

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.**
- 2.2 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.**

Standard 2 Rationale:

To pursue its mission, an accredited program should have a transparent, identifiable, and effective governance system. Governance includes, but is not limited to:

1. program and policy planning including allocation of resources;
2. establishing degree requirements;
3. making and implementing recommendations regarding admission, advising and evaluations of students;
4. advising students;
5. specifying curriculum and learning outcomes;
6. evaluating student performance and awarding degrees;
7. appointing, promoting, and tenuring faculty; and
8. participating in defining and assuring faculty performance, collectively and individually, both full- and part-time.

An appropriate administrative infrastructure that matches program delivery is essential for the proper governance of the program. Programs may have multiple forms of delivery and a clearly defined program infrastructure should be identified that matches program delivery form. Given the choices made regarding program delivery, the program needs to demonstrate adequate administrative and faculty governance.

The governance arrangement, including administrative leadership, should ensure the ongoing integrity of the program. Because program nucleus faculty members have deep knowledge of their program and a commitment to participatory processes, they also should play a significant role in the governance and execution of the program. A program nucleus faculty member, is one whose participation in the governance and delivery of the program is functionally equivalent to that of a full-time, tenured faculty member in the program, commensurate with the level of his or her appointment.

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

Self-Study Instructions: In preparing its SSR, the program should

A. Indicate relationship of the program to the institution

Populated from Program Fact Sheet Pg. 3

B. Indicate Modes of Program Delivery

Populated from Program Fact Sheet Pg. 3

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)

2.1.1

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)

2.1.2

2.1.3 Describe how the governance arrangements support the mission of the 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.

2.1.3

2.1 Basis of Judgment

- The program's administrative infrastructure fits its activities, including geographic location of program delivery, use of technology in program delivery, and type of program (traditional, accelerated, executive).
- The normal expectation is for the program to have an identifiable director who provides an appropriate focus of attention, direction and accountability.

2.1 Clarifying Example

Program A is delivered both in-person and online, with its 6 nucleus faculty teaching courses in both modalities. The online program was developed recently and the program's administrative support structure remains geared toward its in-person students. The program has not articulated how its administrative infrastructure fits its dual modality program delivery, and is not in conformance with Standard 2.1.

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.

There must be a faculty nucleus who accept primary responsibility for the professional graduate program and exercise substantial determining influence for the governance and implementation of the program. The program should specify how nucleus faculty members are involved in program governance.

Self-Study Instructions: In preparing its SSR, the program should:

Provide a list of the Nucleus Program Faculty: For the self-study year, provide a summary listing (according to the format below) of the faculty members who have primary responsibility for the program being reviewed. This faculty nucleus should consist of a minimum of five (5) persons who are full time at the university, academically or professionally qualified faculty members or their equivalent, and are significantly involved in the delivery and governance of the program.

When completing the Self-Study Report in the online system, the program will enter a minimum of five faculty members and their corresponding data individually (under Standard 3). These data will then populate the tables located below and those listed in Standard 3 in the Faculty Reports section of the online system. This will allow COPRA to collect all the faculty information requested without programs having to re-enter the same data in multiple tables.

FACULTY NUCLEUS & GOVERNANCE

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

2.2.1a

2.2.1b Please note the total number of instructional faculty members, including both nucleus and non-nucleus faculty, in the program for the Self-Study Year.

2.2.1b

Provide the following information for no fewer than 5 Nucleus Faculty members of your choosing:

2.2.1 Name	Faculty Nucleus Qualification	Degree	How Involved in program (check all that apply)
	Drop Down: Academically Qualified; Professionally Qualified	Drop Down: Ph.D. DPA MPA MA MS JD Other	Teaching Governance Public Service Research Community Service

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.

2.2.2a

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.

2.2.2b

2.2.3 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.)

2.2.3 Faculty Governance Comments

2.2 Basis of Judgment

- The normal expectation is for program nucleus faculty to participate in recruiting, promoting, and awarding tenure to their colleagues, as well as to participate in making other policies related to the design and delivery of the program. Participation is broadly defined. For example, it could mean participation on faculty search, promotion, or tenure committees. Deviations from the normal expectation may be justified on the basis of the program’s mission.
- The faculty nucleus, which is identifiable to parties outside of the program, includes a minimum of five (5) full-time faculty or their equivalent who conduct the teaching, research and service responsibilities entailed in the program’s mission. Fewer than five might be justified if a program can clearly demonstrate the capacity of the nucleus to teach; advise; engage in public and nonprofit affairs, administration, and policy scholarship and service; expose students to a variety of perspectives; and to govern student admissions, plan curriculum and otherwise administer the program to promote student and faculty success. The sufficiency of the faculty nucleus beyond five depends upon the requirements of the program’s mission, its size, curriculum design and delivery formats, and student success.

- COPRA accepts as evidence that (for every location and modality) students are being taught by an adequate faculty nucleus who are engaged in the implementation of the program where:
 - at least 50% of the courses are taught by full time faculty (employed by the institution)
 - at least 50% of the courses delivering required competencies are taught by qualified nucleus faculty members employed by the institution.

2.2 Clarifying Examples

Program A lists a full-time department chair with reduced teaching load in exchange for administrative responsibilities, two full-time faculty with teaching loads primarily in undergraduate courses, and eight adjunct faculty, all practitioners with appropriate terminal degrees. Because it lacks five full-time faculty members, the burden is on the program to demonstrate that it has sufficient faculty resources to be in conformance with Standard 2.2.

Program B has joint appointments with PhD level staff from its research institutes. The appointments range from .25 to .50, and all faculty are full-time with the university. The program documents these faculty performing functionally equivalent roles to the 1.0 appointments (teaching, research, advising, attending meetings, serving on committees, community service etc.), albeit with less commitment of their time. The fractional appointees demonstrably contribute to the program's ability to meet the performance goals it establishes. If a fractional appointment is only teaching, then certain functional and normal expectations of the faculty role are not being met. Combined with its full-time appointments, the program exceeds 5 faculty FTE and is in conformance with Standard 2.2.

Program C has four full-time faculty members, including a chairperson who receives release time from teaching for administrative duties, plus four faculty members from other departments, each with .33 appointments to the program. The fractional appointees teach courses in the program's curriculum but do not otherwise participate in the governance of the program. The program is not in conformance with Standard 2.2.