOLARSHIP CONTRIBUTIONS (LINKED) GRADUATATION STATISTICS (LINKED) AND EVIDENCE OF STUDENT LEARNING OUTCOMES.*

In addition, we have a number of important links available on this web page. for those specifically interested in

- *the COST OF THE MPA PROGRAM* <u>https://www13.shu.edu/offices/bursar/tuition-and-fees.cfm#gradtuition</u>
- *information about department based scholarships* <u>https://www13.shu.edu/academics/artsci/political-science-public-affairs/scholarship-opportunities.cfm</u>
- *specific classes required for the MPA degree* <u>http://www13.shu.edu/academics/artsci/mpa/curriculum.cfm</u>
- *the Diplomacy/MPA dual degree* <u>http://www.shu.edu/academics/mpa-ma-diplomacy.cfm</u>
- *MPA admission requirements* <u>http://www13.shu.edu/academics/artsci/mpa/admissions.cfm</u>