

Standard 3 Matching Operations with the Mission: Faculty Performance

- 3.1 Faculty Qualifications: The program's faculty members will be academically or professionally qualified to pursue the program's mission.**
- 3.2 Faculty Diversity: The program will promote equity, diversity, and a climate of inclusiveness through its recruitment, retention, and support of faculty members.**
- 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.**

Standard 3 Rationale

An accredited program must demonstrate that the faculty engaged in instruction possess credentials and expertise consistent with the curricular outcomes for which they are responsible and sufficient to support the program mission. Students should have the opportunity to receive instruction from properly qualified faculty. The program's faculty, as a group, will include a variety of identities, perspectives and experiences to invigorate discourse with each other, and with students, and to prepare students for the professional workplace. The program should demonstrate efforts that strengthen diversity, equity, and a climate of inclusiveness through recruitment and retention initiatives, faculty support, and professional development. The program should implement inclusive practices to eliminate barriers and reduce bias that fully engage faculty in its mission. The program with a public service orientation should demonstrate its commitment, to the extent it is possible *within its legal and institutional framework*, to public service values in the processes used to recruit, retain, and support faculty and in the ways they assure students are exposed to people with diverse views and backgrounds. Faculty members in an accredited program form a self-sustaining community of scholars who pursue intellectual, professional, and community service agendas consistent with the program's mission. Program faculty should engage in the scholarship of public and nonprofit affairs, administration, and policy because it leads to teaching and mentoring of students in cutting-edge methods and applications, it advances the profession and it impacts the community. They should engage in community and professional service related to public service because it promotes their personal accountability and commitment to the values they are expected to model and provides opportunities for them to connect theory and practice, to recruit students, and to place graduates. In short, the program is expected to be able to articulate how it is making a difference for its students, in its community, and in the profession.

- 3.1 Faculty Qualifications: The program's faculty members will be academically or professionally qualified to pursue the program's mission.**

Self-Study Instructions:

The purpose of this section is to answer the question "Does the program demonstrate quality through its decisions to hire appropriately trained and credentialed faculty that are both current and qualified?" While the use of practitioners with significant experience may be warranted, the extent of their use within the program must be mission-driven. This section also addresses how faculty qualifications

match coverage of core and program competencies and, by extension, program courses. (See also Standard 2.2 Basis of Judgment).

3.1.1 Provide information on no fewer than 5 of your Nucleus Faculty who have provided instruction in the program for the self-study year and the year prior to the self-study. (Data repopulated from previous tables where available).

Special Note: When completing the Self-Study Report in the online system, the program will enter each faculty member 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.

Name	Rank	Tenure Status	Full or Part time	Type of Qualification	Highest Degree Earned	Demonstrate their Academic or Professional Qualifications
	Drop Down: Professor Associate Prof Assistant Prof Senior Lecturer Lecturer Research Prof Clinical Other	Drop Down: Tenured Tenure track Non-tenure Other		Drop Down: Academically Professionally	Drop Down: Ph.D. DPA MPA MA MS JD Other	Drop down menu (select all that apply) -This faculty member has received their PhD within the last five years -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 -Other

3.1.2 Provide your program’s policy for determining academically and professionally qualified faculty, including expectations of faculty for sustaining those qualifications, 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)

3.1.2 Academically and Professionally Qualified Faculty Info

3.1.3 Provide the percentage of courses in each category that are taught by nucleus, full-time, and academically qualified faculty in the self-study year. The total across all rows and columns will not add to 100%.

For programs with multiple modalities, complete the first table in the self-study report in aggregate. Then, using the *+Add new Delivery Modality breakdown* button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Table 3.1.3 would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus faculty data, the third table reflecting only satellite campus faculty data, and the fourth table reflecting only online faculty data.

3.1.3	N=	Nucleus Faculty (%)	Full Time Faculty (%)	Academically Qualified (%)
All Courses		%	%	%
Courses delivering required Competencies		%	%	%

3.1.4 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

3.1 Basis of Judgment

- Faculty who teach in accredited programs must be academically or professionally qualified.
- The program’s decision to use professionally qualified faculty should be consistent with its mission.
- In general, a professionally qualified faculty member will have a terminal level degree in his or her area of responsibility. The burden is on the program to document the qualifications of all of its faculty members. One way to demonstrate that a program’s faculty members meet this standard is if at least 75% of nucleus faculty are academically qualified to pursue the program’s mission. A faculty member can be professionally qualified by virtue of having a record of outstanding professional experience directly relevant to the faculty member’s program responsibilities.
- As a general rule COPRA does not consider it appropriate for a program to have faculty that are neither academically or professionally qualified. If a program lists a faculty member who is neither academically or professionally qualified the burden of proof is on the program to show that it was appropriate in an emergency situation, and should explain what steps it is taking to ensure the quality of instruction/the course was not adversely affected.
- Where nucleus faculty members come from departments outside the program, clearly defined responsibilities – such as official assignment of duties or joint appointments—should be identified.

- The program will have systematic steps and strategies for, and investment in, individual faculty career development to ensure that faculty members sustain and improve their academic and professional qualifications.
- Program faculty should represent diverse substantive areas in public service consistent with the program’s mission and defined competencies.

3.1 Clarifying Examples

Program A has exactly five full-time faculty members that conduct all instruction. Three have Ph.Ds. in Public Administration and the other two, who were recently hired, are ABD in Public Administration, and are nearing completion of their dissertations. Although the program currently has only 60% of its faculty with Ph.D.’s, it can make a case that it is in compliance with the standard that requires 75% of faculty to be academically qualified. COPRA will accept ABD as meeting the standard, as long as the faculty members have not been ABD for an excessive period of time.

Program B has a mission that focuses on urban policy. The program has a Professor of Practice with a Master’s in Urban Planning and 25 years of high-level urban planning experience, including continuing consulting. The program can make a case that the Professor of Practice is professionally qualified based on professional experience directly related to program responsibilities.

Program C has a mission to provide a quality education to future practitioners in nonprofit management. The program hires a part time instructor with 2 years’ experience as a Finance Director in a local government and argues she is professionally qualified to teach non-profit finance courses. The program is likely not in conformance with Standard 3.1 due to the limited professional experience of the instructor and the lack of relevant experience in the non-profit sector.

Program D has no mentoring program for new faculty; does not fund or encourage travel to academic or professional conferences for tenure-track faculty; and does not provide systematic performance feedback. Unless the program can make the case it is investing in faculty currency in the field in other ways, it will not be in conformance with Standard 3.1.

Program E has reviewed its curriculum related to mission episodically over 15 years. Student evaluations of teaching identify learning problems students have experienced for three years in courses delivered by two faculty members. The program has provided no evidence of steps taken to provide professional development opportunities for those faculty members to address these concerns. Program E is not in conformance with Standard 3.1.

Program F has a faculty member from the Psychology Department who teaches the program’s human resource management course. The faculty member, now seven years past receiving her PhD, has an active research program and a practice in clinical psychology. Although one of her Ph.D. fields was in organizational psychology, the faculty member will not be considered academically or professionally qualified unless the program can demonstrate that the form, quality, and quantity of her scholarship or professional practice are related to the program’s mission in public service.

Program G has defined its faculty expectations based primarily on terminal degree attainment. Academically qualified faculty have strong research agendas, and professionally qualified faculty are active in their fields, however the program has not articulated actionable expectations for ensuring currency in faculty qualifications. The program has not articulated its academically and professionally qualified faculty policies.

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

Self-Study Instructions

The purpose of this section is to demonstrate that the program is modeling public service values as they relate to faculty diversity, equity, and inclusion. A program should be able to demonstrate through its goals, actions, and outcomes, that it supports faculty and understands the importance of providing students access to faculty with diverse views and experiences so they are better able to understand and serve their clients and members of society.

The program should be able to demonstrate how it "promote[s] equity, diversity, and a climate of inclusiveness" in accordance with a strategic diversity, equity, and inclusion plan, developed with respect to the program's unique mission and environment. The Commission seeks substantial evidence regarding programmatic efforts to promote diversity, equity, and a climate of inclusiveness, specifically demonstrable evidence of good practice, a framework for evaluating diversity efforts (which includes not only demographic representation among faculty and students but its climate of inclusion), and the connection to the program's mission and objectives. The program should upload its diversity-planning document on the Self-Study Appendices page.

Upload your program's diversity, equity, and inclusion plan as a Self-Study appendix.

3.2.1 Complete the faculty diversity table for all faculty teaching in the program (with respect to the legal and institutional context in which the program operates):

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

US-based

3.2.1 a Faculty Diversity	FT		PT		Total
	M	F	M	F	
Black or African American, non-Hispanic					
<i>American Indian or Alaska Native, non-Hispanic/Latinx</i>					
<i>Asian, non-Hispanic/Latinx</i>					
<i>Native Hawaiian or other Pacific Islander, non-Hispanic/Latinx</i>					
<i>Hispanic/Latinx</i>					
White, non-Hispanic/Latinx					
Two or more races, non-Hispanic/Latinx					
Nonresident alien					
Race and/or Ethnicity Unknown					
Total					
Individuals with disabilities					
Other: as defined by the program (drop down menu: Place of origin (domestic); Place of origin (international); Ethnic minority; Socio-economic Status; Career background; Educational background; Political affiliation; sexual orientation; gender identity; other					

Non US-based

Using the drop down menu, first select a broad designation for each individual category, as applicable, then provide a specific name for the category.

3.2.1b Faculty Diversity	Program-defined diversity categories	FT		PT		Total
		M	F	M	F	
Drop down menu: Place of origin (domestic); Place of origin (international); Ethnic minority; Socio-economic Status; Career background; Educational background; Political affiliation; Religion; sexual orientation; gender identity; other						
Total						
Individuals with disabilities						

3.2.2 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 distinct mission and environment, for how the program promotes diversity, equity, and a climate of inclusiveness. Describe your program’s retention and support strategies for underrepresented faculty.

3.2.2 Current Faculty Diversity Efforts

3.2.3 Describe how the diversity of the faculty has changed in the past 5 years. Programs should discuss diversity in terms of race, ethnicity, gender, class, gender identity, nationality, religion, sexual orientation, disability, age, socioeconomic background, veteran status, etc. (Limit 250 words)

3.2.3 Faculty Diversity over past 5 years

3.2 Basis of Judgment

- There are program specific goals, steps, and strategies that demonstrate evidence of good practice in recruitment, retention, and support of faculty consistent with its mission and context.

- The program’s diversity, equity, and inclusion strategies provide a framework for evaluating the efforts of the program. Evidence can be found in the diversity of the full- and part-time faculty, the research interests of the faculty, the curricular content, as well as other measures.
- The program’s data on recruitment and retention demonstrate adherence to the program’s diversity, equity, and inclusion strategies.
- The program demonstrates that it appreciates diversity, equity, and inclusion, broadly defined in the context of the program and its mission, as critical in today’s workplaces and professional environments.
- The program takes steps to acknowledge and eliminate biases and program cultures that impact faculty recruitment, retention, and development.

3.2 Clarifying Examples

Program G posts the University’s guidelines for faculty searches for the program’s diversity, equity, and inclusion plan. The program is not in conformance with Standard 3.2 because it lacks a program specific set of steps and strategies.

Program H has a fully developed diversity, equity, and inclusion plan that incorporates best practice in recruitment and retention. In the last three searches, however, the program has failed to diversify its faculty according to its stated diversity goals. The site visit team reviewed documents related to the searches and verified that the program followed its recruitment plan. Through discussions with the program leadership, the site visit team learned the program is revising its recruitment strategies to better align with its mission and goals and improve its faculty outcomes. Program E is in conformance with Standard 3.2.

Program I has articulated steps and strategies that relate program mission to recruitment for diversity but is silent on the matter of climate and inclusiveness. The program is not in conformance with Standard 3.2.

Program J is located in Central America. It lists the following diversity categories: Mestizo, White, Black-Creole, American Indian, and Other. The program discusses its diversity, equity, and inclusion plan and how it is ensuring that students are exposed to diverse perspectives from the faculty. The program is in compliance with Standard 3.2.

Program K is located in Asia. It lists the following diversity categories: Asian and International. It makes no reference to a diversity, equity, and inclusion plan and does not discuss how students are exposed to diverse perspectives from the faculty. The program is not in compliance with Standard 3.2.

Program L is located in a minority-serving institution in the United States. Its faculty is comprised of individuals of predominantly underrepresented backgrounds. The program has developed a diversity, equity, and inclusion plan, but the plan does not detail ways in which the program actively promotes diversity and a climate of inclusiveness across its faculty, instead reporting only racial diversity. The program is not in conformance with Standard 3.2.

Program M has articulated a goal to ensure that students of all identities see themselves represented across the program and in public service. The program implements a diversity, equity, and inclusion plan that includes efforts specific to meeting this goal. At the beginning of each academic year, students and faculty engage in an unconscious bias training; before each term, faculty meet to ensure that syllabi include underrepresented scholars in individual reading lists; the student-led diversity committee sponsors community-based mentoring and shadowing opportunities. The program is in conformance with Standards 3.2 and 4.4.

Below is a list of some sample strategies programs use to pursue their faculty diversity and inclusion goals. It is meant to be illustrative, although not exhaustive.

3.2.1 Strategies used in recruitment	Strategies used in retention	Other strategies used to assure students are exposed to diverse views and experiences
Advertisement includes statement welcoming diverse applicants consistent within legal and institutional environment	There is a new faculty orientation that provides information on the promotion and tenure process	Faculty meet and review syllabi for readings and course assignments related to diverse communities
Advertisement is placed in publications and on listservs that serve diverse audiences	New faculty are assigned to a faculty mentor	Use of part-time instructors; guest lecturers
Advertisement is sent to schools with concentrations of diverse graduate students	New faculty are provided information about employee resource groups and contact numbers for the chair or facilitator	Support faculty efforts to meet with diverse community organization leaders
Clear hiring criteria and non-gendered language in position announcements	New faculty regularly meet with the program director to discuss progress vis a vis the tenure and promotion process	Support field trips and other organized activities to sites with historical and/or cultural significance to underrepresented populations
Phone calls are made to program directors from schools with a diverse graduate student body to encourage applications from potential candidates	New faculty members are introduced to the teaching and learning center or a master teacher for assistance in course development	Organize a film series where students watch and discuss movies that bring diverse perspectives
Phone calls or recruitment letters made to underrepresented faculty known by program faculty to encourage application	New faculty regularly meet with the program director or chair to discuss issues and needs	Partnerships with professional association chapters that increase contact with professionals with diverse backgrounds different from those of some students
Invitations are sent to authors of articles from publications, such as <u>Black Issues in Higher Education</u> , which feature people of color in the field	Clear criteria for promotion	Use of research practicum and/or service-learning courses in partnership with organizations that serve diverse community
Job announcements are sent to diversity related caucuses in ASPA, APPAM, APSA, NFBPA, and other organizations relevant to the position	Monitor workload, including teaching, research, and service	Data tracking to monitor faculty outcomes (promotion, tenure, etc.)

Evaluation criteria are used to create an inclusive pool of candidates	Provide opportunities for increased visibility and leadership roles for underrepresented faculty	Cultural competency training
The search committee receives training on recruitment and selection practices that increase potential for diverse pools and hires		
The department receives training on recruitment and selection practices that increase potential for diverse pools and hires		
Underrepresented faculty have an opportunity to informally meet with other faculty candidates during the interview process		
Underrepresented faculty are included on the search committee		
Documentation on why candidates are excluded from interview is required		
Search committee establishes protocols for ensuring a diverse and inclusive candidate pool		
Other, please specify		

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.

Self Study Instructions

In this section, the program must demonstrate that the nucleus faculty members are making contributions to the field and community consistent with the program mission. The object is not to detail every activity of individual faculty, rather to highlight for each of at least 5 nucleus faculty members one exemplary activity that has occurred in the last five academic years (this could be research, scholarship, community service or some other contribution to the field).

3.3.1 Provide ONE exemplary activity for 5 of your nucleus faculty members’ (and any additional faculty members you may wish to highlight) contribution to the field in at least one of the following categories: research or scholarship, community service, efforts to engage students, and contributions to the practice of public service in the last 5 years. (In this section you should provide either a brief description of the contribution or a citation if it is a published work).

3.3.1 Name	Research or Scholarship	Community Service	Efforts to Engage Students	Contributions to the practice of public service

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

3.3.2 List some significant outcomes related to these exemplary efforts.

3.3 Basis of Judgment

- Faculty engage in public service scholarship and service, appropriate to the program’s mission and goals.
- The program’s collective research, scholarship, and service positively impact its community and the public service field.

3.3 Clarifying Examples

Program L whose mission includes preparing students for service in local government lists a faculty member that served as the academic member on a taskforce for ICMA that set competencies for employees working for local governments. The program is in compliance with Standard 3.3.

Program M is a small program with a mission to create competent professionals for local government service. The program has 5 faculty members, 3 of whom are able to demonstrate some form of commitment to advancing the field and making a difference in the community consistent with the program’s local government focus. Two faculty members have no exemplary activities in any of the tables in Standard 3. Program M is not in conformance with Standard 3.3.

Program N is located in a research-focused university where there are few, if any, incentives for community or professional service. However, most senior faculty members volunteer their time on community boards or commissions. Several conduct applied research collaboratively with public service organizations that leads both to scholarship and to organizational improvements. Faculty members make use of these professional experiences to enrich their classroom teaching and student mentoring, which the Program documents. Program N is in conformance with Standard 3.3. The Standard does not expect all faculty members to engage the community or profession. Untenured faculty members might be expected to focus on traditional scholarship to earn tenure. However, the program has documented that overall it is contributing to its community and to the profession.

Program O has a mission that states that it is training students to be engaged public servants. Program faculty talk about the importance of public service and provide opportunities for students to engage in applied projects in the community. Program L is in conformance with Standard 3.3.