Network of Schools of Public Policy, Affairs, and Administration
1029 Vermont Avenue NW, Suite 1100 • Washington, DC 20005
(202) 628-8965 • naspaa@naspaa.org • www.naspaa.org

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Park University

Hauptmann School of Public Affairs (HSPA)

Bachelor of Public Administration (BPA)

Self-Study 2016-2017

(NASPAA Pilot)

January 29, 2018

Prepared by: Eric Click, PhD (Lead)
Laurie DiPadova-Stocks, PhD
Susan Keim, PhD
Don Wise, MA

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Pilot Purpose

Deliberations by the Hauptmann School of Public Affair's Department of Public Administration (DPA) with the Office of Institutional Effectiveness (OIE) in the scheduled Park University Bachelor of Public Administration (BPA) and Master of Public Administration (MPA) program reviews lead to an unanimous departmental vote decision to "proceeding with both the BPA and MPA Programmatic Reviews, mirroring the NASPAA Standards." While the MPA did not adhere to the decision, the BPA program carried forward with this NASPAA charge, including consulting and alerting NASPAA at the Annual Conference in Washington D.C. in October 2017. This BPA program is the first known program to voluntarily attempt to apply the NASPAA graduate accreditation template in combination with the recently updated NASPAA undergraduate guidelines. See Appendix- HSPA Meeting Minutes: 8-28-2017

Program Introduction

Founded in 1875 in Parkville, Mo., a suburb of Kansas City, Park University has developed into a comprehensive, independent institution that is a national leader in higher education. In 2000, Park achieved university status and now serves 16,933 students annually at 40 campus centers in 21 states and online, including 35 campuses at military installations across the country.

Within the College of Management, the Hauptmann School of Public Affairs offers Bachelor's and Master's level, citizen-centered, professional programs of study grounded in the liberal arts tradition. Both programs were intentionally designed to serve non-traditional-aged working adults seeking public service careers or advancements in their current positions. Students develop the knowledge, skills, and values necessary for leadership and service in government, in business, and in the nonprofit sector. Coursework stresses the larger issues of democracy, stewardship, and technology to equip students with the courage and discernment to act for the common good in a global context. Whatever their ultimate career choice, HSPA students develop a lifelong passion for public affairs that is fundamental to citizenship in a free society.

The Bachelor of Public Administration (BPA) degree is designed for students interested or currently working in the public sector to prepare them to meet the unique challenges of public administration at the municipal, state, or federal levels. The BPA provides a foundational background for those students wishing to pursue graduate studies, entry-level positions, or continued professional development. It offers career education, including critical and analytical, and management and leadership skills relevant to the public service field within a curriculum focused on developing a broad background and understanding of the political, social, economic, and intersectoral environments in which public service issues exist. Critical to student success is the development of communication skills across multiple platforms targeted to developing graduates with the necessary knowledge, skills, and abilities for planning, implementing, managing, and evaluating public service programs and issues. The Bachelor of Public Administration degree was launched by Dr. Jerzy Hauptmann in 1972. The program was initially offered in downtown Kansas City to best serve the working-adult population.

A decade later, in 1982, Dr. Hauptmann created and launched both the Graduate School of Public Affairs and the Master of Public Affairs (MPA) program housed within it. Dr. Hauptmann retired from Park University in 2001 after 51 years of service on the faculty. The Graduate School of Public Affairs was renamed the Hauptmann School of Public Affairs in his honor. The MPA is the oldest graduate degree program at Park University. When the program began "the central concern of the school [was] to contribute to the professional upgrading of middle managers in the field of government, business and the not-for-profit sector" (Park College Bulletin 1984/85). The school's objective was to educate managers about the opportunities and shortcomings of the American system as well as provide managers with the framework they would need to work in organizations while upholding the "highest moral values" (Park College Bulletin 1984/1985). In 2016, the MPA program was renamed: Master of Public Administration.

In 2011, by order of the Provost and the President, the BPA program became part of the Hauptmann School. The program was in the political science department. It caught the attention of the Provost due to low enrollments, it had been floundering. In addition, the thinking was that all public administration programs should be housed together. Thus the determination was made to move the BPA into the Hauptmann School. With both public administration programs housed in one school, vital linkages could be created to benefit students. Both programs had been founded by Dr. Jerzy Hauptmann: the BPA in 1972 and the MPA a decade later in 1982.

The BPA is currently offered at the downtown Kansas City campus, Lenexa campus, and several other

campus centers, primarily in blended, and completely online. This degree requires a minimum of 120 hours, including 45 hours in the BPA. Students take 33 core hours plus a capstone and the choice of three courses within an emphasis area: Business Relations, Criminal Justice, Homeland Security, Fire Service Management, and Public Service. Students can also take an 18 hour Public Administration Minor.

Dr. Hauptmann clearly distinguished between public administration and public affairs. As he put forth:

> The Hauptmann School of Public Affairs recognizes public affairs as the field of study that builds upon the interrelationships among the activities of government (at all levels), all sectors of society, and other elements of social and economic systems, locally and throughout the world. Public managers, leaders, and others holding positions of authority in organizations must view government and administration in this broad perspective of interrelationships. (Park University 2016-17 Graduate Catalog, p. 137).

See Appendix- History and Legacy of the Hauptmann School of Public Affairs by Dr. Laurie DiPadova-Stocks.

Program Fact Sheet

ITEM	DATA
1. Title of degree	Bachelor of Public Administration (BPA)
2. Organizational Relationship of the Program to the Institution	In a School of Public Affairs within a College of Management
3. Geographic Arrangement Program Delivery	Satellite Campuses and Online
4. Mode of Program Delivery: Check all that apply	In person instruction, In person instruction with online coursework available, Completely online (students never have to come to campus)
5. Number of students in degree program (Total, Fall of Self- Study Year)	137*
6. Ratio of Total Students to Full-Time Nucleus Faculty	231 to 1*
7. Number of Semester Credit Hours Required to Complete the Program	120 University, with 45 in BPA
8. List of Dual Degrees	N/A
9. List of Specializations	Emphasis: Business Relations, Criminal justice, Fire service management, Homeland security, and Public service

10. Mission Statement	Develops ethically grounded professionals for public sector management and service in community nonprofit organizations through public service values education.
11. Indicate how the program defines its Academic Year Calendar (for the purposes of the Self Study Year)	2016-2017 (Fall 1, Fall 2, Spring 1, Spring 2, Summer)
12. Language of Instruction	English

*Note, total enrollment for ACYR 2016-2017 is 231 with 174 in Fall 2017. See Appendix- BPA Enrollment.

** ACBSP Accreditation 2017

Please verify program is a member of NASPAA: HSPA is a member via the MPA, but BPA programs cannot be specifically a member since NASPAA only accredits Master programs.

Is the program at an institution accredited by a U.S. national or regional accrediting body? **y**/n

If yes, Provide name of accreditor. (Higher Learning Commission)
List year of most recent recognition. (2013-2014)
When was the degree program established? (1972)

Public Values

Since your last review have there been any changes to the code of conduct or other ethical expectations at your institution (Y/N)? Provide links if relevant.

N/A

Primary Focus

Special Note for Programs with Multiple Modalities within a single degree:
Throughout the Self Study Report, the program should pay attention to communicating the comparability of its modalities and offerings. Multiple modalities refers to differing modes of pedagogy within the same program, be they geographic, technological, curricular or temporal. Typical structures that fall in this category are distance campuses, online education, and unique student cohorts. A recommended way to do this is to use the *+Add new Delivery Modality Breakdown* button (where available) to provide data disaggregated by modality. Additional information could be uploaded as a document file(s) within the SSR with the appropriate information differentiated by modality. The Commission seeks information such as, but not limited to, faculty data on who is teaching in each modality and student data (applications, enrollment, diversity, attrition, employment outcomes). Qualitative information can be entered in the general text boxes where appropriate and should include information on the

mission-based rationale for any modality, any differences between modalities (such as the limited emphasis option for online students), advising and student services for all modalities, assessment of all modalities, administrative capacity to offer the program in all modalities, and evidence of accurate public communication of program offerings.

Is the entire degree devoted to executive education? y/**n**
Does Exec Ed exist as a track within the degree to be reviewed? y/**n**

If a track or concentration, please provide a summary of any policies that differ from the main program, especially with regard to admissions, placement, curriculum and competency assessment, and completion requirements. In the case of significant differences, please explain the rationale for housing both programs in a single degree with regard to the mission.

N/A

Indicate the mode of program delivery that most accurately describes your program. Check all that apply. (Autopopulated)

In person instruction,
In person instruction with online coursework available.
Primarily online (students have to come to campus at least once),
Completely online (students never have to come to campus).

Does the program offer courses at remote sites and locations? (select)

No
Yes:

Name of site	Check One:
Phoenix, AZ - Luke AFB	Some courses can be completed at this site
Barstow, CA - Barstow Community College	Some courses can be completed at this site
Fort Irwin, CA - Fort Irwin Base	Some courses can be completed at this site
Oceanside, CA - Camp Pendleton	Some courses can be completed at this site
Victorville, CA - Victor Valley College	Some courses can be completed at this site
Mountain Home, ID - Mountain Home AFB	Some courses can be completed at this site
Kansas City Area	The entire program can be completed at site
Knob Noster, MO - Whiteman AFB	Some courses can be completed at this site
Waynesville, MO - Fort Leonard Wood	Some courses can be completed at this site
Great Falls, MT - Malmstrom AFB	Some courses can be completed at this site
Beaufort, SC - MCAS Beaufort	Some courses can be completed at this site
Austin, TX	Some courses can be completed at this site
El Paso, TX	Some courses can be completed at this site
Fort Bliss, TX	Some courses can be completed at this site
San Angelo, TX - Goodfellow AFB	Some courses can be completed at this site
Spokane, WA - Fairchild AFB	Some courses can be completed at this site

The BPA program is part of the Community College of the Air Force's (CCAF) General Education Mobile GEM Program and the Air University - Associates to Baccalaureate Cooperative AU-ABC. The BPA also has various articulation agreements with Community Colleges throughout the country.

Please describe any other unique delivery modalities the program employs, consortia, etc.

PA BLENDED COURSE

All Park blended courses require weekly student activities and contact with the instructor; weekly attendance will be documented. Blended courses are typically defined as those where 20%-40% of traditional face-to face classroom time is replaced by online assignments and activities. Veterans Administration (VA) guidelines require at least 60% face-to-face content. Minimum class room F2F time at a campus center for a (3) credit hour course which meets (40) hours per term would be (3) credit hours x number of weeks in term (8) which equals (24) hours- (3) hours each week. At least 2 hours per week should be spent engaged in online classroom activities.

EARLY ACCESS TO MPA PROGRAM COURSES (EFFECTIVE 2015-2016)

With the approval of the Director of the MPA Program and Dean of the Hauptmann School of Public Affairs, BPA students who have senior standing with a 3.6 GPA or higher may take up to 9 credit hours at the graduate level that count toward both the undergraduate and graduate degree. A student must be enrolled in at least 12 semester credit hours combined of undergraduate and graduate classes each semester that he or she is taking MPA credits under this option.

Graduate Courses towards Undergraduate Courses:
PA508 Research and Analysis for PA430 Research in Public Administration*
PA509 Leadership and Development and Organizations for PA333 Public Management and Leadership
PA512 The Environment of Public Organizations for PA331 Public Organizations
PA521 Business, Government, and Society for PA404 Capitalism and Societal Issues
PA542 Social Policy for PA404 Capitalism and Societal Issues
PA551 Principles of Disaster and Emergency Management for CJ353 Emergency Management
PA600 Ethical Foundations of Authority and Responsibility for PA380 Public Service Values

*Students are required to complete PA508 first before proceeding to any other course choices.
Early access students are not automatically eligible for admission to the Master of Public Administration program. If they wish to pursue a graduate degree, they must submit an application, meeting all of the entrance requirements for the program.

**Note, in the SSY, 9 students in the MPA program graduated with a BPA. Currently, for Spring 2018, 7 students in the MPA program graduated with a BPA.

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, including

- **its purpose and public service values, given the program's particular emphasis on public affairs, administration, and policy**
- **the population of students, employers, and professionals the Program intends to serve, and**
- **the contributions it intends to produce to advance the knowledge, research and practice of public affairs, administration, and policy.**

Self-Study Instructions:

In section 1.1, the program should provide its mission statement and describe how the mission statement influences decision-making and connects participants' actions (such as how the Program identified its mission-based performance outcomes), describe the processes used to develop the mission statement, including the role of stakeholders such as students, graduates, and employers and describe how and to whom the mission statement is disseminated. In preparing its self-study report (SSR), the Program should:

Provide Program Mission

Use the text boxes below to provide the program mission statement and how the program reflects public service values.

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

Hauptmann School of Public Affairs (HSPA) Mission Statement
Approval: (11/14/16)

Develops ethically grounded professionals for public sector management and service in community nonprofit organizations through public service values education.

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 often relevant internal and external stakeholders, including employers, are involved in the mission development and review process, detailing their explicit responsibilities and involvement.
(Unlimited)

The HSPA Vision and Mission serves as the vision and mission for the Department of Public Administration (DPA) programs, both the BPA and MPA. When considering the mission statement, in particular, the DPA seeks guidance through the legacy of HSPA (see Introduction), Park University, and NASPAA.

Per our current HLC Assurance Arguments, prior to the May 2017 revision, the University's previous mission statement focused on accessibility, diversity, a liberal education, a global perspective and service. The University's previous strategic plan, *Park's Promise* (AY 2012-17), supported the University's mission statement through five strategic priorities: 1) Ensure Student Success; 2) Strengthen the Park Brand; 3) Ensure Customer Service and Organizational Effectiveness; 4) Optimize the Use of Technology; and 5) Strengthen Park's Fiscal Position.

While *Park's Promise* contained specific initiatives to advance the mission, when the University began to experience significant enrollment declines due to economic factors and changes within the military, University leadership realized the need to review the strategic plan. This review resulted in the subsequent elaborations of *Park's Promise* as seen in *Pieces of Eight* (AY 2014-16) and the *Two-Year Tactical Priority Roadmap* (AY 2016-18). While *Pieces of Eight* and the *Two-Year Tactical Priority Roadmap* emphasize the tactical, they have continued to focus on the five strategic priorities of *Park's Promise.*

In FY 2017, the University began developing a new strategic plan. Phase I of the process asked University constituents to review the mission, vision, and Core Value statements, as well as strategic priorities. After considerable discussion and feedback,

the statements were revised to better reflect the defined purpose of the University in light of its organization, resources and opportunities. In May 2017, the University's Board of Trustees approved the new mission, vision and Core Values statements.

In August 2017, Phase II of the strategic planning process began. Phase II builds on Phase I by deliberating the University's goals, priorities, and investments in light of trends affecting higher education. Credo, a strategic planning firm specializing in higher education, is guiding the University through the 10-month process, which will culminate in a final plan to be presented in May 2018 to the Board of Trustees for approval.

Park University Vision Statement: Park University will meet learners' needs for a lifetime.

Hauptmann School of Public Affairs Vision Statement

The Hauptmann School of Public Affairs will serve the common good by graduating leaders who exercise authority responsibly, make ethical decisions, act with moral courage, and advance human dignity world-wide.

Park University Mission Statement: Park University transforms lives through accessible, student-centered, quality higher education.

Hauptmann School of Public Affairs Mission Statement

The Hauptmann School of Public Affairs develops ethically grounded professionals for public sector management and service in community nonprofit organizations through public service values education.

Both the vision and mission of HSPA are complementary to the current core values of Park: accountability, civility and respect, excellent, global citizenship, inclusivity, and integrity. The Park core values are also complementary to the universal required competencies of NASPAA.

In the MPA NASPAA eligibility report, NASPAA recommendations state,

> The mission of the program, stated above, appears to be quite broad, targeting the national and international environment, public, nonprofit, and cross-sectoral settings, and ultimately referencing local government, as well. It is unclear whether the mission statement is too broad and sweeping to lend itself easily to the kind of mission-driven, outcomes-based performance assessment practices expected under NASPAA Accreditation Standards. The program should consider how it plans to explicitly map its operations and competencies with the mission as required under Standards 1.3 and 5.1. COPRA expects programs to articulate overall program evaluation with a logic model, which incorporates mission, goals, measures, outputs, and outcomes. If the program decides to prepare a Self-Study Report, the program should also delineate its mission development and ongoing review processes. How does the mission guide the program's governance, diversity, curriculum, and assessment? Are stakeholders (faculty, students, employers, etc.) involved? How often does the program re-evaluate its mission statement? Does the mission lend itself to the specificity needed in identifying program goals, expectations, and student learning outcomes? (2).

HSPA placed particular emphasis on the recommendations of NASPAA in evaluating the previous mission, resulting in the new mission. HSPA continues to place emphasis on these recommendations, and the guidance of NASPAA in its continual mission evaluation. See Appendixes- HSPA Meeting Minutes and Park University (NASPAA Eligibility Recommendations for the Master of Public Affairs)

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

HSPA places emphasis on ethical professional citizens, as ethics is the overarching core public service value. The value of ethics in the mission is reflective of the ethical action values of the HSPA Vision: exercise authority responsibly, make ethical decisions, act with moral courage, and advance human dignity world-wide. While Ethics is not covered in a specific NASPAA Universal Required Competency, in Standard 5 Matching Operations with the Mission: Student Learning, NASPAA states, "competencies should ensure that students will be capable of acting ethically and effectively in pursuit of the public interest." As a result, the BPA operationalizes ethics in its public service values education via its program competencies:
1. Evaluate the foundations of public administration.
2. Compare the public sector to the private and non-profit sectors.
3. Apply leadership and management practices to public service.
4. Discuss ethical and legal underpinnings of public governance.
5. Identify fiscal accountability and responsibilities of public entities.

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

Self-Study Instructions:

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 policy, affairs, administration.

The BPA currently defaults to the MPA program goals. As a result, like the Vision and Mission of HSPA, the two programs share the same program goals.

1. To prepare students to lead and manage by exercising professional expertise. This includes knowledge of substantive concepts related to public affairs, the ability to think critically and analytically, and the capacity to exercise independent, ethical judgment.
2. To encourage deeper appreciation of the principles of democratic governance and action.
3. To instill a lifelong commitment to public affairs, service and values with a focus on moral courage, social justice and the public interest.

4. To engage in research that enriches the understanding of public affairs, including public administration, public policy, and the nonprofit sector, from the local level to the broader global community.

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.

Strategic management activities should generate documents and data that are valuable to the Program and to the profession. All processes for defining its mission and strategy, and all processes for collecting and assessing information to evaluate progress toward achieving the program's objectives, should be described in this section.

Self-Study Instructions:

Analysis of information generated by these strategic processes that explain changes in the program's mission and strategy should be reported in this section. Programs should use logic models or other similar illustrations in their Self Study Reports to show the connections between the various aspects of their goals, measurements, and outcomes. The program should relate the information generated by these processes in its discussion of Standards 2 through 5 (how does the program's evaluation of its performance expectations lead to programmatic improvements with respect to faculty performance, serving students, and student learning). The program should explicitly articulate the linkage between Standard 1.3 and Standard 5.1 (how does the program's evaluation of its student learning outcomes feed into its assessment of the program's performance).

For those goals identified in Standard 1.2, describe what program performance outcomes have been achieved in the last 5 years that most reflect the Program mission and describe how the Program enhances the community it seeks to serve.

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 policy, affairs, administration.

See Appendix- Logic Model

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.

See Appendix- Logic Model

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.

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

A. Indicate relationship of the program to the institution

In a School of Public Affairs within a College of Management

B. Indicate Modes of Program Delivery

In person instruction, In person instruction with online coursework available, Completely online (students never have to come to campus)

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)

Per our current HLC Assurance Arguments, ensuring consistency and currency across Park's modalities and locations is primarily the responsibility of the academic programs, under the leadership of the College Deans. The institution offers courses and programs at 41 campus centers (including its flagship campus in Parkville, Missouri) in face-to-face, blended, and online instructional modalities. In developing sound course- and program-level assessment strategies, programs are guided by College Assessment Committees. College Assessment Committees are tasked with vetting program competencies and course learning outcomes for currency and appropriateness. Programs also receive feedback from the Assessment Committee of the Faculty Senate. Resources and services provided by the OIE support annual assessment reporting, three-year program assessment planning, and five-year program review.

Program competencies remain the same regardless of modality, as do course-level Core Learning Outcomes (CLOs). All syllabi, regardless of the course's modality, contain the same course description and CLOs. CLOs are often assessed with a standardized Core Assessment, which is evaluated using a standardized Core Assessment Rubric, especially in courses that are central to the program's assessment plan. Course outcomes and assessment measures are designed by academic departments and approved by College Assessment Committees with the understanding that they will be uniformly applied across all of Park's modalities and locations.

To ensure that this consistency is achieved, Park deploys both pre-emptive and evaluative quality control measures. Each of the University's programs designates one or more Program Coordinators responsible for working with Department Chairs and graduate Program Directors to ensure the uniformity of learning goals across courses. Program Coordinators (called Area Coordinators at the graduate level) approve all syllabi in their subject areas and ensure that the course schedule, list of topics, and description of assignments conform to the program-appointed learning outcomes and

assessment mechanisms. Program Coordinators also monitor the teaching of adjunct faculty and review classroom observations conducted online and at the campus centers in order to ensure the quality and consistency of the student experience.

In 2016, Park University initiated creation of a master syllabus for each course, with the goal of communicating the essential elements of all Park courses to students and faculty. Entries for individual courses in the Master Syllabus System include a course description, CLOs, major topics, required materials, assignments and assessment measures, and the qualifications required to teach the course. While providing a consistent foundation, the master syllabus provides ample room for instructors to contribute their own disciplinary expertise.

Park also assures quality throughout the modalities by means of its course development process for online courses, as the content developed for fully online courses is provided within the Canvas Learning Management System (LMS) to instructors teaching face-to-face and blended courses. When a faculty member has received a contract to develop or redevelop a course shell through the Canvas LMS, he/she partners with one of the institution's seven master-qualified Instructional Designers to support the faculty member in creating engaging materials, aligning course learning outcomes with course content and ensuring the overall quality of the online course. The material in the course shell, after being reviewed via Park's Quality Standards Review rubric and receiving approval from the Program Coordinator or departmental designee, then becomes the default shell in Canvas.

Program Coordinators and Department Chairs are also charged with evaluating the credentials of faculty and potential faculty for quality and compliance with accreditation standards. Potential undergraduate adjunct teaching applicants submit a Justification for Course Approval in which they are asked to provide detailed descriptions of their qualifications, as well as curriculum vita, letters of recommendation, and transcripts. Program Coordinators review these documents and submit a Faculty Course Credential Review Form, which must be completed before a candidate is assigned a course. Potential graduate faculty complete a Graduate Faculty Application Form, which is reviewed by the Faculty Sub-Committee of the Graduate Council. Park follows these same standards and procedures for its dual-credit programs for high school students.

Although all academic programs had long established hiring standards for use across the system that required, at minimum, a master's degree in the discipline for undergraduate faculty and a terminal degree in the discipline for graduate faculty, in AY 2016-17 the Office of Academic Affairs enlisted Program Coordinators to audit the credentials of all active faculty members in order to ensure compliance with Park's faculty qualifications policy, which mirrors the HLC's guidelines. This audit involved review of transcripts of full-time faculty in addition to "active" adjunct faculty, defined as any adjunct faculty member who had taught at least one course in the last two calendar years, totaling approximately 1,600 faculty.

The Office of Academic Affairs provided several workshops for academic leadership to review the HLC guidelines and to provide guidance on leading a collaborative process within each program for updating, if necessary, minimum and preferred faculty qualifications. The Office of Academic Affairs also provided administrative support, including assembling and disseminating data from transcripts. Program Coordinators reviewed this data for compliance with disciplinary best practices and adherence to HLC assumed practices for faculty qualifications. Each academic department reviewed its hiring criteria, and submitted, if needed, updated faculty qualifications criteria. These criteria make course- and concentration-specific distinctions where applicable. The minimum instructor qualifications for each course are archived in the Master Syllabus system, which is accessible to all Park faculty, staff, and students. To further enhance and automate transcript data reporting, and to digitize annual performance review for all faculty, the University will implement Interfolio's Faculty180 software in Spring 2018. A faculty and staff implementation team is currently configuring the system and preparing training workshops. See Appendix- BPA Faculty Audit, and BPA Faculty Qualifications Profile.

Once faculty are approved and assigned to teach, they are supported and evaluated by the program leadership and the University in various ways, depending on their status as full-time or adjunct faculty members, and on the modality or location in which they teach. All faculty, regardless of employment status, rank, tenure, modality, or location, are supported by academic program leadership and staff and faculty in the Faculty Center for Innovation (FCI). Additionally, the University established a new position in Fall 2017, the Director of Adjunct Faculty Engagement, to help coordinate and assess the impact of the University's support of adjunct faculty.

Full-time faculty at all of Park's campus centers undergo a regular observation of teaching, which is usually conducted by the Program Coordinator or Department Chair, or in the case of Department Chairs, by the assigned Associate Dean. The teaching observations are provided as one component of the faculty member's comprehensive annual performance review and for future use in promotion and tenure consideration. The completion of the observation form is paired in most instances with meetings, ideally before and after the observed class, in which the faculty member and observer discuss the goals and methods of the particular class session, as well as future plans for sustained excellence and continuous improvement.

Student feedback on instruction for both full-time and adjunct faculty is compiled through the Student Opinion of Teaching Survey (SOTS). The survey is administered every term via Campus Labs' survey tool, which allows students to receive email reminders when evaluations open, and to fill out evaluations for all their courses in a term in a single web visit. A link to the surveys is embedded in the Canvas LMS course shell, which allows students to access their surveys from within a course. In an effort to increase response rates, Park recently made the evaluation system more user-friendly by developing a streamlined list of questions, which can be customized by faculty and programs. Results of the SOTS for individual instructors or courses can be accessed by Department Chairs and Program Coordinators, while each instructor has access to

his/her own SOTS data shortly after the end of the term.

Peer review of teaching provides formative feedback to inform performance review of Park's adjunct faculty in all modalities and locations. At Park's campus centers, Academic Directors, who also serve as adjunct faculty, are responsible for observing instructors who teach face-to-face and blended courses at their centers. The Academic Directors observe instructors in their first term teaching and annually thereafter, using an observation form that can be customized by the academic program.

In a parallel process and with a similar form, adjunct online faculty are observed by Peer Review of Online Teaching Fellows. Fellows are experienced online adjunct faculty who receive training and a stipend to observe 20 online sections per academic year, including the summer term. Given the scope of Park's online offerings, the University currently supports 20 Fellows. In addition to peer exchange, the peer review of teaching at the campus centers and online emphasizes instructor self-reflection. Adjunct faculty reflect on their goals for the course, their strengths, the areas they would most like to develop, and what types of support they need from their academic departments and the University in order to succeed. Data from the self-reflections provides insight not only for academic program leadership but is also shared in aggregate with the FCI team to inform their faculty development programs.

The instructor self-reflection and completed peer classroom observation form are provided to Program Coordinators to consider as part of the annual summative performance review of adjunct faculty. Program Coordinators also review SOTS results and the activities and assessments housed within the Canvas LMS (all Program Coordinators have access to the Canvas course shells in their programs for dynamic monitoring). Additionally, in fully online courses, Instructor Insight learning analytics software maintains a dynamic dashboard that displays faculty engagement levels in several course facilitation areas key to compliance with Park's Online Instructor Participation Policy, such as activity in the discussion threads and frequency of grade posts. Department Chairs and Program Coordinators received training on how to monitor Instructor Insight dashboards, and each faculty member has access to his/her own dashboard and anonymized peer comparisons for the purposes of self-assessment.

The degree requires a minimum of 120 hours, including 45 hours in the BPA. Students take 33 core hours plus a capstone and the choice of three courses within an emphasis area: Business Relations, Criminal Justice, Homeland Security, Fire Service Management, and Public Service. Students can also take an 18 hour Public Administration Minor. See Appendix- BPA Catalog Requirements.

The BPA Program degree requirements are the same regardless of modality. All PA prefix courses are offered in an 8 Week accelerated format, both online and blended. As needed, some PA prefix courses are offered as independent studies or face to face. The entire BPA program is available online, including all non-PA courses in both the core and emphasis areas. All PA courses, online and blended, are capped at 20, except

the three research courses, PA430, PA431, and PA432- which are capped at 10. Each PA course also utilizes the same consistent course texts regardless of modality. See www.park.edu/courses and see Appendixes-BPA Degree Map, PA Online and Blended Schedule, PA333 and PA432 Online and Blended Syllabi, BPA Online Course Developers, and Developer CVs

According to the HLC Assurance Arguments, course and program assessment also play a critical role in maintaining consistency across modalities and locations. In connecting student learning data with demographic information, Park is challenged by the fact that many programs maintain their own assessment data records and thus cannot seamlessly link them to the demographic information maintained in the Office of Institutional Effectiveness's Data Dashboard. To address this challenge, in 2017 the OIE enhanced its use of the long- standing Learning Outcomes Gradebook (LOG) as a venue for linking outcomes data (collected via the Canvas LMS) to student demographic data. In conjunction with the Data Dashboard, program leadership can use the LOG to view student learning outcomes information through the lens of various demographic factors such as ethnicity, gender, age, and location. Demographic data is fed into the LOG by the Data Dashboard.

The LOG is most useful to programs that are offered in multiple locations and modalities, and that collect course-level outcomes data to assess equivalency of learning across the locations/modalities. As more programs utilize the infrastructure for course assessment, the University will strengthen its ability to connect demographic data and learning outcomes. Park's next steps will be to provide additional training on how to capture data via the Canvas Gradebook and the LOG. This training, which will begin with the larger programs, will seek to create an on-ramp for the programs to study and interpret the important links between the demographic profiles of Park students and their success in the classroom.

After completing a PA course pilot in 2016-2017, the BPA currently uses the LOG system for programmatic course competency assessment through PA course core learning outcomes via core assessments (CAs) and core assessment rubrics (CARs)- www.park.edu/syllabus. The CAs are the standardized final in each course. In particular, the BPA targets LOG program competency assessment through five PA core courses that each encompass one of the five program competencies.
Program Competency 1 in PA 330
Program Competency 2 in PA 404
Program Competency 3 in PA 333
Program Competency 4 in PA 380
Program Competency 5 in PA 350

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 head administrator for the College of Management is the Dean, Dr. Brad Kleindl. As the dean, he reports to the provost who is the chief academic officer. The College of Management consists of

two schools- the School of Business which includes the undergraduate programs overseen by the Associate Dean, Dr. Penny DeJong. The graduate business programs overseen by the associate dean, Dr. Greg Moore. The Hauptmann school is overseen by Dr. James Vanderleeuw.

Per Dean Kleindl, the associate deans have full administrative control over their schools and programs. This includes strategic direction, budgetary oversight, curriculum oversight, faculty evaluations, etc. The associate deans work with the dean in an administrative team on aligning strategic plans to the College's and University's strategic plans. This administrative team also works on budgetary planning, coordinating curriculum and other initiatives. Associate deans submit faculty evaluations to the dean for review and approval. The provost has final signatory approval for most of the academic decisions.

Dr. Eric Click is the BPA program coordinator, and leads the everyday operations of the BPA program. The primary responsibility of the Program Coordinators (PC) is to help ensure the academic quality of the degree program. The PC holds a primary responsibility for providing quality control including coordinating the successful implementation of assessment activities for their respective discipline. PC duties, throughout all modalities and campus centers, include: credentialing and uncredentialing adjuncts, evaluating and mentoring, syllabi creation and approval, assessment, curriculum, and accreditation. See Appendixes- PC Job Description and Dr. Eric Click CV

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. See Appendix- College of Management Org. Chart- HSPA: BPA

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 whom 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 academically/professionally qualified faculty members or their equivalent at the university and are significantly involved in the delivery and governance of the program.
>
> When completing the Self Study Report in the online system programs will enter a sample 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

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

2.2.1a	One

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	Full-Time: 1 PA and 19 Non-PA

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)
Eric Click	Academically Qualified	Ph.D.	**X**Teaching **X**Governance **X**Public Affairs Research **X**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.

See 2.2.2b, as Dr. Eric Click is the Program Coordinator.

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.

Based upon the NASPAA glossary definitions of nuclear faculty member and leadership, the BPA Program Coordinator has substantial determining influence as the full-time tenured or tenure-track nucleus faculty member: who leads, a process whereby an individual influences others to achieve a common goal via analytical, managerial, interpersonal, communicative, and other skills, the program in its everyday operations in governance through participating in faculty meetings, area of specialization committees, student admissions, curriculum planning and assessment, and overall program administration. In operationalization, this is the job description of the Program Coordinator .

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

The BPA Program definition of "substantial determining influence" is based upon the NASPAA glossary definition of nucleus faculty member:

> A faculty member who participates in the program's 1) governance by participating in faculty meetings, area of specialization committees, student admissions, curriculum planning and overall program administration; 2) instruction by teaching an average of at least one course per year in the program; advising students and supervising them on analytical papers, theses, or applied research and public service projects, and 3) research and/or professional and community service activities significantly related to public affairs. This designation refers to full-time tenured or tenure-track faculty and full-time clinical or professors of practice (or comparable titles at institutions). The members of the nucleus faculty need not all be in the same department or unit at the University."

The BPA operationalizes this definition based upon the NASPAA Guidelines for Baccalaureate Degree Programs in Public Affairs/Public Administration, specifically section 2.5 Faculty.

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.

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 Page 44 of Appendix A)

Provide information on 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, programs 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
Eric Click	Associate Professor	Tenured	Full	Academically	Ph.D. DPA MPA MA MS JD Other	(select all that apply) -This faculty member has received their PhD within the last five years **X**Publishes in area of program responsibility **X**Attends annual conferences and/or workshops associated with area of program responsibility **X**Provides community or professional service in the area of program responsibility **X**Is currently or previously employed in field associated with area of program responsibility **X**Maintains professional certification in area of program responsibility

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)

3.1.2 Academically and Professionally Qualified Faculty Info
See- Appendix BPA Faculty Qualifications Profile and Appendix- Approved Standards for Evaluation, Tenure, and Promotion

Provide the percentage of courses in each category that are taught by nucleus, full- time, and academically qualified 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%.

For programs with multiple modalities, complete the first table in aggregate. Then, using the *+Add new Delivery Modality breakdown* button, create a new table for each modality at which the <u>entire</u> 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 (%)
PA Courses	47	2.1%	2.1%	100%
Non-PA Courses	754	0%	5.7%	100%
PA Courses delivering required Competencies	37	2.7%	2.7%	100%

*See Appendix- Park University Courses BPA-PA 2016-2017 AY and Appendix- Non-PA Faculty Full-Time Courses Taught SSY2016-2017

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

According to the current HLC Assurance Arguments and according to the Collective Bargaining Agreement (CBA), all parties recognize that "Academic Freedom is essential to the practice of Teaching and Scholarship," and "fully acknowledge the principle of Academic Freedom in Teaching, Scholarship, and publication." The CBA also asserts that "Park University strives to adhere to the American Association of University Professors (AAUP) standard of Academic Freedom and the limitations and conditions it stipulates." As the governing contract under which full-time faculty members are employed, the CBA guarantees the freedom to teach, speak, conduct research, write, publish, and advise so long as such actions are consistent with the generally accepted best practices of academic disciplines.

Park believes that allowing and encouraging faculty and staff members to teach and conduct research according to the recognized standards of their academic and professional disciplines promotes the pursuit of truth in teaching and scholarship. Therefore, the CBA affirms the responsibility of faculty members to stay current in their disciplines, to understand pedagogical approaches that best promote student learning and assessment, and to contribute to the body of knowledge in their disciplines. To support faculty in these endeavors, the CBA also affirms that the University will provide funds for professional development and the dissemination of scholarship at academic conferences.

Faculty members are assisted in the pursuit of scholarship and publication by the Office of Sponsored Programs and Research. This office, housed within Academic Affairs, strives to enhance the environment for research and creative activities at Park University, to encourage and facilitate external funding for faculty projects, and to support the University's pursuit of academic excellence. The office provides support to faculty as they identify potential sources of external funding; prepare grant and fellowship proposals; complete Responsible Conduct of Research Training, if applicable; and manage grant reporting. The Office of Sponsored Programs and Research collaborates with entities across campus, including the Institutional Review Board (IRB), Faculty Center for Innovation, and the University's finance and administrative personnel who assist in the accounting and financial reporting requirements that accompany some grants. Additionally, the Office of Sponsored Programs and Research collaborates closely with staff in University Advancement who have expertise in grant and proposal writing, in particular to private foundations, and who track and ensure effective coordination of the University's external relationships.

To promote and ensure the ethical conduct of research, the University has established the IRB, which comprises faculty from a variety of academic disciplines. The IRB is charged with protecting the welfare of human and animal subjects, and assisting faculty, students, and staff in the pursuit of research that adheres to ethical standards.

Park University's processes for curriculum development and assessment help ensure that the institution's courses are current and require levels of student performance that are appropriate to the program and degree. The institution supports all faculty in remaining current in their disciplinary and pedagogical knowledge in various ways, such as programs offered through the Faculty Center for Innovation (FCI) on pedagogical best practice and University-provided funding available for faculty to attend conferences and pursue continuing education. Additionally, the University maintains funding to support faculty in attaining terminal degrees.

Park's full-time faculty are teacher-scholars who endeavor to remain current in their disciplines through scholarly work, conference attendance, and collegial support. The Collective Bargaining Agreement (CBA) defines several institutional forms of support for faculty development. The Faculty Development Endowed Fund grant program allows faculty to pursue additional funding for research or professional development; applications are evaluated jointly by the Faculty Senate and the Office of Academic Affairs. The CBA also provides for annual Budgeted Professional Development Funds, the equivalent of $2,000 per full-time faculty member at the rank of Instructor and above. Up to $2,500 can be made available to faculty attending international academic conferences, trainings, and professional meetings. The CBA also defines the processes and standards of the University's sabbatical program, which allows faculty

to request semester- or year-long leave to pursue scholarship. A faculty development opportunity not noted in the CBA is the Faculty Internationalization Grant, which offers financial incentives for faculty to integrate more international learning into their courses. Applications for these grants are evaluated by the Faculty Senate's Internationalization Committee, the Faculty Senate, and the Office of Academic Affairs.

Park also supports its faculty members' continuous learning, growth, and development via the Faculty Center for Innovation (FCI). The Center provides programming to all faculty, regardless of rank, modality, or location, through campus-based programs and a virtual learning hub. As a faculty-led, faculty-driven center, programming is created by Park faculty and tailored to the institution's unique instructor needs, with strategic initiatives informed by faculty feedback, focus groups, and assessments. FCI is dedicated to fostering a culture of continuous learning and engagement for all Park faculty, as is evidenced by its annual and monthly programming, which is available on-ground, via synchronous web meeting, or on-demand download. All adjunct and full-time faculty are welcome at the FCI's ongoing development meetings, and two representatives of Park's adjunct faculty sit on the Center's advisory board.
In addition to programs developed in-house, the FCI team also pursues external learning opportunities.

Departments, schools, and colleges also have an opportunity to request additional resources during the fiscal year, if and when tuition revenues exceed budget. Requests are submitted via the Request for Additional Resources process and vetted through various members of the executive leadership to ensure alignment to the strategic plan, and reviewed for budgetary impact in subsequent years. All requests are evaluated by the executive leadership, with the President having approval authority. In FY 2017, the University awarded nearly $1.8 million as part of the "Poodles of War" additional resources initiative. Continuing these efforts, the President recently invited faculty and staff to submit requests for the FY 2018 initiative, called "Dachshunds of Destruction," to be funded in Spring 2018.

3.2 Faculty Diversity: The Program will promote diversity and a climate of inclusiveness through its recruitment and retention 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. Programs should be able to demonstrate that they understand the importance of providing students access to faculty with diverse views and experience so they are better able to understand and serve their clients and citizens.

Programs should be able to demonstrate how they "promote diversity and a climate of inclusiveness" in accordance with a strategic diversity plan, developed with respect to a program's unique mission and environment. The Commission seeks substantial evidence regarding programmatic efforts to promote diversity and a climate of inclusiveness, specifically demonstrable evidence of good practice, a framework for evaluating diversity efforts, 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 plan as a Self Study appendix.

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 X 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			1	1	2
American Indian or Alaska Native, non Hispanic/Latino					
Asian, non Hispanic/Latino					
Native Hawaiian or other Pacific Islander, non Hispanic/Latino					
Hispanic/Latino			2	1	3
White, non-Hispanic/Latino	2	3	7	5	17
Two or more races, non Hispanic/Latino					
Nonresident alien					
Race and/or Ethnicity Unknown			11	3	14
Total					36

Disabled*	*Per Park HR, No is 4 and 32 are Unspecified= 36

Per Park HR, to put the above information in context, the law says that employees report voluntarily. For full time employees, if they choose not to provide the information, we enter what we think it should be. For adjuncts whom we don't typically see, we have to leave it undecided. University wide, 17% of adjuncts are Unspecified relative to ethnicity.

Overall, at Park, 49% of employees are female. 73% of those who declared are white, 11% African American, 9% Hispanic, and smaller values for the other categories.

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.

3.2.2 Current Faculty Diversity Efforts

As an undergraduate program at Park, the BPA primarily relies on the University's support in diversity and inclusion,

as HSPA nor the College of Management have a specified diversity and inclusion plan. While the University does not currently have a diversity and inclusion plan specifically, Park has laid out their argument for diversity and inclusion via their HLC Assurance Arguments in 1.C - Core Component 1.C. Park has placed a great deal of emphasis on both diversity and inclusion the last two years, and are attempting to operationalize it throughout the University. In particular, relative to the mission of HSPA, the BPA embraces Park's core value of Global Citizenship in diversity and inclusion. See Appendix HLC Assurance Argument- Diversity and Inclusion.

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

3.2.3 Faculty Diversity over past 5 years

Most faculty currently teaching in the BPA are new in the last five years since the transition to HSPA, especially as additional adjuncts were needed during this expansion period. These faculty have been either credentialed or recredentialed under the established equitable standards, resulting in highly qualified, often both professionally and academically, and diverse faculty from across the nation.

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 member **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).

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 and efforts to engage students 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
Eric Click			**X**

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.

Narrative provided by Dr. Laurie DiPadova-Stocks: Dr. Eric Click has made solid contributions in all three areas. His service to national and local public administration academic associations is well known among our national colleagues. That said, it is his efforts to engage our public administration students that are most extraordinary. As our academic public administration efforts worldwide centers on students, I will address this feature of Dr. Click's work.

In 2011, Dr. Click joined the Hauptmann School of Public Affairs (HSPA) to lead the Bachelor of Public Administration

(BPA) program which our Provost had moved from the political science department to the Hauptmann School, so that it could be reinvigorated by linking with the MPA program. Both programs had been founded by Dr. Jerzy Hauptmann: the BPA in 1972 and the MPA a decade later in 1982.

The BPA degree had been floundering. Dr. Click brilliantly and diligently recast it, and worked with enrolled students from around the nation. He redesigned the BPA to include areas of emphasis: Business Relations, Criminal Justice, Fire Services Management, Homeland Security, and Public Service. Students may pursue this degree from an Associate of Science (A.S) degree in Administration of Justice, Business, and Management. This framework of multiple avenues to the BPA degree is enormously important for working professionals from many different fields. Students enrolled increased from approximately 25 in 2011 to 231 in 2017.

During this period the MPA program underwent some changes. Dr. Click served as Area Coordinator for the Disaster and Emergency Management concentration in the MPA program, followed by AC of the Business, Government and Global Society (BGGS) concentration. This concentration was discontinued due to the retirement of the faculty member responsible for it. It has been replaced by the Global Governance (GG) concentration, which Dr. Click is developing and now serves as Area Coordinator. The role of area coordinator in the MPA program involves orienting full time faculty, training and monitoring full time faculty, as well as organizing and staffing all oral comprehensive examinations in that area.

Within the past five years, Dr. Click has developed/maintained 17 public administration courses (6 BPA and 11 MPA) for online teaching, and 13 courses (all BPA) for blended teaching. Additionally, he has established the early entry of BPA students into the MPA program, initiated a variety of different articulation agreements with other schools, and kept in touch with Park University campus center directors around the U.S.

It is not an understatement to assert that during my tenure at Park University, that no one in the Hauptmann School has done more to engage students in public administration than Dr. Click. The reach of his work is nation-wide as well as global, which is one of the reasons he achieved promotion to Associate Professor in 2015 and Tenure in 2016.

What is notable is that Dr. Click focuses on this important work while managing his teaching load, serving as ASPA Secretariat to the Institute of Public Administration Canada (IPAC), serves the University in multiple capacities, keeps up with his research agenda, and makes scores of presentations to national academic audiences.

Standard 4 Matching Operations with the Mission: Serving Students

Self-Study Instructions:

In preparing its Self-Study Report (SSR), the Program should bear in mind how recruitment, admissions, and student services reflect and support the mission of the program. The program will be expected to address and document how its recruitment practices (media, means, targets, resources, etc.); its admission practices (criteria, standards, policies, implementation, and exceptions); and student support services (advising, internship support, career counseling, etc.) are in accordance with, and support, the mission of the program.

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

Self-Study Instructions:
In this section of the SSR, the program shall demonstrate how its recruitment efforts are consistent with the program's 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

According to the HLC Assurance Arguments, arguably, one of Park's most significant external constituencies is the United States military. Park maintains a Memorandum of Understanding (MOU) with the Department of Defense (DOD) and supplemental service-level agreements with the Army, Navy, Air Force, and Marines. These agreements outline the terms under which academic services are provided at various U.S. military installations. Installation Memoranda of Agreements (MOA) have also been signed at the locations where Park maintains campus centers. These MOAs govern the relationship with each base and specify the on-site, face-to-face degrees Park can offer.

The degrees offered on military campus centers serve both the military's need to have a trained workforce and the military's desire to enhance the education of service personnel. These military campus centers serve both active duty and non-active duty students, spouses, and dependents. Many also permit access to civilians in the community to enroll in Park's programs. Park has also been targeting government employees through educational partnerships, including featuring public administration via its Access to Education.

In April 2017 the University awarded a contract to mStoner, Inc. to enhance the visual appeal and organizational structure of its website. The new version of www.park.edu will be launched in Spring 2018. Along with the new website, a new internal policy for website governance and maintenance will be crafted and presented to the Park community.

To assist students with estimating tuition costs and living expenses, Park presents a cost calculator on the Admissions page of its website. Offered through College Board, this calculator measures the financial strength of households and estimates the type and amount of financial aid students might receive. Tuition rates for undergraduate, accelerated, online nursing, and graduate programs, as well as residential student charges, fees, and general charges are all included in the Undergraduate Catalog, the Graduate Catalog, and the "Tuition and Fees" page of the University's website.

In addition to sharing information on its website, Park engages in various marketing practices. The University advertises its programs via billboards, newspaper and magazine ads, Facebook page sponsorships, television and radio advertisements, pay-per-click advertising, and the distribution of print documents such as one-sheet flyers, postcards, brochures, and posters. Marketing strategy is designed and implemented by Park's Office of Enrollment and Student Services. The accuracy of the content of Park's messaging is ensured by the Director of Marketing/Branding and the Director of Marketing/Digital.

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

Self-Study Instructions

In this section of the SSR, the admission policies, criteria, and standards should be explicitly and clearly stated, and linked to the program mission. Any differences in admission criteria and standards for in-service and pre-service students, gender-based considerations, ethnicity, or any other "discriminating" criteria should be presented and explained, vis-à-vis the program mission.

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

4.2.1a Admissions Criteria and Mission: Please see Appendix- Park University Undergraduate Catalog: Admission Policies

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 Please see Appendix- Park University Undergraduate Catalog: Admission Policies The BPA program is part of the Community College of the Air Force's (CCAF) General Education Mobile GEM

Program and the Air University - Associates to Baccalaureate Cooperative AU-ABC. The BPA also has various articulation agreements with Community Colleges throughout the country.

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

For programs with multiple modalities, complete the first table 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 4.2.2a would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

Total SSY Applicants	143
Total SSY Admits	99
Total SSY Enrollments	75

Fall SSY Total Full Admissions	47
Fall SSY Total Conditional Admissions	
Fall SSY Total Full Enrollments	31
Fall SSY Total Conditional Enrollments	
Fall SSY Total Pre-Service Enrollments	
Fall SSY Total In-Service Enrollments	

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

58.28

*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.

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

The BPA is accessible to all students in our development of the public service professional. Admissions and other units do not currently track modality statistics.

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.

Self-Study Instructions

In this section of the SSR, the program should describe, discuss, and document its services provided to incoming, current, and continuing students in the program, as well as provide some indication of the success of these services. The SSR should explicitly link the types of services provided with the program mission.

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

Accordingly to the HLC Assurance Arguments, by meeting students where they are with a high quality, accessible liberal arts education, the institution has committed to robust organizational structures around student support. The Office of Enrollment and Student Services, for instance, has implemented a service delivery model wherein all Park students have access to a dedicated Success Coach who can connect them with various advising resources developed by the academic departments, assist with course enrollment and re-enrollment, field financial aid questions, and recommend academic and personal support resources. The University also maintains a Coordinator of Academic Advising in each College to facilitate the collaborative efforts of the full-time faculty and the Success Coaches in supporting Park students' academic success. The College Coordinators of Academic Advising work directly with the full-time faculty to update degree maps, create prerequisite trees for students, and maintain academic advising handbooks for each College.

Academic advising at Park is a cooperative educational partnership between advisor and advisee, grounded in mutual respect and a common commitment to student growth and success. The University recognizes the importance of faculty advising, especially in the areas of course selection, degree and concentration selection, and career advisement. Park students in many programs are therefore assigned a faculty advisor as well as a Student Success Coach.

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

Academic Support Services offers the following: all students have access to free tutoring services, both in person and online. Students may make face-to-face appointments to meet with Academic Support Center (ASC) tutors on the Parkville campus, they can make virtual appointments to work in real time via live online conferences, and they can utilize the services of Tutor.com. Our tutoring services include writing help and subject-area help as well. ASC also delivers Disability Services to provide academic accommodations for qualified students with disabilities who request services and produce appropriate documentation to support their needs.

4.3.3a Below, using the SSY-5 cohort[8], indicate the cohort's initial enrollment numbers, how many of those enrolled graduated within 2 years, as well as those students graduating within 3 and 4 years. Note that the numbers in each successive column are ***cumulative***, meaning that the number of students in the column for 4 years should include the numbers of students from the 3 year column, plus those that graduated within 3-4 years of study. In the final column, sum the total number of students who have graduated (column 4) and those students who are continuing to graduation.

For programs with multiple modalities, complete the first table 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 4.3.3a would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

4.3.3a	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	**Total Students Graduated and Persisting to Graduation**
Total Number of Students in the SSY-5 Cohort	14	1	4	5	7

4.3.3b Please define your program design length: (8 Week PA courses, and 8/16 Week non-PA courses, 4 year full-time and 2 year full-time AA articulation transfer)

[8] 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.

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	**N/A**

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

Career Development Center works with students at all locations to facilitate career exploration (FOCUS) and planning specific to their program. The CDC aids students in preparing application materials such as resume and cover letter – once these are created, we work to ensure that they are marketable to their respective fields. To help students and graduates with the job search process we currently utilize a program called Simplicity for companies specifically wanting to hire those at Park University and educate students how to best utilize certain tools to search. As well, we locate and connect students directly with organizations through their recruiters that fit within their active search.

Career Development provides programming to help students learn the ins-and-outs of networking and representing their best selves both face-to-face and in online settings. This also includes interview preparation and mock questions

that could come from a recruiter – from there, we provide guidance and recommendations for responses.

Overall, the Career Development Center arranges internships, sponsors career/internship fairs, conducts informational sessions in classrooms, and serves as a liaison between companies/alumni looking for employees and the students of the University.

Programming:
Career Wisdom Luncheon
Alumni Meet-up Luncheon
Online Career Fairs
Resume/career planning workshops

PA Specific Programming:
Nonprofit and Government Career Fair
Class presentations for PA related courses
Organization site visits to classes

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	**N/A**

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

N/A and None

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.)

N/A

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	**N/A**

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

N/A

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.)

For programs with multiple modalities, complete the first table 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 4.3.4b would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

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	
Foreign government (all levels) or international quasi-governmental	2
Nonprofit domestic-oriented	
Nonprofit/NGOs internationally-oriented	
Private Sector - Research/Consulting	
Private Sector but not research/ consulting	2
Military Service	1
Obtaining further education	3
Unemployed seeking employment	1
Unemployed not seeking employment	
Status Unknown	
Total Number of Graduates	8 responders

Note: Included in totals are those students who were employed while a student in the program, and who continued that employment after graduation

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

Self-Study Instructions

In the Self-Study Report, the program should demonstrate its overt efforts to promote diversity, cultural awareness, inclusiveness, etc., in the program, as well as how the program fosters and supports a climate of inclusiveness on an on-going basis in its operations and services. Programs should be able to demonstrate how they "promote diversity and climate of inclusiveness" in accordance with a strategic diversity plan, developed with respect to a

program's unique mission and environment. The Commission seeks substantial evidence regarding programmatic efforts to promote diversity and a climate of inclusiveness, specifically demonstrable evidence of good practice, a framework for evaluating diversity efforts, and the connection to the program's mission and objectives. The program should upload its diversity-planning document on the Self Study Appendices page.

Specifically, the SSR should address the following, as a minimum.

4.4.1 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

According to Park's current HLC Assurance Arguments Park's Core Values state in behavioral terms how its faculty, staff, and students live out the institution's mission. The institution's priority of sustaining diverse and inclusive learning communities is manifested in sustained curricular programs, service-learning, and volunteerism, as well as focused attention through programs like the Year of Diversity. Park's nationwide reach involves forming relationships with the local communities surrounding its 42 campus locations, resulting in an array of mutually beneficial community partnerships.

Park's mission of access for all learners results in a vigorous focus on student success. The Retention Task Force serves as the steering committee for all retention-related initiatives at the University, whether curricular, co-curricular, or administrative. Park strives to offer an array of academic and personal support resources to both local and distance students through units such as the Academic Support Center and through contracts with third-party tutoring services, and on-ground through partnerships with higher education institutions that maintain tutoring facilities located near Park campus centers. Services provided by Park's Counseling Center, Global Warrior Center, Career Development Center, and student advocacy areas are available to students studying in Kansas City, at the Campus Centers, and online. Park also offers a broad array of student engagement opportunities, including live streaming of key University events; access to online communities through the Canvas LMS for various student clubs and organizations; and CREW, a new social media platform that allows students at all locations to chat and form study groups in real-time, make connections centered around similar majors, and contribute to peer knowledge building. Note, many PA core learning outcomes are tied to diversity, with particular core course topic coverage in PA334 Public Personnel Administration. See Appendix HLC Assurance Argument- Diversity and Inclusion.

4.4.2 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

According to Park's current HLC Assurance Arguments, Park's commitment to sustaining an accessible, inclusive learning community spans the institution's 142-year history, and guides its current strategic planning efforts. This commitment is demonstrated in the institution's engagement with adult and military students across the globe, as well as students from

cultural and ethnic groups typically underrepresented in higher education. The institution conveys its commitments in its internal and external communications, curricular and co-curricular offerings, processes for assessment and continuous improvement, and budget priorities. See Appendix HLC Assurance Argument- Diversity and Inclusion.

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. □

4.4.3a US-Based Program – Complete the following table for all students enrolling in the program in the year indicated, (if you did not check the "precludes" box above).

For programs with multiple modalities, complete the first table 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 4.4.3a would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.

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."

TOTAL

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	15	18	20	13		
American Indian or Alaska Native, non Hispanic/Latino	1	1				
Asian, non Hispanic/Latino	1	1	1	3		
Native Hawaiian or other Pacific Islander, non Hispanic/Latino	1		1			
Hispanic/Latino	7	12	16	13		
White, non-Hispanic/Latino	46	24	58	31		
Two or more races, non Hispanic/Latino	2	4	2	3		
Nonresident alien						
Race and/or Ethnicity Unknown	6	4	7	7		

Total	79	64	105	70		
Disabled						

HOME

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		1		1		
American Indian or Alaska Native, non Hispanic/Latino						
Asian, non Hispanic/Latino						
Native Hawaiian or other Pacific Islander, non Hispanic/Latino						
Hispanic/Latino						
White, non-Hispanic/Latino						
Two or more races, non Hispanic/Latino						
Nonresident alien						
Race and/or Ethnicity Unknown						
Total		1		1		
Disabled						

ONLINE

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	5	8	6	5		
American Indian or Alaska Native, non Hispanic/Latino		1				
Asian, non Hispanic/Latino		1		2		
Native Hawaiian or other Pacific Islander, non Hispanic/Latino						
Hispanic/Latino	3	2	4	5		
White, non-Hispanic/Latino	14	19	21	21		
Two or more races, non Hispanic/Latino		3		2		
Nonresident alien			1			
Race and/or Ethnicity Unknown	2	7	2	5		
Total	24	41	34	40		
Disabled						

CAMPUS CENTERS

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	12	14	14	10		
American Indian or Alaska Native, non Hispanic/Latino	1					
Asian, non Hispanic/Latino				1		
Native Hawaiian or other Pacific Islander, non Hispanic/Latino	1		1			
Hispanic/Latino	2	11	13	10		
White, non-Hispanic/Latino	40	19	39	16		
Two or more races, non Hispanic/Latino	2	3	1	2		
Nonresident alien	1	1	1			
Race and/or Ethnicity Unknown	7	6	5	7		
Total	66	54	74	46		
Disabled						

Please use the box below to provide any additional information regarding the diversity of your student population. Limit 250 words

On the rest of the diversity and inclusion tables, admissions and other units do not currently track modality statistics.

Standard 5 Matching Operations with the Mission: Student Learning

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

- **to lead and manage in public governance;**
- **to participate in and contribute to the 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.**

Self-Study Instructions:

Consistent with **Standard 1.3 Program Evaluation**, the Program will collect and analyze evidence of student learning on the required competencies and use that evidence to guide program improvement. The intent is for each program to state what its graduates will know and be able to do; how the program assesses student learning; and how the program uses evidence of student learning for program improvement.

In preparing its SSR for Standard 5, the Program should consider the following basic question: does the program sustain high quality graduate educational outcomes? This question has three major parts:

- PART A: How does the program define what students are expected to know and to be able to do with respect to the required universal competencies and/or required/elective competencies in ways that are consistent with its mission?
- PART B: How does the program know how well its students are meeting faculty expectations for learning on the required (or other) competencies?
- PART C: How does the program use evidence about the extent of student learning on the required (or other) competencies for program improvement?

The program's answers to these three questions will constitute the bulk of the self-study narrative for Standard 5.

COPRA requests that programs submit within their Self Studies, a written plan or planning template that addresses how they plan to assess each competency, when they will be assessing each competency, who is responsible for assessing each competency, and what measures will be used to assess each competency. The plan may be articulated within the appropriate text boxes and questions below or uploaded as a pdf to the Self-Study Appendices page. The plan should be connected to the program's overall mission and goals and should be sustainable given the resources available to the program.

PART A. Defining competencies consistent with the mission

Section 5.1 Universal Required Competencies

Self-Study Narrative Section 5.1 addresses how the program defines what students are expected to know and to be able to do with respect to the required universal competencies in ways that are consistent with its mission.

Within the context of your program's mission, how does your program operationally define each of the universal required competencies (in this section you should be defining the competency not providing examples of its assessment)? Limit 500 words each.

BPA Program Competencies

1. Evaluate the foundations of public administration.
2. Compare the public sector to the private and non-profit sectors.
3. Apply leadership and management practices to public service.
4. Discuss ethical and legal underpinnings of public governance.
5. Identify fiscal accountability and responsibilities of public entities.

To lead and manage in public governance

1. Evaluate the foundations of public administration.
2. Compare the public sector to the private and non-profit sectors.
3. Apply leadership and management practices to public service.
4. Discuss ethical and legal underpinnings of public governance.
5. Identify fiscal accountability and responsibilities of public entities.

To participate in and contribute to the public policy process

1. Evaluate the foundations of public administration.
2. Compare the public sector to the private and non-profit sectors.
3. Apply leadership and management practices to public service.
4. Discuss ethical and legal underpinnings of public governance.
5. Identify fiscal accountability and responsibilities of public entities.

To analyze, synthesize, think critically, solve problems and make decisions

1. Evaluate the foundations of public administration.
2. Compare the public sector to the private and non-profit sectors.
3. Apply leadership and management practices to public service.
4. Discuss ethical and legal underpinnings of public governance.
5. Identify fiscal accountability and responsibilities of public entities.

To articulate and apply a public service perspective

1. Evaluate the foundations of public administration.
2. Compare the public sector to the private and non-profit sectors.
3. Apply leadership and management practices to public service.
4. Discuss ethical and legal underpinnings of public governance.
5. Identify fiscal accountability and responsibilities of public entities.

To communicate and interact productively with a diverse and changing workforce and citizenry

1. Evaluate the foundations of public administration.
2. Compare the public sector to the private and non-profit sectors.
3. Apply leadership and management practices to public service.
4. Discuss ethical and legal underpinnings of public governance.
5. Identify fiscal accountability and responsibilities of public entities.

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

Section 5.2 Mission-Specific Required Competencies (if applicable)
Self-Study Narrative Section 5.2 addresses how the program identifies mission-specific required competencies that are deemed necessary and appropriate for its mission.

If your program offers any mission-specific competencies required of all students (beyond those competencies entered in 5.1 on universal competencies), then for each one offered please describe how it supports the program mission and state at least one specific student learning outcome expected of all students in that required competency. (Limit 500 words) ***If none, please state "none."***

"None"

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

Section 5.3 Mission-Specific Elective Competencies (if applicable)

Programs are expected to demonstrate their capacity to offer the concentrations and specializations they advertise to students.

5.3.1 Discuss how the program's approach to concentrations/specializations (or broad elective coursework) derives from the program mission and contributes to overall program goals.

The BPA is founded, grounded, and reimagined in the professional liberal arts tradition of both HSPA and Park University. The interdisciplinary and intersectoral emphasis areas of the curriculum are reflective of not only the skills needed in today's workforce, but also continuing on to graduate school. As a result, this makes our mission of impacting professionals through public service even more far reaching and accessible. All four program goals are furthered by any emphasis area(s) the student choose. In addition, even the PA Minor further exposes students to public service and helps develop professionals that can interact directly or indirectly with the public service.

5.3.2 Discuss how any advertised specializations/concentrations contribute to the student learning goals of the program.

All five program competencies are also furthered by any emphasis area(s) the student choose. In particular, students gain a greater appreciate and understanding of program competency 2: Compare the public sector to the private and non-profit sectors- through competing and conflicting values. In addition, even the PA Minor further exposes students to public service and helps develop professionals that can engage directly or indirectly with the public service regardless of job, especially relative to values.

5.3.3 Describe the program's policies for ensuring the capacity and the qualifications of faculty to offer or oversee concentrations/specializations (or broad elective coursework).

Per the University vetting process and governance information previously provided, faculty that are discipline experts oversee directly non-PA prefix specific courses within their programs and departments. However, while the BPA program coordinator does not have to get permission and buy-in to add undergraduate courses from other programs/departments, he did and continues to communicate with these programs/departments as applicable on curriculum changes and possible synergies, ex. Certificate in Homeland Security.

5.3.4 *Optional*: If the program would like to add any additional information about specializations to support the self-study report or provide a better understanding of the program's strategies (such as success of graduates, outcomes indicators, innovative practices, etc.) please do so here or upload an attachment. [upload]

N/A

- **Part B: How does the program know how well its students are meeting faculty expectations for learning on the required (or other) competencies?**

The program is expected to engage in ongoing assessment of student learning for all universal required competencies and all mission-specific required competencies. The program does not need to assess student learning for every student, on every competency, every semester. However, the program should have a written plan for assessing each competency on a periodic basis.

- **Part C: How does the program use evidence about the extent of student learning on the required (or other) competencies for program improvement?**

Universal Required Competencies: One Assessment Cycle

For the self-study narrative, the program should describe, for one of the required universal competencies, one complete cycle of assessment of student learning. That is, briefly describe 1) how the competency was defined in terms of student learning; 2) the type of evidence of student learning that was collected by the program for that competency, 3) how the evidence was analyzed, and 4) how the results were used for program improvement. *Note that while only one universal required competency is discussed in the self-study narrative, COPRA expects the program to discuss with the Site Visit Team progress on all universal competencies, subject to implementation expectations in COPRA's official policy statements.*

URC1: To lead and manage in public governance

1. Definition of student learning outcome for the competency being assessed:
PC1: Apply leadership and management practices to public service.

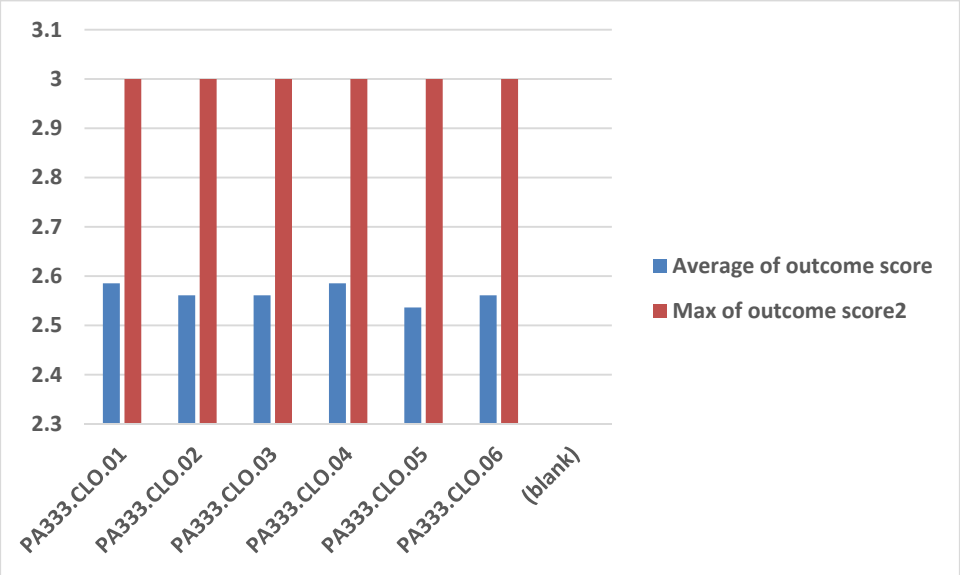
2. Evidence of learning that was gathered:
Data was gathered from the LOG system for PA333 Public Management and Leadership core learning outcomes (CLOs) for the AY2016-2017 from the five courses offered and ran- all online (Fall 1, Fall 2, Spring 1, Spring 2, and Summer).

1. Contrast the differences and similarities between management and leadership.
2. Distinguish various theories of management and of leadership.
3. Discuss the impact of politics and policy on public management and leadership.
4. Differentiate management and leadership practices in the public sector vs. the private sector.
5. Describe ethical and legal concerns for public administrators.
6. Analyze managing and leading change.

3. How evidence of learning was analyzed: See PA333 LOG script below.
As we continue course assessment throughout the BPA-PA courses, including relative to program assessment- in this specific course:

1. I need you to go into your Fall 1 PA333 course and click on Final Essays under Assignments, open the Speedgrader, and then click View Rubric (Assessment Rubric).
2. Once you open the Rubric, you need to need to assess Course Learning Outcome 6 relative to the Essay.
3. For each student who submitted the assignment (do not enter anything for non-submissions), you simply click on the Exceeds (90% and above Mastery), Meets (70-89% Mastery), Does Not Meet (69% and below Mastery) and click Save.
4. Since this CLO, and overall course, relates directly back to a Program Competency and primarily covers the entire essay, the other 5 CLOs are also currently encompassed in the Essay by addressing this CLO (6). As a result, for now, whatever level you click on relative to CLO 6, CLOs 1-5 should also have the same level selected.
5. Please complete this assessment by this Tuesday at 11:59 p.m.- the same deadline as grade entry.
6. Email me upon completion, so I can confirm the data entry and double check for accuracy relative to the above steps.

4. How the evidence was used for program change(s) or the basis for determining that no change was needed:
Based upon CLO 6 being over a 2.5 average out of 3 and communicating with PA333 instructors, the core assessment for this course was not changed, nor any assignments linked to it. However, some scoring anomalies were discovered and addressed (user error), as CLOS 1-6 should all have the same score in this case as CLO 6.
*See PA333 AY16/17 LOG Chart below.



Mission-Specific Required Competencies: One Assessment Cycle

For the self-study narrative, the program should describe, for one of the mission-specific required competencies, one complete cycle of assessment of student learning. That is, briefly describe 1) how the competency was defined in terms of student learning, 2) the type of evidence of student learning that was collected by the program for that competency, 3) how the evidence was analyzed, and 4) how the results were used for program improvement.

1. Definition of student learning outcome for the competency being assessed: **See above.**
2. Evidence of learning that was gathered: **See above.**
3. How evidence of learning was analyzed: **See above.**
4. How the evidence was used for program change(s) or the basis for determining that no change was needed: **See above.**

5.4 Professional Competencies: 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.

The program should provide information on how students gain an understanding of professional practice.

5.4.1 Please describe, with respect to your mission, the most important opportunities available for students to interact with practitioners across the broad range of the public service profession. Be certain to indicate the relative frequency of each activity.

PA adjuncts are generally not only academically qualified, but also professionally qualified practitioners from across the nation. As a whole, Park University relies heavily on adjunct practitioners, especially in professional disciplines. Many Park full-time faculty would also be considered pracademics. As a result, especially in PA courses, students interact on a regular basic with practitioners throughout the BPA in all modalities, assisting in theory being applied to practice. See Appendixes- CVs with all CVs available at visit.

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.

Self-Study Instructions:

The overarching question to be answered in this section of the SSR is "To what extent does the program have the resources it needs to pursue its mission, objectives, and continuous improvement?" In preparing its SSR, the Program should document the level and nature of program resources with an emphasis on trends rather than a simple snapshot, and should link those resource levels to what could and could not be accomplished as a result in support of the program mission. Programs should be transparent about their resources absent a compelling reason to keep information private. Programs are required to report on resource adequacy in the areas of:

- Budget
- Program Administration
- Supporting Personnel
- Teaching Loads/Class Sizes/Frequency of Class Offerings
- Information Technology
- Library
- Classrooms, Offices and Meeting Spaces

*COPRA is cognizant of the fact that some programs may not be able to separate out the program's allocated resources from that of the department, school or equivalent structure. In such cases, COPRA is looking for the school to indicate how those resources allocated to the program are sufficient to meet the program's mission.

If available, please provide the Budget of the degree seeking accreditation: N/A and BPA does not have a dedicated budget.

6.1b Please describe the adequacy of your program's budget in the context of your mission and ongoing programmatic improvement, and specifically, the sufficiency of the program's ability to support its faculty, staff, and students, including in the areas noted above.

As previously mentioned, the current CBA covers a great deal relative to specific details of academic faculty operations, including facilities and support- see below.

21.0 **ARTICLE 21. FACILITIES AND SUPPORT.**
21.1. The University will provide office space to each Member, within the limits imposed by the University budget, and by the military in any contracts with the University, which office is adequately furnished and supplied, maintained, cleaned, heated, air-conditioned, and equipped with a telephone and computer and printer by request.

21.2. The University will provide a new computer to each Member at least every three (3) years, subject to limits imposed by the University budget, and limits and conditions imposed by the military in any contracts with the University.

21.3. During regular administrative Office Hours, reproduction facilities will be provided by the University without cost to each Member for the performance of the Member's University employment duties.

21.4. The University recognizes that the condition of infrastructure, classroom facilities, the condition and inventory of the library, and the availability of clerical help all have an effect on the quality of education provided by the University. The University therefore, subject to budget limits will provide reasonable support to each Member and to each School.

21.5. The University will provide equipment necessary for their Teaching and other University responsibilities for Members who do not have access to the Parkville Campus or other Campus Centers. The University will also provide reimbursement for documented phone costs.

According to the HLC Assurance Arguments, the University has clearly defined budget processes designed to function from the department-level upward. The University's resource allocation process is structured for divisions to build upon a base budget derived from the previous fiscal year. Additional resources above the set base allocation must be aligned to the University's strategic plan. The budgeting process begins with a meeting of the Budgeting Office staff and each Vice President, along with his/her direct reports; at this meeting, these groups review the budget timeline and answer any process-related questions. Once drafted, departmental, school, and college operational budgets are reviewed and prioritized by their respective Vice President. The executive leadership conducts a comprehensive review and prioritization of proposed budgets and forwards their recommendation to the President. After review by the Board of Trustees Finance Committee, the proposed operational budget is presented to the full Board of Trustees for approval. Following Board approval, final approved budgets are disseminated to Vice Presidents who share the information with their direct reports. The University's annual budget is shared at regularly scheduled Town Hall meetings.

According to the Park Library leadership, Park's library consists of more than 250000 volumes. Half of the collection is a print collection, housed on the main campus in Parkville, with the other half available online 24/7 for all Park University library users. Text content found in the Library's article databases and eBook collections is supplemented by streaming video content including documentaries, educational videos, and historical newsreels through subscriptions to products such as Films on Demand. The Library also subscribes to an online "discovery" system, Pirate Search, which integrates dozens of databases and electronic journals into a single search interface. Prominent database support includes:

- Academic Search Premier
- Business Source Premier
- JSTOR
- LexisNexis Academic
- Social Science Full Text
- Taylor & Francis Social Science and Humanities Library

In addition to these subscription services, the library is also a member of the MOBIUS consortium, providing Park BPA and MPA students with access to another 2 million volumes via member institutions. Faculty and students may request materials not available through the library's collection via Park's Interlibrary Loan program.

The library provides full-text, electronic access to a number of top, peer-reviewed Public Administration journals, including but not limited to the following:

- Administrative Science Quarterly (1956-present)
- Journal of Public Administration Research and Theory (1996-present, full-text delay: 1 year)
- Journal of European Public Policy (1997-present)
- Public Administration Review (1965-present, full-text delay: 1 year)
- Public Administration (1965-present, full-text delay: 1 year)
- Governance (1998-present, full-text delay: 1 year)
- International Public Management Journal (2005-present)
- American Review of Public Administration (1989-1998)
- International Public Management (2005-Present)
- Journal of Health and Human Services Administration (2007-Present)
- Journal of Public Management & Social Policy (2006-2014)
- Public Administration Quarterly (1983-Present)
- Public Integrity (2003 – present; Full Text Delay: 6 months)
- Public Budgeting & Finance (1981 – present; Full Text Delay: 1 year)
- Public Personnel Management (1973-present)
- Public performance & management review (2001-present)
- State and Local Government Review (1976 – present; Full Text Delay: 4 years)

Students and faculty needing assistance with research have access to a dedicated research guide (http://libguides.park.edu/po) in addition to a subject-area liaison librarian who can provide additional research support. Students seeking writing support in Turabian style have access to instructional videos via the service "Hoonuit," along with links to a Turabian quick style guide created and maintained by the University of Chicago Press.

According to the HLC Assurance Arguments, the Associate Vice President for Campus Center Operations coordinates the physical facilities and equipment needs on military installations with the Educational Services Officer at the respective sites. Facilities and equipment at non-military campus centers are leased or purchased as appropriate. Recently, several campus centers have been updated and renovated. In 2017, for example, the downtown Kansas

City campus moved to a new space that underwent a complete renovation of all classrooms, offices, common space, and facilities, and the addition of three collaboration spaces for students, as well as advanced technology designed for use in connecting with other Park classrooms. The Fort Bliss campus – Park's largest distance campus center – recently saw renovations that included the purchase of new furniture, new flooring, and the addition of central air conditioning.

According to the HLC Assurance Arguments, the physical infrastructure of the University has significantly improved over the past five years as substantial portions of revenue surpluses have been reinvested into the infrastructure at its flagship campus and campus centers. Highlights of these investments include:

- A $4.3 million remodel of Norrington Center, which houses the University's Library Services and Academic Support Center
- A $3 million remodel of Thompson Commons, home of the Pirate Café, Student Life, Campus
- Safety, and Global Park Warrior Center
- A $6.2 million build-out of the academic underground
- $1 million in improvements to Chesnut dormitory and Herr House

The University also made significant investments in the Downtown Kansas City, MO, and Independence, MO, campus centers, as well as in a new campus center in Lenexa, KS. Additional major infrastructure projects under consideration include the renovation of Labor Hall athletics and fitness facility and a new School of Business building. The construction of the new business building is contingent upon the successful completion of a capital campaign currently underway. These and additional investments outlined in the Capital Expenditure Report align with the University's Two- Year Tactical Priority Roadmap. *Note, the BPA offers courses at both Downtown KC and Fort Bliss, as its two current primary blended locations, and recently started offering pilot blended courses in Lenexa, KS.

The administration continues to assess space needs and plans to revisit the Parkville Campus Master Plan upon completion of the new strategic plan to ensure alignment. In the interim, the University's primary focus is prioritizing and addressing deferred maintenance, as well as maximizing the efficiency of current space utilization. Data has helped inform such efforts; for instance, the University engaged Ad Astra, its room scheduling technology provider, to present data analysis regarding the optimal use of classroom space on the Parkville campus. Led by the Office of the Registrar, the University has already achieved efficiencies in its distribution of classes across the range of available times.

According to the HLC Assurance Arguments, in addition to improving its physical infrastructure, the University has remained committed to system- wide optimization of technology as part of its strategic plan. Technology resources are maintained internally by the Information Technology Services (ITS) department with some strategic outsourcing of specific activities (e.g., after-hours help desk, data center management) to provide an increased level of customer service and redundancy. Throughout the Parkville campus, students have access to Wi-Fi, computer labs, laptop rentals, and print kiosks. Classrooms are equipped with educational technology and are supported by the Media Services team. Students and faculty at the University's distance campus centers also have access to the internet, computer labs, and classroom computers. Campus centers offering Pirate Patch blended synchronous courses have access to a mobile suite containing the necessary audio and video presentation technology for connecting multiple sites.

According to the HLC Assurance Arguments, Park's technological infrastructure supports students through the extended network. In 2015, the University transitioned to Canvas, its new Learning Management System (LMS). The pursuit of a new LMS to replace the previous system was driven by faculty, with a special committee investigating options and presenting them to faculty, staff, and members of the Office of Academic Affairs. Self-guided student and faculty tutorials are available for learning support, and instructors who teach online courses are required to take a self-paced class to become familiar with Canvas. Additionally, support sessions are offered to faculty during Fall Faculty Conference and periodically throughout the year, with a staff LMS administrator providing on-demand individual coaching as needed.

According to the HLC Assurance Arguments, the University's community of dedicated faculty and staff carry out its mission at campus centers across the country. The University currently employs 2,135 people, including 110 full-time faculty members, 1,378 adjunct instructors, 402 full-time staff members, and 94 part-time staff members, as reflected in the University's organizational charts. Faculty and staff also receive support from 129 work study students and 17 graduate assistants. These numbers do not include open positions. At the time of submission of this assurance filing, there are 29 open full-time faculty and staff positions.

According to the HLC Assurance Arguments, Park's faculty are dedicated teacher-scholars with a mix of academic and professional experience. According to IPEDS/NCES data, 106 full-time faculty members and 1,010 active adjunct faculty members taught across Park's system in Fall 2016. With adjunct faculty, Park's student to faculty ratio during this same time period is 15:1. At present, as reported by the Office of Human Resources, Park maintains 119 full-time faculty lines, 110 of which are filled, and contracts with 1,378 adjunct faculty. To address the balance of full-time and adjunct faculty teaching Park courses, the Office of Academic Affairs has distributed a draft faculty infrastructure plan for review by the Faculty Senate, Faculty Federation, and executive leadership. The plan proposes to strategically add full-time faculty lines over the next three years using program metrics such as credit hour generation across the

network, trends in program retention and persistence, and the number of adjunct faculty. These metrics allow programs to understand and communicate to administration the scope and complexity of faculty oversight required to maintain the curriculum and to ensure excellent teaching.

In Park's centralized academic oversight model, many full-time faculty members also hold academic program oversight roles such as undergraduate. Program Coordinators or graduate Area Coordinators. Program or Area Coordinators work with Department Chairs, graduate Program Directors, College Assessment Committees, and the Assessment Committee to supervise and recommend changes to program curriculum, coordinate the teaching of courses and programs, and supervise the assessment of student learning

Relative to faculty coverage and load, the CBA conveys the following.

1.0 **ARTICLE 1. BARGAINING AGENT RECOGNITION AND UNIVERSITY MANAGEMENT RIGHTS.**
1.1. The University recognizes the Federation as the exclusive bargaining agent for all of the full-time Faculty Members ("Member(s)") of the University.

1.1.1. Each full-time Member of the University is eligible to be a member ("Member") of the Bargaining Unit if that Member is required by that Member's University employment contract to teach students, , to provide University Service by serving on Committees, to provide other Service and to be subject to Faculty Performance Reviews that will require the Member to be professionally evaluated based upon the percentage of the Member's time to be spent by the terms of the Member's Contract ; and such Member is employed in a manner described in Sections 1.1.1.1, 1.1.1.2, 1.1.1.3, 1.1.1.4. or 1.1.1.5.

1.1.1.1. To teach a minimum of twelve (12) undergraduate credit hours per Academic Year. Members on less than 12-month contract who choose to teach less than the required hours during the regular Academic Year, as specified in the contract (24 hours if no Release Time is granted), will teach the additional hours as required during the summer Term(s) that immediately follow(s) to meet the contractual requirement.

1.1.1.2. To teach a minimum of nine (9) graduate credit hours per Academic Year. Members on less than 12-month contract who choose to teach less than the required hours during the regular Academic Year, as specified in the contract (24 hours if no Release Time is granted), will teach the additional hours as required during the summer Term(s) that immediately follow(s) to meet the contractual requirement.

1.1.1.3. To teach a minimum of twelve (12) combined undergraduate and/or graduate credit hours per Academic Year.

1.1.1.4. Is employed as a professional librarian who normally works at least 37.5 hours per week between August 15th and May 15th during each Academic Year, or
1.1.1.5. In the event of a dispute arising over the calculation of the member's full time load, the Provost after consultation with the Federation will make the final determination, and

1.1.2. The parties agree that the Bargaining Unit does not include, and the Federation does not represent, University employees who are guards, clerical personnel or Classified Personnel, Adjunct Members, personnel employed to perform non-Teaching, non-Scholarship Services that are grant-funded, and all other employees of the University, its subsidiaries and affiliates, and, except as otherwise provided in this Agreement, all "Academic Supervisors" as that term is defined in the National Labor Relations Act.

1.2. Should a Member fail to meet this obligation, the Member will forfeit pay based upon a pro-rated basis using 24 hours as the base. Alternatively, the Member may meet the required 24 hours, if approved by the Department, Dean and Provost, by being assigned other duties either during the regular Academic Year or during the summer Terms.

1.3. The powers of the University to conduct its business are restricted only by the law unless there is a specific provision of this Agreement which expressly limits those powers. Neither party will adopt or maintain rules or regulations which are in conflict with express provisions of this Agreement. The University reserves the right (in consultation with the Federation) to reduce costs, expenses, liabilities and to otherwise act to protect the financial health of the University when the University has determined that such actions are necessary due to budgetary considerations.

BPA Resource Gaps
1. Budget
   While strides at the institution overall have been made relative to the budget, including faculty support, the BPA does not have a dedicated budget, nor is the faculty or program coordinator involved in the creation/formulation of the budget. The HSPA budget must be transparent, and resources allocated based upon justifiable, accountable, and clear processes. Neither the BPA faculty nor the Program Coordinator have access to the budget or have seen the budget since its restructuring into the College of Management.
2. Information Technology (IT)
   In recent years, Park has made an effort to increase technology throughout the University, including support. While technology has improved, Park needs to ensure more dedicated and not part-time or contracted out

technology service professionals are available, especially since Park is an established leader in distance learning. IT support needs to be expanded to 24 hours a day through Park University, not 7 a.m. to 7 p.m. Monday through Friday, for students, faculty, and staff, as this is not normative compared to similar campuses with online courses. These stakeholders would then also be able to communicate with IT whether at Parkville, a campus center, or online, especially since campus centers do not have dedicated IT.

3. Support Personnel
   In order to further improve accessibility to all students, Park has recently increased evening and weekend staff hours in key student support offices, both in Parkville and at selected campus centers, which is a good start. However, per above related to IT, overall, Park needs to match support operations to its primarily nationwide nontraditional population throughout the University- both Parkville and Campus Centers.
4. Library
   As previously shown, Park University has made substantial and commendable investments in its library services in recent years, and should continue to ensure necessary and additional support. The library has been extremely supportive of the BPA program curriculum and research needs, including recently piloting Films on Demand for the program and eventually adopting this University-wide. Additionally, the library recently integrated its subject-specific research guides into the Canvas LMS by mapping these guides to course codes.
5. Classrooms, Offices and Meeting Spaces
   While the University has made notable improvements to many facilities across the nation recently, especially the main campus, as previously discussed in the introduction, HSPA continues to go through restructuring that often requires faculty to move facilities and offices. Currently, the HSPA faculty, including BPA, are located on the third floor of Dearing Hall with some business faculty and staff. Dearing was converted recently from dorms to offices. While on the main campus (Parkville), the building is not centrally located and disconnected from the rest of the main campus, including not being connected to the main entrance. Further, the home of the BPA is still in Downtown KC, including primary course offerings. The BPA does not currently offer courses on the Parkville campus, but has recently started to have some Parkville students enroll as both major and minors after the University changed a policy that prevented Parkville students from declaring the BPA as their major unless the student had already completed their first major on their home campus. In addition, while most business faculty will be relocated to an eventual new Business School building, because of recent positive residential campus growth, HSPA faculty are very likely to be relocated again to an undetermined location. While some HSPA faculty have suggested downtown again, Park currently only has one floor in the redeveloped downtown location instead of the original two floors projected, which initially included HSPA offices. The BPA Program Coordinator has had four different offices since arrival, including on two different campuses. As a professional program, all stakeholders expect established, dedicated, professional, and stable facilities and offices.
6. Program Administration
   The BPA currently has no dedicated HSPA administrative assistance, as the only HSPA administrative assistance is the Administrative Assistant to the Associate Dean. One graduate assistant is time-shared with all HSPA faculty. With the rapid expansion of the BPA program, the BPA needs consistent and dedicated resource allocation. In Fall 2017, three full-time MPA faculty began teaching in the BPA.
   1. As an instructor, Mr. Don Wise was reallocated full-time to the BPA only to realign his qualifications to HLC teaching guidelines. Instructor Wise brings a great deal of tested experience to the program. Mr. Wise currently serves as Faculty Advisor of Park University's Model United Nations Club, Program Manager for the Park University's Peace Corps Prep Program and as Coordinator of Park University's Civic Action Plan.
      As Faculty Advisor to the Model United Nations Club, Mr. Wise is responsible for four functions:
      - Advising the Model UN Club
      - Preparing the MUN team to compete in one major college-level MUN each semester
      - Collaborating with the OIESA and PMUN Coordinator on planning and directing the annual Park Model United Nations (PMUN) for area high schools, which includes:
      - Extending MUN to other Park campuses.

      As Program Manager of the Park University Peace Corps Prep Program, Instructor Wise works to ensure that the program prepares students for international development fieldwork and potential Peace Corps service. To accomplish this, he defined a curriculum within a myriad of undergraduate programs to build four core competencies through interrelated coursework, hands-on experience, and professional development support. These four competencies include:
      - Training and experience in a work sector
      - Foreign language skills
      - Intercultural competence
      - Professional and leadership development

      As Coordinator of the Civic Action Plan at Park, Mr. Wise helped to finalize the Plan which provides opportunities for every student to engage and reflect in community engagement and service-learning experiences to extend knowledge, understanding and responsibilities to community.
      Finally, Instructor Wise continues his volunteer work with the Hardesty Renaissance Economic Development Initiative, serves as Board Chair of Jewish Vocational Services (the region's largest refugee resettlement agency), and Board Development Committee Chair for NextStep KC, offering free tax preparation and low interest loan access as an alternative to high interest payday loans for our community's un-banked or under-banked residents.
      See Appendix- BPA Faculty Qualifications Profile- Don Wise Tested Experience and Appendix- Instructor Wise CV
   2. To meet load and because of the BPA demand, Dr. Laurie DiPadova-Stocks has been allocated part-time to

the BPA. Dr. DiPadova-Stocks is the former HSPA Dean and is Professor of Public Administration (tenured). See Appendix- Dr. DiPadova-Stocks CV

3. To meet load and because of the BPA demand, Visiting Professor of Public Administration Susan Keim has been allocated part-time to the BPA. Appendix- Dr. Susan Keim CV
4. In addition, HSPA Associate Dean, Dr. James Vanderleeuw is currently teaching a BPA- Business Relations emphasis course for the Business School this Spring 2018 in Parkville day face to face: EC401- History of Economic Thought. He has also discussed teaching a core BPA-PA course online in Summer 2018: PA404 Capitalism and Societal Issues. See Appendix- Dr. Dr. James Vanderleeuw CV

Overall, Park University needs to substantially increase its full-time faculty across the University, in all modalities. Recruitment and retention of full-time tenure track faculty is compounded not only by workload expectations but also salary compression, especially relative to our peers: Chronicle Faculty Pay Data and NASPAA Faculty Pay Data.

Finally, at the heart of shared governance is transparency and accountability- basic tenets of public administration. Per the CBA's first recital, "The Mission Statement, the Vision Statement, Park's Promise, the Park University Shared Governance Commission's Working Definition and the Core Values of the University are the guiding tenets of the University." However, shared governance should not only guide the University but also be actively applied in the College of Management, Hauptmann School of Public Affairs, Department of Public Administration and its programs: both the BPA and MPA. See Appendix- Park University Shared Governance Commission's Working Definition.

*See also Appendix- BPA SWOT Analysis

6.2a During the self-study year and two preceding years, how frequently were your required courses offered?

Required Course (list them by name and number)	One semester, session, or quarter per year	More than one semester, session, or quarter per year	Every semester, session or quarter
MA 120 Basic Concepts of Statistics			X
AC 201 Principles of Accounting I			X
PO 200 American National Government			X
PO 201 State and Local Government			X
PA 330 Public Administration			X
PA 333 Public Management and Leadership			X
PA 334 Public Personnel Administration		X	
PA 350 Budget and Finance		X	
PA 380 Public Service Values		X	
PA 390 Administrative Law		X	
PA 404 Capitalism and Societal Issues		X	
PA 431 Senior Seminar in Fire Services			X
PA 432 Senior Project in Public Administration			X

*See www.park.edu/courses

6.2b For each specialization advertised by your Program, indicate the number of students graduating with each specialization in the self-study year, the number of courses required to fulfill that specialization, and how many courses were offered within that specialization during the self-study and the preceding year (count only distinct courses; do not double count multiple sections of the same course offered in the same semester/session/quarter).

	Number of students graduating with each concentration/specialization in SSY:	Number of Courses Required for Specialization	Number of Courses Offered within SSY	Number of Courses Offered in SSY-1
Specialization A Business Relations Emphasis	4	3 Plus Capstone	8 Plus Capstone	8 Plus Capstone
Specialization B Criminal Justice Emphasis		3 Plus Capstone	8 Plus Capstone	8 Plus Capstone
Specialization C Fire Service Management Emphasis		3 Plus Capstone	7 Plus Capstone	7 Plus Capstone
Specialization D Homeland Security Emphasis	4	3 Plus Capstone	6 Plus Capstone	6 Plus Capstone
Specialization E Public Service Emphasis	4	3 Plus Capstone	7 Plus Capstone	7 Plus Capstone

* For specific course offering breakdowns, including modalities, see Appendix BPA Specialization (Emphasis) Counts 2015-2016 and 2016-2017

6.2c In the space provided, explain how the frequency of course offerings for required and specialization courses documented in the tables above represents adequate resources for the program. To the extent that courses are not offered with sufficient frequency, explain why and what is being done to address the problem. Limit 100 words.

6.2c Beyond the overall percentage of adjuncts teaching the courses previously covered, based upon the tables above and the Appendix, the course offerings are adequate, including relative to our current student population demands in both frequency and modalities. See Appendix- Adjunct Pay Scale

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.

Self-Study Instructions:

This standard governs the release of public affairs education data and information by programs and NASPAA for public accountability purposes. Virtually all of the data addressed in this standard have been requested in previous sections of the self-study; this standard addresses *how* and *where the* key elements of the data are made publicly accessible.

In preparing its Self-Study Report for Standards 1-6, the Program will provide information and data to COPRA. *Some* of these data will be made public *by NASPAA* to provide public accountability about public affairs education. NASPAA will make key information about mission, admissions policies, faculty, career services, and costs available to stakeholder groups that include prospective students, alumni, employers, and policymakers.

Other data will have to be posted *by the program* on its website (or be made public in some other way). These data are listed below. A program that does not provide a URL needs to explain in a text box how it makes this information public (through a publication or brochure, for example).

Data and Information Requirements

The information listed in the below is expected to be publicly available through electronic or printed media. Exceptions to this rule should be explained and a clear rationale provided as to why such information is not publicly available and/or accessible. Programs are expected to ensure ongoing accuracy in all external media on an annual basis.

7.1.1 Please provide an URL to the following information, which is to be made public, and kept current, by the program:

General Information about the degree (Program Fact Sheet)

a) Degree Title
www.park.edu/bpa
b) Organizational Relationship between program and university
c) Modes of program delivery
www.park.edu/bpa
d) Number of Credit Hours
www.park.edu/bpa
e) Length of degree
www.park.edu/bpa
f) List of dual degrees (if applicable) N/A
g) List of specializations (if applicable)
www.park.edu/bpa
h) Fast-track Info (if applicable)
www.park.edu/bpa
i) Number of students

Mission of the Program (Standard 1)

j) Mission Statement

Faculty (Standard 3)

k) Number of Faculty teaching in program
l) Program faculty identified including credentials

BPA Self-Study 2016-2017 (NASPAA Pilot)

Cost of Degree (Standard 4)

m) Tuition cost (in-state and out-of-state)
http://www.park.edu/admissions/index.html

n) Description of Financial Aid availability, including assistantships
http://www.park.edu/admissions/index.html

Admissions (Standard 4.2)

o) Admission criteria
http://www.park.edu/admissions/index.html

Career Services (Standard 4.3)

p) Distribution of placement of graduates graduating from the year prior to the data year (number)

Current Students (Standard 4.3)

q) Internship Placement List (use list in Standard 4) N/A

Graduates (Standard 4.3)

r) Completion Rate (Percentage of class entering five years prior to data year that graduated within 2 years and 4 years)

If the program does not provide a URL to one or more of the required data elements above, in the space below, explain how the program meets the public accountability aim of this standard

The program does not currently meet the public accountability aim of this standard via data not provided through these missing links. The program is currently working with those who oversee the Park University website, and are hopeful the upcoming new website can accommodate these data transparency needs ASAP.

Glossary:

Academically qualified faculty member:
A faculty member who holds a terminal degree related to his or her teaching responsibilities and has maintained scholarship activities to support his or her teaching responsibilities. If the faculty member received their terminal degree more than 5 years prior to the self-study, they need to show currency in the field, particularly in his or her area of scholarship. The program should demonstrate how the faculty are academically qualified to advance the program with regard to its mission. All academically qualified faculty will also use class syllabi that demonstrate current knowledge and technique.

Accountability: Having identifiable responsibility for making a decision or taking an action with the capacity to supply a justifying analysis or explanation.

Administrative Infrastructure refers to the coordination of management arrangements that support Program delivery, including but not limited to student admissions, student advising, student services, course scheduling, course reviews and student assessment, library and research support and faculty program coordination and assessment.

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: A person having origins in any of the black racial groups of Africa.

Competencies: Expected skills, knowledge, aptitudes, and capacities. Student competencies must be defined by each program consistent with its mission. Goals to be considered when developing competencies can include, but are not limited to:

1. the extent to which the competencies contribute to a collective identity in education for public service, broadly defined;
2. the extent to which the competencies acknowledge and encourage diversity;
3. competencies should ensure that students will be capable of acting ethically and effectively in pursuit of the public interest.

COPRA Liaison: The liaison is a member of the Commission on Peer Review and Accreditation and plays an important role in the peer review and accreditation and site visit process. The liaison is assigned to a program or group of programs by the chair of the Commission. The role and responsibilities of the liaison are to:

1. Analyze Self-Study Reports and draft preliminary response to program
2. Serve as an intermediary between the Site Visit Team, the Commission, and the program under review.
3. Answer any questions about the site visit process that may be raised by the program

under review but not satisfactorily answered by the Site Visit Team.

Conditional Admissions/Enrollment: Students admitted under this category are typically granted specified exceptions to the program admissions criteria, subject to "performance conditions" after enrollment.

Diversity: Differences relating to social identity categories such as race, ethnicity, gender, class, nationality, religion, sexual orientation, disability, age, and veteran status. NASPAA is using the Common Data Set (CDS) categories for US-based programs, Non US-based programs will define their own diversity categories based upon their own context.

Ethical Practice: Acting in a manner that conforms to moral duties and obligations, as well as legitimate codes of conduct, by being able to identify moral duties and obligations, reason about their application in particular circumstances, and have the courage and ability to follow through.

Enrolled Student: Any student admitted to a program who has registered for at least one class in the semester for which he/she was admitted.

Extended Faculty Member: Include faculty within the current department or from other departments that teach a course in the program but do not have a primary responsibility for the program in terms of governance, program development or program implementation.

Full-Time Faculty Member: A faculty member employed full-time by the university or institution.

Full-Time Equivalency Student (FTE): The full-time equivalent (FTE) of students for U.S. schools is calculated by 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 U.S. Department of Education IPEDS for student equivalency (currently .361702) for public institutions and .382059 for private institutions).

Full-Time Student: A student enrolled in the program who meets the institutional definition of a "full-time" graduate student. Typically, on a semester credit hour basis, this is defined as 9 credit hours or more per semester.

Governance: The legitimate institutions and processes, including the creation and implementation of policy, for authoritatively directing resources and activities in the public domain, broadly defined to include political jurisdictions and nonprofit entities.

Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

In-Service Student: Any applicant to a program, or student admitted to a program, that has at least one year of relevant post-baccalaureate work experience.

International (faculty or student): A person who is not a citizen or national of the country where the program is located, and who is in that country on a visa or temporary basis and does not have the right to remain indefinitely. (For purposes of Diversity Data)

Leadership: A process whereby an individual influences others to achieve a common goal. The means of influence may use analytical, managerial, interpersonal, communicative, and other skills. Some people are leaders because of their formal position within an organization, whereas others are leaders because of the way other group members respond to them. (These two common forms of leadership are called "assigned leadership" and "emergent leadership." This is a more inclusive view than charismatic or positional leadership. In the context of the NASPAA standards, leadership does not define the individual's formal position or role but rather the result of his/her ability to move an entity—an individual, group, organization, government, community, nation, etc.—to achieve enhanced or new outcomes, using means appropriate to his or her role and areas of responsibility. Examples of such enhanced or new outcomes include, but are not limited to, designing, adopting and implementing desirable policy or administrative initiatives; achieving goals; and/or facilitating major rethinking about or transformation of processes or systems.

Minority Faculty: (For U.S.-based programs) Faculty who designate themselves as Black, non-Hispanic; American Indian or Alaska Native; Asian, Native Hawaiian or other Pacific Islander, or Hispanic.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Non-US Based Program: A program located outside the geographical boundaries of the United States or its territories (not to include branch campuses of US programs located abroad).

Nucleus faculty member: A faculty member who participates in the program's 1) governance by participating in faculty meetings, area of specialization committees, student admissions, curriculum planning and overall program administration; 2) instruction by teaching an average of at least one course per year in the program; advising students and supervising them on analytical papers, theses, or applied research and public service projects, and 3) research and/or professional and community service activities significantly related to public affairs. This designation refers to full-time tenured or tenure-track faculty and full-time clinical or professors of practice (or comparable titles at institutions). The members of the nucleus faculty need not all be in the same department or unit at the University.

Part Time Instructional Faculty: Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full time instruction faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.

Part-time Student: A student enrolled in the program who does not meet the institutional definition of a "full-time" graduate student. Typically, on a semester credit hour basis, this is

defined as fewer than 9 credit hours per semester.

Pre-Service Student: Any applicant to a program, or student admitted to a program, that has less than one year of relevant post-baccalaureate work experience.

Persistence: those students continuing toward completion of the master's degree, consistent with the program's institutional policy regarding continuous enrollment.

Probational Students: (See "Conditional Admissions/Enrollments.) Typically applies to currently enrolled students who do not meet the program's continuance standards. However, as applied here, includes students admitted to, and enrolled in the program under pre-specified conditions.

Program Faculty: Refers to Nucleus, Extended and Part-Time Instructional Faculty as a whole.

Professionally qualified faculty member: A full-time 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. In general, a professionally qualified faculty member will have a graduate degree, and will have relevant professional experience in his or her area of responsibility. Additionally, professionally qualified faculty will engage in professional and community service in an area which supports his or her teaching responsibilities. Professionally qualified faculty may also publish professional, practice relevantwriting related to his or her area of teaching. All professionally qualified faculty will also use class syllabi that demonstrate current knowledge and technique.

Public organization: an operating unit within an international, federal, state, or local government; a supplier of services or products operated on a not-for-profit basis.

Public Service Values: Public service values are important and enduring beliefs, ideals and principles shared by members of a community about what is good and desirable and what is not. They include pursuing the public interest with accountability and transparency; serving professionally with competence, efficiency, and objectivity; acting ethically so as to uphold the public trust; and demonstrating respect, equity, and fairness in dealings with citizens and fellow public servants. NASPAA expects an accreditable program to define the boundaries of the public service values it emphasizes, be they procedural or substantive, as the basis for distinguishing itself from other professional degree programs.

Scholarship: the development of new knowledge, the re-synthesis or re-conceptualization of existing knowledge, and/or the creative application of theory to practice.

Specialization: is used to refer to all advertised areas of emphases, whether they are called specializations, concentrations, foci, areas, cognates, etc.

Student Services: includes but not limited to advising students about their decisions regarding financial aid, completing their program of academic study, and pursuing their careers.

Student-to-faculty ratio: The ratio of FTE students to FTE instructional staff, i.e., students divided by staff. Each FTE value is equal to the number of full-time students/staff plus 1/3 the number of part-time students/staff.

Transparency: Processes, procedures, identify of decision-makers, information, rationales and justification for decisions can be easily understood by parties who participate in the decision and those who do not.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

GUIDELINES FOR BACCALAUREATE DEGREE PROGRAMS IN PUBLIC AFFAIRS/PUBLIC ADMINISTRATION

Updated: October 2016

NASPAA
1029 Vermont Ave NW, Suite 1100
Washington, DC 20005

NASPAA
The Global Standard in Public Service Education

ABOUT NASPAA

NASPAA is a professional education association dedicated to the advancement of education, training, and research in public policy and administration. The Association's institutional membership consists of over 300 academic institutions, globally. NASPAA serves as an international center for information about programs and developments in this field, fosters goals and standards of educational excellence, and represents the concerns and interests of its membership in the formulation and support of national, state and local policies for education and research in public policy and administration.

For information concerning NASPAA institutional membership, publications, annual conferences, sections and committees, faculty fellowship programs go to www.naspaa.org

INTRODUCTION

Guidelines and Standards for Baccalaureate Degree Programs in Public Affairs/Public Administration were unanimously adopted by the delegates to the annual conference of the National Association of Schools of Public Affairs and Administration (NASPAA) held in Washington, D.C., in April, 1976. These original guidelines were amended as a result of a review undertaken by the NASPAA Undergraduate Committee beginning in 1993 and concluding at the NASPAA Annual Conference held in Denver in October, 1996. The guidelines were again revised by the Undergraduate Committee in October 2016. These revised guidelines are primarily for professionally-oriented undergraduate degree programs with majors (concentrations) in public affairs/public administration. For this purpose, these terms are defined to include: public affairs, public administration, public policy, public management, and related fields. Throughout this document, PA will be used to denote this definition.

The guidelines are not prescriptive in nature. They are intended to provide guidance to faculty who are developing and/or evaluating baccalaureate degree programs. The purpose is to foster high quality education for the public service while also encouraging flexibility and innovation in course offerings and educational format.

The guidelines will be distributed widely. NASPAA encourages students, educational institutions, and employers to use them to evaluate the relevance and substance of baccalaureate degree programs in PA. Technical assistance and advice are available from NASP AA to schools desiring to develop a new baccalaureate program or strengthen an existing one. N ASPAA has also adopted guidelines and standards for doctoral and master's programs in public affairs/public administration which are available from NASPAA.

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GUIDELINES FOR
BACCALAUREATE DEGREE PROGRAMS IN
PUBLIC AFFAIRS/PUBLIC ADMINISTRATION

1.0 Some Assumptions Basic to the Guidelines

1.1 These guidelines have been established to improve the quality of professionally-oriented undergraduate degree programs with majors or concentrations in PA. They do not constitute provisions for accreditation nor do they impose any specific institutional requirements. Their purpose is to provide criteria for fostering and aiding the development of undergraduate programs and institutional self-appraisal and improvement.

1.2 Undergraduate education in PA should be focused upon the process and substance of public policy and the knowledge and skills needed for effective implementation of public policy. This requires that programs be multi-disciplinary in nature, drawing upon the behavioral, social, quantitative and administrative/management sciences, and related liberal arts disciplines.

1.3 The need expressed by employers for graduates who have the necessary knowledge and skills for planning, implementing, and evaluating public programs, coupled with the demand by students for relevant, career education, indicates that PA programs should have a professional orientation. This means that programs should provide a strong component of analytical and management skills relevant to the field of public management, along with a broad background and understanding of the political, social, and economic environment in which public issues exist. Critical to student success will be the development of communication skills that are relevant across multiple platforms.

1.4 Flexibility and innovation are needed in curriculum design for programs at specific institutions in order to meet the varying educational needs and professional interests of their students:

- Full-time or part-time
- Pre-service
- In-service
- Mid-career
- Returning to the workforce
- Pursuing careers in the public, not-for-profit or private sectors
- Planning to enter the job market immediately
- Anticipating graduate school or law school

1.5 A very close relationship should exist between undergraduate and graduate programs in PA in order to provide effective career education for the public service. It is recognized that the MPA is the primary professional degree in PA. Accordingly, undergraduate guidelines should relate closely to the NASPAA Accreditation Standards for master's degree programs.

The fundamental difference is that the undergraduate guidelines will typically emphasize entry-level competencies and an "arts and sciences" foundation. The undergraduate degree should also provide a strong foundation for pursuing graduate level education.

1.6 These guidelines are intended to apply to professionally oriented undergraduate programs in all schools, departments, programs, and other organizational units which have as their objective the education and training of persons for positions in the public service, with special emphasis on administrative and managerial functions. In addition to general PA programs, these guidelines are applicable to such programs as criminal justice administration, health administration, human services administration, urban affairs, and others which feature education for public management in particular contexts.

I.7 Although these guidelines are aimed primarily at the educational process for professionally-oriented undergraduate degrees, they are intended to serve several constituencies, namely:

- Pre-service and in-service students who wish to identify appropriate educational institutions and programs in which to enroll for professionally-oriented education.
- Educational institutions which are seeking to establish new professionally-oriented undergraduate degree programs or to improve the quality of existing programs in PA.
- Employers and jurisdictions that are trying to measure the competencies of graduates of undergraduate degree programs for the purpose of determining which programs best serve their employment needs.

2.0 General Guidelines Applicable to All Undergraduate Degree Programs in PA

2.1 Admissions

2.11 Admission policies should be clearly stated for students entering from high school, transferring from 2-year or other 4-year schools or returning to college. Admission and retention standards should not be lower than those of the college or university as a whole.

2.12 Many students take their first two years of college at a community or junior college. It is important that transfer policies be developed in cooperation with and be fully understood by the community and junior colleges from which the majority of transfers will occur. With reference to the transfer of PA courses from associate to baccalaureate programs, the PA baccalaureate degree granting unit should provide at least the majority of required professionally-oriented courses in a student's program. All courses transferred from the associate level for credit toward the baccalaureate degree should involve logical and analytical thinking processes designed to develop the reasoning capacity of the individual. Courses not generally regarded as transferable are those which are essentially procedural or routinized "how-to-do-it" courses.

2.13 A special effort should be made to encourage a broad diversity of students to enter undergraduate programs for the public service and to foster their success.

2.2 Educational Format

2.21 Undergraduate programs in PA are characterized by a high degree of diversity and by a multiplicity of objectives. As a result, the knowledge and skills set forth in these guidelines may be delivered in a variety of ways, including conventional and non-conventional modes for term length, course length, and classroom activity. Any educational format should relate to the nature and goals of the program, the composition of the student body, and the resources available in order to produce the most effective learning experience. A professionally-oriented undergraduate program should recognize the potential of non-traditional educational approaches which can enrich career education for the public service. However, it is imperative that the quality of instruction should be maintained at a high level regardless of the delivery system used. In essence, a viable program format should enhance the ability of a program to achieve its educational goals in the preparation of individuals for careers in public service, for the further development of those already in professional and para-professional levels of career activity and for success in graduate or law school.

2.22 One format a school may adopt is an accelerated program (4+1, 3+2) which allow students to complete a bachelor's and a master's degree in a shorter time frame than completing them separately (typically five calendar years instead of six or seven). Qualified students may accelerate their careers by beginning graduate level courses in their third or fourth year of undergraduate study. While programs may vary, in a typical accelerated program a set number of credits will be shared with the student's bachelor's and the master's degree. Once the students complete the credits required for the baccalaureate degree, students continue their graduate coursework full time, in order to finish their undergraduate and graduate degrees in five calendar years. Students must meet the individual program's admission requirements. Many programs allow students to take the graduate courses at the undergraduate tuition rate.

Programs offering 4+1 or 3+2 as feeders into their master's program(s) should be aware of the following guidance from COPRA's policy and accreditation documents:

- *Special Condition: Fast-tracking Programs that combine undergraduate education with a graduate degree in public affairs, administration, and policy in a total of less than six academic years or the equivalent are not precluded from accreditation so long as they meet the criteria of an accredited graduate degree.*
- *Graduate level education should enable the student to demonstrate knowledge and understanding that is founded upon, extends, and enhances that typically associated with the bachelor's level, and provides a basis or opportunity for originality in developing and applying ideas.*
- *A baccalaureate degree, or equivalent, from an accredited institution is required of all students entering any accredited Masters Program in Public Administration, Policy, or Affairs. Where a program has a combined Bachelors/Masters degree, it must specify requirements appropriate for the success of Bachelors students engaging in graduate work.*

2.3 Student Career Guidance and Placement Services

2.31 Strong and continuous career counseling is important in assuring that students seek appropriate academic preparation for both advanced study and future managerial roles in the public service. Students should be made aware that professional public service roles will increasingly be found in the not-for-profit and private sectors. Although counseling responsibilities may be centered in one individual or office within the program, all members of the faculty should be available to advise students about appropriate curriculum choices and career possibilities within their various specialized fields. Adequate information should be available about advanced study opportunities for students interested in continuing their formal education.

It is especially important that PA students be encouraged to develop a perspective about career opportunities available to them. Formal workshops, special orientation sessions or a portion of the educational experience should provide students with an opportunity to investigate careers and to gain experience in searching for information, preparing resumes, and interviewing for future jobs. A diverse portfolio of these career enhancing opportunities should be provided throughout the students' matriculation through their degree programs.

2.32 PA programs are encouraged to provide placement services, either as a separate endeavor by the PA unit or in conjunction with a university-wide office. Ideally, the individual responsible for placement services would have a broad knowledge of professional employment trends and maintain a wide range of contacts and relationships with public service employers. The placement services should be available to both current students and alumni of the program. These services offer a means of maintaining closer contact and communication with graduates who become practitioners.

2.4 Program Configuration and Administrative Jurisdiction

2.41 Undergraduate programs in PA may operate under a variety of program configurations and administrative jurisdictions. Regardless of the program configuration or administrative jurisdictional arrangement under which the PA programs operate, it should be offered by a degree granting unit which has the same autonomy as other professional and academic units in its institution.

2.42 Within overall college and university policies and procedures, the administrative unit which offers the undergraduate PA program should:

- Have a dean, director, chair or head chosen in consultation with the PA faculty
- Determine the criteria for admission of students to the program.
- Determine its own curriculum and degree requirements.
- Have control over the allocation of resources within its budget.
- Participate in the selection, hiring, and promotion of full-time and part-time faculty members for the PA program.

2.5 The Faculty

2.51 The PA faculty must be committed to the goal of educating persons for management and leadership positions in the public service. If the faculty's interest in public management education is subordinate to other educational goals, it is highly unlikely that an effective program can be developed and maintained.

2.52 A professionally competent faculty is vital to a professionally-oriented program. All faculty who teach for the PA program should have a realistic understanding of the education and training needed to develop managers and leaders for public service. To accomplish this, the appointment of full-time faculty who are academically qualified and also have relevant professional experience should be encouraged. The use of qualified practitioners as part-time instructors, guest lecturers, and curriculum advisors will also help to strengthen the professional orientation of the program.

2.53 All faculty teaching undergraduate PA courses should hold academic degrees appropriate to the level of the program. At the baccalaureate level all PA faculty should hold a relevant master's degree and at least 50% should hold a relevant doctorate. Exceptions may be made for persons with outstanding public service experience that is relevant to the courses being taught.

2.54 Faculty members should be encouraged to be active in advisory and consulting tasks. Opportunities for faculty to take full-time governmental assignments should also be supported through sabbaticals and leaves of absence. Continuing participation in the activities of professional organizations should be expected as a means of exchanging ideas between practitioners and academicians.

The professional competence of faculty members can be improved and sustained by these activities, which should be given serious consideration in appointment, tenure and promotion evaluations.

2.55 An appropriate composition and size for the undergraduate faculty is affected by the multi-disciplinary nature of educational programs for public management. A substantial number of courses may be taught by faculty from other college or university departments and qualified part-time faculty with appropriate professional experience. However, experience indicates that a core group of at least 4 or 5 full-time faculty who participate regularly in the PA program is necessary to teach undergraduate courses, administer the undergraduate program, and provide student advising. At least one-half of all courses offered in the PA major should be taught by the full-time PA faculty.

3.0 Curriculum Guidelines for Baccalaureate Degree Programs

3.1 Objectives of Baccalaureate Education in PA

These guidelines and standards are intended to promote the objectives stated below.

3.11 To provide those elements of liberal education relevant to the preparation of qualified persons for public service in contemporary society.

3.12 To provide a professional orientation in PA in order to prepare students for careers in the public service.

3.13 To provide a program with sufficient flexibility to meet both the needs of students without fixed career objectives and the needs of persons already in the public service who wish to enhance their skills or prepare for different roles.

3.14 To provide a student with adequate preparation for entry into graduate study in related fields.

3.15 To provide adequate foundation work in subject areas that are fundamental to a liberal, professionally-oriented education and preparation for career objectives including graduate work. They include:

- Understanding of economic, legal, political, and governmental institutions, systems, and processes.
- Development of analytical/quantitative abilities and skills for defining and solving problems.
- Development of communication abilities and skills-- written, oral and electronic
- Understanding of human behavior- individual, group, and organizational- and development of abilities and skills for analyzing and coping with behavioral situations.
- Understanding of administrative/management systems and processes.
- Navigating within and across differences

3.2 Universal Competencies

3.21 NASPAA has adopted a set of five universal competencies in its accreditation standards in which students graduating from a masters PA program should be proficient. Undergraduate PA programs should mirror these competencies at a level that is appropriate for undergraduate education (in many cases this means students have the "knowledge of" rather than the "ability to" we see at the graduate level). The five universal competencies are:

- to lead and manage in public governance;
- to participate in and contribute to the 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.

3.22 The consideration of ethical behavior and issues is relevant to all major competency areas and should be integrated into the curriculum of all PA programs.

3.3 Sample Curriculum

See Google Spreadsheet[1] for a compendium of example curriculum coverage for BA, BS, and BPA programs.

3.4 Experiential Learning

3.41 Experiential learning can be a valuable component of a public administration, public policy or public affairs undergraduate degree program.

3.42 Experiential learning can take many forms, including internships, externships, volunteer service, practicums or client-based projects, and applied research experiences.

3.43 Experiential learning can be particularly rewarding when combined with other academic experiences. When assigning academic credit to experiential learning, it is important that such experiences include built-in processes for student reflection, application, and integration with the student's academic curriculum, as well as opportunities for personal or professional development.

The National Society for Experiential Education (www.nsee.org) and the Council of the Advancement of Standards in High Education (www.cas.edu) provide guidance for institutions and programs in how to develop high-quality experiential learning opportunities.

3.5 Student Achievement Assessment

3.51 Undergraduate programs must link departmental and programmatic objectives for student learning with institutional missions and goals.

[1] (https://docs.google.com/a/naspaa.org/spreadsheets/d/1FkBSISXWxgetWVMSWUxR36xZ5x3G4M42HvkGdxGLEBI/edit?usp=sharing)

Bachelor of Public Administration Logic Model

HSPA (Hauptmann School of Public Affairs)

HSPA MISSION, VISION & GOALS

Inspired by the worldview of founder Dr. Jerzy Hauptmann, the mission and goals of the Hauptmann School emphasize the following elements:

Vision: The Hauptmann School for Public Affairs will serve the common good by graduating leaders who exercise authority responsibly, make ethical decisions, act with moral courage, and advance human dignity world-wide.

Mission: The Hauptmann School of Public Affairs seeks to develop ethically grounded professionals for public sector management and service in community nonprofit organizations through public service values education.

Program Goals:

1. **To prepare students to lead and manage by exercising professional expertise. This includes knowledge of substantive concepts related to public affairs, the ability to think critically and analytically, and the capacity to exercise independent, ethical judgment;**
2. **To encourage deeper appreciation of the principles of democratic governance and action;**
3. **To instill a lifelong commitment to public affairs, service and values with a focus on moral courage, social justice and the public interest; and**
4. **To engage in research that enriches the understanding of public affairs, including public administration, public policy, and the nonprofit sector, from the local level to the broader global community.**

OUTCOMES	INPUTS	ACTIVITIES/ STRATEGIES	OUTPUTS	ASSESSMENTS
Mission and Goals 1. Program elements are consistent with HSPA Vision, Mission and Goals	Founding vision; mission and goals	Nucleus faculty periodically review fit between program elements and mission/goals	Program elements reflect mission and goals	- Annual BPA Program assessment reports
2. Mission, Vision and Goals reflect founding vision and contemporary needs	Founding vision; Park mission: changing conditions and market; NASPAA standards	Nucleus faculty periodically review mission and goal language for relevance to vision, Park mission, NASPAA standards, and current conditions	Mission, Vision and goals remain consistent with vision while reflecting needed changes	- Program Coordinator and Faculty monitor course content, core learning outcomes, and program competencies

Faculty Performance 1. 50% or more of all courses and all courses delivering required competencies are taught by full-time and nucleus faculty	Administrative commitment to maintaining f/t faculty level	Recruit and hire new faculty as needed	Sufficient full-time faculty to meet NASPAA standards	- Program Coordinator and Associate Dean monitors the ratio of courses taught by full-time faculty
2. 75% or more of nucleus faculty are academically qualified	Administrative commitment to maintaining adequate faculty levels	Current nucleus faculty meet the NASPAA standards	Sufficient nucleus faculty to meet NASPAA standards	- Program Coordinator and Associate Dean monitors the ratio of courses taught by academically qualified faculty
3. Programs seek to hire diverse faculty	Diversity plan and faculty efforts during searches	Attention given to diversity during searches for new faculty	Greater faculty diversity	- Faculty make recommendations to the Associate Dean and Provost as needed
4. Faculty are productive scholars, meeting or exceeding adopted standards	Faculty research/scholarship agendas	Mentor new faculty to establish a research agenda and submit articles for review	Publications: articles, books, applied projects	- Faculty publish at least one article each three years
5. Faculty are competent teachers, meeting or exceeding adopted standards	Active, engaged teachers committed to student success	Conduct annual peer evaluations of teaching; monitor student evaluations of teaching	Innovative, knowledgeable teaching and course design; Students who recognize the value of their education	- Faculty receive teaching evaluations at or above HSPA median and ratings of “meets” or “exceeds” expectations
6. Faculty are active in community, university, and professional service	Faculty who care about creating constructive change through community, university, and/or professional service	Faculty involvement in community organizations and projects, university committees and projects, and professional and academic organizations	Faculty having an impact through community, university, and/or professional service	- Faculty receive annual service evaluations of “meets” or “exceeds” expectations
Serving Students 1. Students prepared to do quality coursework	Admissions standards appropriate for professional baccalaureate degrees	Admissions admits students using adopted standards; initial advising and support through Student Services	Students capable of performing well in all courses	- [enter assessment of student success, for example percentage who achieve 3.0 or above] (Data Dashboard)
2. Graduate a high percentage of students who enter the BPA program	Students who meet admission standards; support for student success	University monitors student progress; faculty and staff counsel and assist students having difficulty in the program	[percentage of students who graduated within 100%, 150%, and 200% of program length in the prior year]	- Percentage of students who graduate within 100%, 150%, and 200% of program length (Data Dashboard)

3. Students pursing graduate school advance	Faculty; MPA Early Access to MPA Courses	Program Coordinator and faculty assist students in finding graduate schools that match their educational goals.	Graduate School Admissions within six months of graduating	- Report on graduates from University
4. Students are able to find a new job or advance in a current job	Reputation of programs; quality HSPA internship connections	Monitor student progress post-graduation	Students find desired employments within six months of graduating.	- Report on graduates from University
5. The student body is diverse, allowing for a range of perspectives	[enter figures on student body in the current and prior year]	Recruiting announcements that encourage diversity; monitoring composition of the student body; monitoring success of minority students	Student diversity is maintained or improved over time.	- Faculty annually reviews student diversity, taking action as appropriate
6. Students show evidence of learning linked to program mission, goals, and competencies	Core Learning Outcomes are connected to Program Competencies that are connected to the Program Mission and Goals	Monitor Program Competencies through Course Learning Outcomes via CAs and CARS in LOG via Data Dashboard.	Mission driven student learning centered on program competencies	- Analysis of results from LOG reported to Program Coordinator for assessment to consider possible curricular action in continual improvement
Resources 1. Budget is adequate to meet program mission and goals	Administrative commitment to budget, transparency, and sufficient funding for the BPA programs to meet NASPAA standards.	BPA programs are assigned a budget.	Budget is sufficient to support academic needs. (E.g. travel to conferences, adequate supplies and equipment)	Program Coordinator is involved in budgeting decisions for the program. Faculty members are able to attend at least one academic conference a year.
2. Supporting personnel are appropriate to required tasks.	Administrative commitment to maintaining adequate and appropriate support	Dedicated BPA support	Sufficient administrative support to be sustainable.	Program Coordinator and Faculty monitor levels of support with recommendations to Associate Dean, as needed.
3. Teaching loads, class sizes, and frequency of offerings match mission.	BPA standards that support teaching loads and class sizes appropriate for PA undergraduate education	Continued Caps in BPA-PA courses, and review course rotation.	Teaching loads allow faculty sufficient time to conduct research and service; and class size and course rotation enable students to complete the program within 48 months.	Program Coordinator and Associate Dean continuously monitor compliance with teaching loads, the course rotation, and schedules.

4. Technology and supporting services are appropriate for the mission.	Administrative commitment to updated equipment and technology with adequate support.	Faculty request equipment and support services, as needed.	Faculty members are able to complete their required teaching, research and administrative responsibilities without technology being an obstacle.	Assessment will be done as needed, based on feedback from faculty.

PARK UNIVERSITY
Hauptmann School of Public Affairs
Monday, August 28, 2017
Copley Quad Conference Room 109 – 1:00 p.m.

Present: Jim Vanderleeuw (Chair), Don Wise, Terry Ward, Melanie Smith, Laurie DiPadova-Stocks, Susan Keim and Eric Click

Guest: Megan Holder, Associate Director of Assessment

I. Approval of Minutes – August 22, 2017

There were two noted changes to the minutes as follows:
Page 4 under VI. – Bullet 1: Replace: it was suggested we seek an extension of the Program Review to **it was suggested we seek a delay of the Program Review until the 2018-2019 academic year.**
Page 5 under VII. – Bullet 2: Replace: It was decided that a follow-up meeting from today's meeting be held on Monday, Aug. 28th, to complete agenda items and formally vote on whether or not to proceed with the Program Review to: It was decided that a follow-up meeting from today's meeting be held on Monday, Aug. 28th, **to complete agenda items and formally vote on whether to request a delay on Program Review until the 2018-2019 academic year.**

Motion:

A motion was offered and seconded to accept the minutes as amended. The motion was approved unanimously.

Discussion followed.

At the last meeting, the undergraduate BPA Faculty Qualifications Profiles was accepted in terms of its substance and Don's teaching in the BPA program. Dr. Sallee has asked for faculty approved BPA and MPA Faculty Qualification Profiles. The profiles were started so long ago that there have been changes. HSPA is reviewing before formally resubmitting to Dr. Sallee. Modifications will affect Adjunct teaching qualifications not full-time faculty. Minor tweaks to the document could set off a ripple effect.

Jim would like us to compartmentalize on this issue (Terry's report, based on objective criteria, has been accepted). Faculty Profile reports for Dr. Sallee will need to be approved for the MPA Faculty Qualifications. (BPA has been accepted)

Terry would like the report modifications to be updated to the most current document.

II. Program Review

*Dr. Kleindl is aware that a vote will be taking place at today's meeting concerning

moving forward with the Program Review or delaying it. If the majority decision is to delay the review, he would like this sent to him accompanied by reasons (bullet points) for wanting to delay the process.
*Megan will not advise us on what we should do, she is at the meeting today to provide us with information concerning the Program Review process.
*A formal review of each academic program at the University is done every 5 years.
*The review is tied directly to HLC.
*The decision must be made to either delay the review for a year or proceed on this year's timeline.
*Request for two internal reviewers and finalization of an external reviewer is due by October 15th.
*The internal reviewers must be members of the Assessment Committee. (not an ex-officio member) or they cannot come from the Hauptmann School. A list of Assessment Committee members is located in MyPark. A third reviewer can be requested, if the dept. chooses, who is not a member of the Assessment Committee. This should be coordinated with Pete Soule, Chair of the Assessment Comm.
*External reviewers are offered either a thousand dollar stipend plus 200 dollars to cover expenses or an 800 dollar stipend plus 400 dollars to cover expenses. (total stipend with expenses is $1200.00)
*If the decision is to go forward with the review this year, there will be a total of 15 reviews (both academic and administrative).
*It is strongly advised to begin data collection ASAP. Determine what we already have and see what is still needed. IT can help pull needed data if a ticket is submitted through Fresh Step. Data collection is due by Oct. 31st.
*One self-study can be written for both the BPA and MPA programs or one program can be reviewed this year and the other next year. That would be our decision.
*The program self-study is due Dec. 15th which will be written by the Hauptmann School. (optionally, a draft of the self-study can be submitted for OIE feedback by Nov. 30th) After the site visit, the reviewers will write the report.
*The site visit typically happens in Feb. It is a one day visit, generally between 8:00 a.m. – 4:30 p.m. (business hours)
*Everyone thanked Megan for coming to the meeting today and she has noted that she will be our point of contact for questions, etc., concerning the program review.

Discussion followed.
*Melanie noted that she has much of the data already collected which can be used for the program review. It will need to be organized and compiled.
*Information concerning the structure of the program was done with NASPAA and it has not changed.
*We would have to work together as a faculty on objectives and goals. (ie., mission and vision statements which have changed)
*We do not have a three year plan or a SWOT analysis
*We still have to differentiate between two programs (BPA and MPA). However,

they can have the same narrative. We will need to do one report and there will be places where we will need to provide an A and a B subpart, dealing with undergraduate and graduate.
*It was suggested that the faculty split up into teams and each team work on both undergraduate and graduate information for the review. There are two big tasks for teams: the three year plan and the SWOT analysis.
*It was noted that a person on Cobra at NASPAA, could serve as an external reviewer who could inform us from the NASPAA perspective.
*It was suggested that another alternative would be to also do NASPAA this year for the MPA and a program review for the BPA. This would take care of all three this year since much of the same data is used in all reports.
*This will not affect the amount of work needed for accomplishing our goals.
*The NASPAA application is due by Aug. 15, 2018, but It can be submitted earlier.

Motion:

Proceed with the BPA program review and do the MPA part of the program review in such a way that it would potentially qualify as the NASPAA self-study. Seek a person off of Cobra, if possible, to be our external reviewer, and complete the self-study this year with an intent to file the NASPAA self-study with the adjustments that would flow out of the program review self-study. We would plan to file on schedule our current program review and not delay it. We would also remain on track with NASPAA to be moving forward toward that accreditation.

The motion was seconded.

After further discussion:

The motion was amended with the addition of ; **proceeding with both the BPA and MPA Programatic Reviews, mirroring the NASPAA Standards.**

Motion:

It was offered and seconded to accept the second motion with the amendment.
The motion was approved unanimously.

III. NASPAA

*As per the motion in No. II., we will plan to proceed with both the BPA and MPA Programatic Reviews, **mirroring the NASPAA Standards.**

IV. Faculty Norms

*Susan presented the Faculty Norms which were agreed upon at the last meeting. She put them in active verbage.

Motion:

A motion was offered and seconded to accept the Faculty Norms draft as drawn

up and presented.

The motion was approved and the Norms were adopted unanimously.

V. Faculty Qualifications Profiles (MPA)

*A draft of the Graduate Faculty Qualifications Profiles was distributed. Melanie changed a few words to make it read a bit better but the content did not change.

*For information, a list of doctoral degrees in Pub Adm., public sector or nonprofit areas of study from colleges/universities across the U.S. was also distributed. Public Safety Leadership was removed from the list of relevant terminal degrees for teaching in the MPA program. The rationale for including it was that we include all degrees of our faculty. There was a question as to whether this degree applies to Public Administration.

*It was noted that what was decided at the last meeting was to add: **and related terminal degrees pending transcript review.**

*The same wording that is on the Undergraduate Faculty Qualifications Profiles needs to be reflected on the graduate form.

*A final vote will be taken via email after Melanie sends out an updated draft and any further input is added. Jim will then send both the undergraduate and graduate Faculty Qualifications Profiles to Dr. Sallee.

*It was suggested that everyone attending today's meeting be copied on everything relating to Faculty Qualifications and everything pertaining to the Program Review.

VI. MS Disaster and Emergency Management

*Melanie will present the proposal to the Graduate Council at their next meeting on Sept. 11th.

*There is time to get this proposal through the GC Curriculum Committee and the University Curriculum Committee prior to our HSPA meeting on Sept. 13th.

*This will be the first item addressed on the Sept. 13th agenda.

VII. Meeting Schedule

*It was decided that the dept. will need to meet twice per month going forward due to the Program Review. Jim will set up a provisional schedule and anyone who has a conflict or cannot make a meeting can let him know.

*The Graduate Council meets on Sept. 11th so the next time we could meet is Sept. 18th. (Monday, Sept. 4th is Labor Day)

*The consensus was that Wednesday meetings might work better. (Sept. 13 and 27 – 1:00 p.m.)

* Attempt to reserve the Copley Quad Conference room 109 for the meetings.

Adjournment: The meeting was adjourned at 3:22 p.m. The next meeting will be on Wednesday, Sept. 13th.

Recorder: Betty Deck, Adm. Asst. to the Associate Dean

History and Legacy of the Hauptmann School of Public Affairs
--Laurie DiPadova-Stocks, Ph.D.

It is confidently asserted that the most enduring asset of the Master of Public Affairs and the Bachelor of Public Administration degree programs is the life and legacy of Dr. Jerzy Hauptmann. He designed and established both programs; the school is named for him.

In 1982 the Graduate School of Public Affairs (GSPA) was founded by Dr. Hauptmann, beloved professor of political science. Upon his retirement in 2001, the School was named for Dr. Hauptmann and became the Hauptmann School of Public Affairs (HSPA). Dr. Hauptmann was also named Professor Emeritus in 2001.

At the founding of the school, Dr. Hauptmann described it as an outgrowth of then-Park College's "concern for service, commitment to peculiarity, striving for excellence in the spirit of pioneering." His unique design of the Master of Public Affairs degree reflected a broad vision of community engagement and partnerships.

As he stated in an announcement to the Kansas City community in December 7, 1982:

> The location in downtown Kansas City is proof of our belief in the vitality of this metropolitan center. The emphasis on public affairs is proof of our attachment to the civic culture. The selected areas of graduate study are proof of our identification of areas in our public life which demand most attention: continually improving management, government-business partnership, revitalized communities and neighborhoods.

Ten years earlier, Hauptmann had already designed and launched the Bachelor of Public Administration degree. With classes taught in downtown Kansas City, the degree program attracted working adults seeking advancement in their careers. The BPA was housed in the political science department. In 2011, by order of the Provost and the President, the BPA program became part of the Hauptmann School.

Dr. Hauptmann clearly distinguished between public administration and public affairs. The Master of Public Affairs degree was intentionally designated. As he put forth:

> "The Hauptmann School of Public Affairs recognizes public affairs as the field of study that builds upon the interrelationships among the activities of government (at all levels), all sectors of society, and other elements of social and economic systems, locally and throughout the world. Public managers, leaders, and others holding positions of authority in organizations must view government and administration in this broad perspective of interrelationships" (Park University 2016-17 Graduate Catalog, p. 137).

Design of the Master of Public Affairs Degree:

Dr. Hauptmann designed the original MPA curriculum and crafted some of its courses. One of those courses was PA501 --Public Affairs Concepts and Theory. When he taught the course, the reading requirement was literally one book a week, and was known as the Book of the Week course.

His unique design of the Master of Public Affairs degree affirmed the educational and mentoring value of community leaders serving as adjunct faculty. These leaders taught area two-credit hour elective courses, in contrast to the core and theory courses of three credit hours, designed to be taught by academics.

The core required courses included theory, statistics, four hours of a final project, and the final Seminar in Public Affairs as the concluding course. Students selected one primary area of concentration, in which they took nine hours of theory courses and elective application courses. Students also selected a secondary area of concentration, consisting of five hours of a secondary area of concentration (one theory and one elective).

Areas of concentration originally established were: Public Management, Business-Government Relations, and Nonprofit and Community Services Management. As Park College had no MBA degree, students interested in a business career earned the MPA with a Business—Government concentration. These graduates went into business fields with an understanding of how government works and the value of the public sector. Each one had taken the PA Concepts and Theory course (known as Dr. Hauptmann's "Book of the Week" class) and well as the Seminar, along with the rest of the Core. [An important note about the MPA program: it was established sixteen years prior to the MBA program at Park College. Student enrollment in the MPA is said to have dropped considerably after the MBA was launched as students interested in a business career opted for the new MBA rather than the MPA with a concentration in Business-Government Relations.]

At the conclusion of 12 hours in the MPA program, students took a written qualifying examination. Dr. Hauptmann oversaw these exams himself; they were taken in his office. He evaluated the exam and used this opportunity to provide feedback to students and counsel for going forward.

At the conclusion of the degree program, as a graduation requirement, students took written comprehensive examinations, consisting of sections on the core MPA courses, the primary area, and the secondary area. Once successfully completing the written exam, student took two-hour oral exams before a three-member examining board.

Influence of Dr. Hauptmann's Life Experience on the MPA:

As will be detailed below, with the establishment of online offerings and associated enrollment growth world-wide, today's Hauptmann School MPA degree has changed considerably over the

past 15 years. In spite of the changes, the MPA degree continues to reflect Dr. Hauptmann's extraordinary life experience serving in the Polish resistance to the Nazi invasion of Warsaw. This is seen in the School's commitment to exercising authority responsibly, making ethical decisions, acting with moral courage, and advancing human dignity worldwide.

Born in Poland in 1920, Jerzy Hauptmann witnessed the brutal and inhumane exercise of authority by the Nazi Army in WWII. In his youth he acted with moral courage, fighting as "sewer rat" and resisting the Nazi invasion of Warsaw. He later hunted by the Gestapo, during which time he slept in a different place every night. By his own account, every morning he would view the list posted in the town square of missing persons, invariably seeing names of relatives and friends. He expected his name to join that list. He was eventually captured by the Gestapo and was imprisoned in a prison camp.

As a young man, Hauptmann witnessed first-hand the horrors of the deadly exercise of authority of a government to make massive inhumane decisions. He acted with moral courage and knew others who did, risking—and sometimes sacrificing-- their lives. From a young age, Jerzy Hauptmann was clearly imbued with the primary value of protecting human dignity.

Perhaps his keen interest in public affairs education is due in part to the essential roles that educated professionals played in the implementation of the deadly and vicious Nazi agenda. Germany was regarded as an advanced society--it's cultural, literary, and scientific contributions to the world were unparalleled. Ironically, it was the professionally trained and educated people who enabled Hitler in his actions: the doctors, dentists, military officers, public administrators, scientists, and chemists.

This raises questions of how to best design professional higher educational experiences to prevent wholesale denial of humanity.

As the war drew to a close, he was released and able to join the Allied forces in liberating his brother, a Lutheran minister who was held at Dachau. After the war he studied at the University of Innsbrook in Austria, earning his Master of Business Administration and his Ph.D. in political science and economics. His dissertation was titled: "Religion and the spirit of economics (Max Weber, Werner Sombart, and Heinrich Pesch)".

Upon completion of his degrees, Hauptmann immigrated to the United States with his wife and young son. After a transition year in the United States at Northwestern University, he joined the faculty of Park College in 1951 as Assistant Professor of Political Science. He was naturalized as a U.S. citizen in 1955.

The various versions of the mission and vision statement of the Hauptmann School continue to draw on his life experience. The current statements are:

- Mission: The Hauptmann School of Public Affairs seeks to develop ethically grounded professionals for public sector management and service in community nonprofit organizations through public service values education.

- Vision: The Hauptmann School for Public Affairs will serve the common good by graduating leaders who exercise authority responsibly, make ethical decisions, act with moral courage, and advance human dignity world-wide.

Changes in the Hauptmann School:

After Dean Hauptmann's retirement in 2001, the leadership of HSPA experienced several temporary leadership changes. Stable leadership was reached in 2004 with the hiring of Laurie DiPadova-Stocks as the Executive Director and later Dean of the Hauptmann School. By this time, a new area of concentration titled Disaster and Emergency Management had just been added to the MPA Program.

During DiPadova-Stock's tenure leading the school from 2004-2015, 10 faculty were hired over time, the former Mayor of Kansas City, Missouri, Kay Barnes, affiliated with HSPA and launched the Center for Leadership, and Erik Bergrud was hired by the University and developed the International Center for Civic Engagement, housed in the Hauptmann School.

New programs were added: Master of Healthcare Administration, the Portfolio program (eliminated by the University due to Higher Learning Commission concerns a few years later), and the Bachelor of Public Administration. Graduate certificates were added to the offerings and the core courses were reworked, adding three new courses (Research Methods, Leadership Development and Organizations, and Ethical Foundations of Power and Authority). In addition, prominent leaders and academics affiliated with the school on a part time basis, as Hauptmann School Fellows. Civic leaders were also named, one for each area of concentration, charged with connecting students in that concentration with the community.

That said, even with the robust growth in faculty hiring, new programs, and enrollment, HSPA remained the smallest school at the University. With the enhanced emphasis on enrollments and size, the School's leadership recognized that it might become vulnerable to external forces beyond its control.

Other structural changes to the MPA program include: changing all 2 credit courses to 3 credit courses; eliminating the secondary area of concentration in order to strengthen the core offerings; and replacing the written comprehensive exam with a an applied project in the Seminar in Public Affairs course.

Changes at Park University and impact on HSPA:

Stability was disrupted in 2015 when the University suffered financial difficulties prompting dramatic downsizing and academic reorganization throughout the institution. The University launched a massive reorganization, from the Executive ranks through tenured faculty and staff. The Hauptmann School was moved into the College of Liberal Arts and Sciences and assigned an Associate Dean. The Master of Healthcare Administration was moved out of the Hauptmann School and into the School of Business, joining the undergraduate degree in healthcare

management housed there. In this process the position of HSPA Dean was eliminated. Beginning in the 2016-17 academic year, under new Presidential and Provost leadership, the academic units were reorganized. As part of that action, the Hauptmann School was moved again, out of the College of Liberal Arts and Sciences, joining the School of Business into the newly formed College of Management, led by the dean of the School of Business.

These disruptions impacted some of the core MPA faculty, depriving the HSPA of much relied upon talent. One faculty member was tapped to serve as Interim President until a new president was selected (seven months). The MPA Program Director was tapped to be in the Provost's office, serving as Interim Propose in the wake of the Provost's departure, and then Vice-Provost with the arrival of the new Provost. The Director of the MHA program resigned in part because of the program's move into the Business School. In addition we lost top nationally known talent who were not with us full time, but were affiliated via avenues commonplace at other universities and thus approved by Academic Affairs: Dr. Richard Box and Dr. Audrey Mathews were among them.

The department of public administration has fully regrouped in the College of Management. The MPA program has been renamed: Master of Public Administration. It is addressing enrollment issues by adding partnerships with other colleges and universities and with nonprofit organizations.
Current areas of concentration include:

- Criminal Justice
- Disaster and Emergency Management
- Global Governance (draw from the original Business-Government Relations)
- Management Information Systems
- Nonprofit and Community Services Management
- Project Management
- Public Management

Each of the above is led by a full-time faculty member who is expert in the field, with the exception of Management of Information Systems and Project Management.

Throughout this transition era, the faculty of the Department of Public Administration have demonstrated resilience and determination. They are dedicated to their students and to the field, and continue their efforts to ensure academic quality, increase enrollments, and collect data to measure their efforts.

BPA

Majors	ACYR 1617	Total197
BPA	Public Administration	2
BPAB	Public Adm: Business Relations	31
BPAC	Public Adm: Criminal Justice	43
BPAF	Public Adm: Fire Serv Mgt	9
BPAH	Public Adm: Homeland Security	53
BPAP	Public Adm: Public Service	55
PBA	Public Administration	4
Minors		
BPAD	Public Administration	Total 34
		Grand Total 231

BPA

Majors	Fall 16	Total117
BPA	Public Administration	1
BPAB	Public Adm: Business Relations	24
BPAC	Public Adm: Criminal Justice	21
BPAF	Public Adm: Fire Serv Mgt	8
BPAH	Public Adm: Homeland Security	27
BPAP	Public Adm: Public Service	33
PBA	Public Administration	3
Minors		
BPAD	Public Administration	Total 20
		Grand Total 137

BPA

Majors	Fall 17	Total153
BPA	Public Administration	1
BPAB	Public Adm: Business Relations	22
BPAC	Public Adm: Criminal Justice	34
BPAF	Public Adm: Fire Serv Mgt	6
BPAH	Public Adm: Homeland Security	37
BPAP	Public Adm: Public Service	52
PBA	Public Administration	1
Minors		
BPAD	Public Administration	Total 21
		Grand Total 174

PARK UNIVERSITY

Department of Public Administration

Monday, August 15th, 2016

Present: Jim Vanderleeuw, Melanie Smith, Alysen Simmons, Don Wise, John Jumara, Eric Click, Laurie DiPadova-Stocks and Terry Ward

I. Approval of Minutes: *(no prior minutes provided)*

II. Introduction:

- Organizational Meeting
- Jim's Background – 28 years Lamar University *(variety of positions, background in Political Science)*; Value Teaching, Service and Scholarship; Fair, Straight forward, Great listener, Team Players.
- Observation – Hauptmann School of Public Affairs is in survival mode. Fight for the success of the program. Dean Kleindl wants enrollment growth and HLC compliance. Hauptmann School of Public Affairs is operating on its own. We need to show what we can do to improve our program.
- Over the past few years, took on over 60-100 Saudi Students – pipeline has gone away. Some Saudi students were well below par on English language skills. Word got out that Park's MPA program was remedial English….quality declined and reputation needs to be rebuilt.

III. Meeting Dates and Times – Next meeting is Monday August 29th @ 1:00pm. Then twice a month from there on out…..the 2nd and 4th Mondays of each month @ 1:00pm.

IV. Issues to Look at During the Semester

A. Higher Learning Commission Faculty Roles and Qualifications (*next time address)*

B. HSPA Strategic Vision - Have a Mission Statement, but who are we what are we, etc. Need to create something. Last year when we submitted our Letter of Intent for NASPAA accreditation, response to us, *"we must revise our vision and mission statements."* As they are now, they are not measurable, too lengthy, and not specific enough.

C. Student Enrollment Growth

1. Program promotion, marketing, advertising
2. Funneling BPA students to the MPA
3. Other relevant Park undergraduate programs – talked to CJ. Administration is fully behind it, but hiccups.

D. Collaboration with School of Business

1. Sequential degree with the School of Business
2. Cross-List DEM with MHA/MBA *(discuss in detail later)* Enrolling students in MHA because it's cheaper??

E. MPA Curriculum

1. Course offerings
2. MPA course format – blended courses
3. Area coordinators
4. MPA course rotation – Spring schedule – need to have a draft by September 1st. Trying to make things more streamlined. Will try to bring a draft to the next meeting.

5. Capstone redevelopment – Big on group projects

F. Sharing Teaching Practices and Experiences - institutionalize it – find out what's working and what's not working.

V. HSPA Committees – Curriculum & Assessment *(Eric, John, Melanie and Don)*: Promotion & Marketing *(Laurie, Terry, Jim and Don)*
Eric – We are an "*At Risk"* program – still don't have NASPAA accreditation, unaccredited program, going to be under heightened scrutiny and concern as we move forward in the 2017/18 year.

VI. HSPA Graduate Certificate Programs – for Jim's benefit, he can read the catalog to catch up. All are active. Not easy to track until commencement *(apply for graduation)*. Possibly look into more certificates to offer down the road.

VII. NASPAA –Have 3 years to submit our self-study report. We're on year 1. Not in a position to engage in a self-study. Melanie recommended delaying until Spring of 2017 *(April)* to re-address. Motion moved and approved.
Melanie and Eric are attending NASPAA. Melanie is going to the training.

VIII. BPA Update – 112 majors as of Spring 2. Undergrad as a whole is way down. Problem with confirmations. At 4 campuses blended, at 15 overall.

IX. MPA and Area Updates – 103 students, 443 credit hours, DEM – 33, Management – 43, BGGS – 10, Nonprofit – 17 *(Down from where we were a year ago)*

X. Q&A with Dean Kleindl – he made the offer, we may need to do it sometime over the next month or so. (possibly the 3rd or 4th meeting). He's making himself accessible.

XI. Other – Melanie handed out a curriculum revision form to reflect a change in course credits from 2 to 3 credit for the Graduate Certificate In Disaster and Emergency Management. Old Credit hours 14 and New Credit hours 12 effective 2016/2017. It was an oversight on her part. Motion approved.

Melanie – DEM course development is complete.

Melanie – Working with Eric Ward from the Linda Hall Science Library in Kansas City – building out a curated exhibit that will open next September talking about natural disasters in this area.

Laurie – have a ton of Hauptmann School folders *(cleaned out the storage closet)* and people are welcome to have them. She's giving a legacy discussion to her students and handing out the folders.
Laurie – "19" accounts, trying to monitor them *(revenue account) CFL funds are merged with the Hauptmann Endowment funds account.*

Terry – Provost turned Don and Terry loose on fundraising for CORO. CORO went well. Focused on the NE. Market it as an International Marketplace…..built on that from 3 years ago. Promote it regionally with the chambers. Did a hands on service project with the library and community garden. Cleaned up alley ways and dump sites. Presentation went great. CORO KC is approved for next year.

XII. **NEXT MEETING: August 29th, 2016 @ 1:00**

PARK UNIVERSITY

Department of Public Administration

Monday, September 12th, 2016

Present: Jim Vanderleeuw, Melanie Smith, Alysen Simmons, Don Wise, John Jumara, Eric Click, Laurie DiPadova-Stocks and Terry Ward

I. Approval of August 29th, 2016 Minutes: *Approved*

II. Chair's Report

- Jim is meeting with CJ Chair, John Hamilton next Tuesday September 20th to discuss the CJ track.
- Meeting with Linda/Amber was cancelled (Education). Waiting on her to get back for another meeting.
- ASPA meeting with Angela Klein, this Thursday from 4:30 – 5:30pm. Announcement via email sent out by Alysen to MPA students last week. Will send another email out tomorrow.
- Enter all classes into the Master Syllabus system by September 15th.
- Send Jim an updated CV if haven't already.
- Brad has asked about a "gap analysis" to make sure we manage accreditation standards.
- Upcoming Alumni awards luncheon this Friday the 16th. Jim is going.
- 2016 career/internship expo – Alysen sent an email to all MPA KC area students
- NASPAA eligibility fee has been paid out of accreditation line.

III. HLC Faculty Roles and Qualifications

- Emailed everyone the higher commission guidelines. Eric emailed University's policies (evolving)
- Wants consistency
- Create an ad hoc committee consisting of Eric, Melanie, and Jim.

IV. HSPA Vision/Mission Statements

Vision – Quality education for practitioners; Professional citizens; San Francisco (Ethics, Societal Needs, Advancing Justice); Preparing students; Interdisciplinary; Subtle preference public administrators/servants/practitioners; Global; Agent of change; Preserve Jerzy's legacy; Moral courage & exercise authority responsibly; Service with integrity; Capable administrators – with purpose; Service; Create leaders

Mission – Community engagement/practice; Knowledge & skills; Professionalism; Analysis/Critical Thinking; Competencies; Employment in the field; Preparation; Career success; Employability; Academic development; Global "citizenship"

V. Status Reports:

A. Curriculum & Assessment Committee – Draft scheduled a couple revisions. Briefly talked about the CJ concentration. Still looking at internships. Discussed 2nd Masters in the sequential degree.

B. Marketing & Promotion Committee – Request for additional resources, Terry came up with some good ideas. Working on marketing resources/promotion. Identifying low hanging fruit.

XII. **NEXT MEETING: Monday September 26th, 2016 @ 1:00**

PARK UNIVERSITY

Department of Public Administration

Thursday, October 6th, 2016

Present: Jim Vanderleeuw, Melanie Smith, Alysen Simmons, John Jumara, Don Wise, Eric Click, Laurie DiPadova-Stocks and Terry Ward

I. Approval of September 26th, 2016 Minutes: *Approved – with correction, Don Wise wasn't present at the September 26th meeting.*

II. Chair's Report

- Moving to Deering Hall – provided us a suggested list of rooms *(emailed)*
- Been asking adjuncts for updated CV's
- Terry's requests for additional resources have been moved from the Dean's office to the Provost's office – as submitted
- Brad wants an MPA Advisory Committee – 5 member committee – ideally representative from each area of concentration. Send Jim recommendations.
- College of Management hiring a new Associate Dean to replace Harold – Fall of 2017 start date of new faculty
- College of Business – Park University – A book wrote by Nick Miceli, School of Business, Park University Press
- Eric and Melanie's request for travel was approved
- CJ track – John Hamilton communicated with Jim some questions/concerns the CJ Dept. had. They don't have the time to dedicate but we assured CJ that we valued their input but we would put the new CJ courses together and would be responsible for hiring.
- MPA Interdepartmental is the word that will be used.
- John Jumara's contract runs out end of December, 2016. Keeping John's line. Approval to hire a tenure track in the Fall of 2017. For the Spring, 2017 we have approval for a Visiting Professor.

III. Vision/Mission Statements

A. Sample Draft Vision/Mission Statements for HSPA

Vision

The Hauptmann School's vision is graduating leaders who exercise authority responsibly, make ethical decisions, act with moral courage, and advance human dignity world-wide. – **APPROVED**

Mission

To develop ethically grounded professionals for opportunities in public sector management, to strengthen community nonprofit organizations, and to advance knowledge in public administration through public service values education. – **IN PROCESS OF REVISIONS**

IV. LE Competencies

- Larger universal competencies
- Adam Potthast overseas and brought forth a proposal of how to operationalize citizenship
    - Motion on the table to add these requirements to the LE program
        - PO210 – Comparative Political Systems *(take that to satisfy Citizenship)* or History 111, 112, 113

        - Courses encompass more of a Global Citizenship
    - Motion – We support keeping citizenship in the LE requirements because it's fundamental for Public Administration – Approved
    - 2nd Motion – We recommend consideration of PO200/201 as fulfillment for the Citizenship requirement – Approved

V. HSPA 19 Accounts
- Laurie handed out a letter from 2012 *(that Laurie wrote to Laurie McCormick)*
- Series had been costing us $4000 for the stipend plus other associated costs.
- Past Spring – lecture costs $20,000 *(for the stipend)* which ate up most of the $25k from the Endowment
- Don't know who controls the 19 accts?
- We want input in Hauptmann Lecture

VI. Proposed Change to Standards for Faculty Evaluation, Promotion, and Tenure
- Want to change one small piece of it.
    - Requirement – 2 Publications for Tenure – one of those has to be a Sole Author
    - Given Park's lack of publications on research *(only 2 publications…..not 4/5/6)*, 50% of the required publication is the most difficult kind to get.
    - Delete Sole Author – so we have 2 Publications for tenure
    - Change scholarship too – narrowly defined – do research and discuss later
    - Motion to remove Sole-Author – Approve
    - Motion to address guidelines on scholarship - Approve

VII. HSPA AQ, PQ and Tested Experience – Need to get resolved.

VIII. MPA Global Governance Area Concentration Proposal – Hold Off

IX. MPA Interdisciplinary Concentrations Proposal- Hold Off

X. Other

Park University

Hauptmann School of Public Affairs
Monday, November 14, 2016
1:00 p.m. – Room 930 – Downtown

Present: Jim Vanderleeuw (Chair), Don Wise, Eric Click, Laurie DiPadova-Stocks, Melanie Smith, John Jumara, and Terry Ward (via phone)

I. Approval of Minutes – October 24, 2016 – *approved*

II. Chair's Report
- No new information on when we will be moving to the Parkville campus
- Jim will announce the information about the move when he gets it
- Check on the dimensions of the campus offices and whether or not they will be furnished
- Will check on availability of a tour of the new space

III. HSPA Mission Statement
- Questions were emailed pertaining specifically to the public service values and the extent that we would need to address how our competencies affect the mission statement.
- Melanie emailed HSPA competencies to everyone
- Don asked if we could demonstrate effectively through these competencies a public service values education and to what extent do we need to define the boundaries of public service values we emphasized, procedural or substantive, as the basis for distinguishing HSPA degrees.
- If there is agreement on the mission, we need to revisit our competencies to tie them directly to our mission and to incorporate the public service values.
- NASPAA defines public service values narrowly. They should be consistent with the United Nations universal declaration of human rights and this should be part of the HSPA focus.
- Would like to have a broader perspective recognized as part of the conversation
- Two possible draft mission statements: (1) to develop professionals in public sector management and community nonprofit organizations through public service values education or (2) to develop ethically grounded professionals for opportunities in public sector management, to strengthen community nonprofit organizations, and to advance knowledge in public administration through public service values education.
- **Motion**:
  A motion was offered and seconded to accept the draft of the 1st mission statement with the noted changes. *To develop **ethically grounded** professionals **for** public sector management and **service in** community nonprofit organizations through public service values education.*
  The motion was approved.

IV. HSPA AQ, PQ and Tested Experience

- Jim, Eric and Melanie will move on this when doing faculty audits.
- Doing a faculty audit of all undergraduate instructors who have taught at least once for us in the last two years and MPA instructors who have taught once for us in the last two years.
- Making sure instructors are properly credentialed and that they are eligible to teach the classes they are teaching or will be asked to teach.
- Looking at tested experience which includes the degree earned, the degree field, conventions, meetings or professional meetings attended, certifications, and number of years in an executive position if applicable.
- Process is supposed to be completed by Dec. 1st. (Possible extension of Dec. 15th)

V. Report on Assessment Committee

- Two issues with assessment are accredited and non-accredited programs. All graduate programs are accredited.
- Assessment is a tool.
- Seeking accountability and transparency.
- The University has a University Assessment Committee but it has also been proposed to have a College Assessment Committee in every college which would oversee program assessment for their College. The College dean would Chair the committee.
- Typically department chairs, program coordinators or graduate program directors would serve as program representatives on the College Assessment Committee.
- The University Assessment Committee would move more into programmatic but recommendations would be driven by the College Assessment Committees.
- Tentative approval was given by the Dean's Council on Oct. 19th and approved by the Assessment Committee on Nov. 4th.
- The GAC makes recommendations for review.
- Seeking more consistency. Accredited programs will be receiving feedback from the University Assessment Committee once a year.
- At least 50% of the programs are not accredited and these are under more scrutiny from HLC
- The College Assessment Committees would be more of an information sharing body reporting directly to Academic Affairs.

VI. New Hire

A. Visiting, for spring, 2017

- Have been authorized to hire for the spring semester. It has been agreed to hire Susan Keim. She has already been contacted.
- Would like to have the hiring process underway before Thanksgiving

B. Assistant Professor, tenure track, for fall, 2017

- Need to develop a job description for the job advertisement.
- Email Jim if you have prior advertisements or job descriptions that have been used by the Department. He would like to have the job description in place by Dec. 1st.

VII. Consideration of Area Concentrations and Certificate

A. Criminal Justice

- The Criminal Justice Department has given their support to a criminal justice track in the MPA program.
- Will include the same core courses we have now; (9) credit hours including PA588 Current Issues in Homeland Security, PA589 Theoretical Perspectives of Terrorism, and PA630 Comparative Criminal Justice Systems (a proposed new course), (6) hours of Criminal Justice Electives; either PA 513 Policy Development, Evaluation, and Impact for Public Organizations or PA552 Public Policy and Disaster, and choose either PA564 Budgeting and Finances of Public Organizations or PA594 Financial Management for Nonprofit/Community Organizations
- Elective courses borrow from Public Management , Disaster & Emergency Management and Nonprofit.
- A Ph.D. adjunct not affiliated with Park will be developing the PA630 course.
- The course would be developed in fall of 2017 with the first offering projected for spring 2 of 2018.
- Offer an internship course (PA504) or a cross-sector elective course
- There is data supporting student interest
- The CJ Dept. will advise their students to come to us.
- Seek an Area Coordinator with criminal justice experience
- **Motion:**

A motion was put forth to approve the concentration in Criminal Justice, noting that the MPA Director or designee will serve as the interim Area Coordinator for MPA Criminal Justice students.

The motion was approved unanimously**.**

B. BGGS

- With John's retirement, we have to decide if we want to evolve this concentration into another or teach it out
- We must make a decision so that students will not enroll in a concentration which may not continue.
- Student enrollment is low.
- **Motion:**

A motion was offered to discontinue the BGGS concentration as it currently stands. The motion was amended to consider the impact on students, whatever it may be, teaching out the courses or a new concentration.

The motion was approved**.**

C. Global Governance

- Risky proposal because of cost and time
- Proposals can have short term, mid -term or long term risks
- All Programs must gain enrollments for the University

D. Information Technology

- Discussion followed

E. Project Management

- After further discussion, Eric will compile in a written executive summary a solid argument for accepting the Global Governance, Information Technology and Project Management concentrations and give it to Jim.
- All concentrations need to be judged equally

Motion:

A motion was offered and seconded to accept the proposals for the Global Governance, Information Technology, and Project Management concentrations. The motion was approved.

VIII. Proposed HSPA Finance Committee/Future of HSPA Curriculum and HSPA Marketing Committees

- Tabled

IX. Other

- None

The meeting was adjourned at 3:16 p.m.

Recorder: Betty Deck

NASPAA ACCREDITED
The Commission on Peer Review & Accreditation

NASPAA—*The Global Standard in Public Service Education*

1029 Vermont Avenue, NW, Suite 1100, Washington, DC 20005
Tel: 202-628-8965 ● Fax: 202-626-4978 ● Email: copra@naspaa.org

To: James Pasley
Program Director, Master of Public Affairs
Park University

From: Jo Ann Ewalt, Chair
Commission on Peer Review and Accreditation
Network of Schools of Public Policy, Affairs, and Administration

Date: November 30, 2015

Re: Eligibility Recommendations for the Master of Public Affairs

The Commission on Peer Review and Accreditation (COPRA) has completed its initial examination of your Eligibility Application for NASPAA accreditation. The Commission thanks you for your participation and support of peer review in public service education.

According to the most recent version of the NASPAA Standards (2009), "[p]rograms applying for accreditation review must demonstrate in their Self-Study Reports that they meet four preconditions." The review of the Park University Master of Public Affairs application for Eligibility is focused on whether or not the Master of Public Affairs program appears to meet these preconditions. The assessment also focuses on some aspects of the programs' apparent preparedness for conducting a NASPAA accreditation review. A review based on submitted materials indicates a strong probability that the program is eligible to enter the accreditation cycle, but the Commission would like to alert you to a few items.

The Eligibility application reports that the Park University Master of Public Affairs program, established in 1982, is housed in the Hauptmann School of Public Affairs. The Master Public Affairs program appears to have a 36 credit hour requirement, which is delivered both in-person, online, or as a hybrid. The program indicates there are 6 core faculty and 150 full-time students enrolled in the program, and the primary focus is in-service professionals.

The mission indicated in the eligibility application states:

The MPA program in the Hauptmann School of Public Affairs offers education consistent with the HSPA vision of serving the common good by graduating leaders who exercise authority responsibly, make ethical decisions, act with moral courage, and advance human dignity world-wide. The curriculum prepares students nationally and internationally to lead and manage with professional expertise in public, nonprofit, and cross-sectoral settings, while pursuing the public interest and showing concern for fairness and social justice. Through teaching and research, program faculty advance public service values by contributing to the knowledge and practice of public affairs, public administration and policy from the local to the global community.

A review based on submitted materials indicates a strong probability that the program is eligible to enter the accreditation cycle, but the Commission would like to alert you to the following items:

- The mission of the program, stated above, appears to be quite broad, targeting the national and international environment, public, nonprofit, and cross-sectoral settings, and ultimately referencing local government, as well. It is unclear whether the mission statement is too broad and sweeping to lend itself easily to the kind of mission-driven, outcomes-based performance assessment practices expected under NASPAA Accreditation Standards. The program should consider how it plans to explicitly map its operations and competencies with the mission as required under Standards 1.3 and 5.1. COPRA expects programs to articulate overall program evaluation with a logic model, which incorporates mission, goals, measures, outputs, and outcomes.

  If the program decides to prepare a Self-Study Report, the program should also delineate its mission development and ongoing review processes. How does the mission guide the program's governance, diversity, curriculum, and assessment? Are stakeholders (faculty, students, employers, etc.) involved? How often does the program re-evaluate its mission statement? Does the mission lend itself to the specificity needed in identifying program goals, expectations, and student learning outcomes?

- The program's application details the administrative resources of the program, however, the application does not indicate the program's capacity to conduct a competency-based review as required by the NASPAA Accreditation Standards. This review is to be rooted in the program's mission statement, with competencies relating directly to the mission, public service values, and goals of the program. Should the program proceed to self-study, the program should ensure it is able to articulate conformance to the stated expectations of accredited programs at that time. A program proceeding to self-study must be able to articulate its capacity to systematically and directly assess each of the five universal competencies, provide mission-based student learning outcomes and achievement data, as well as demonstrate and provide evidence of how the assessment has led to overall programmatic improvement.

- The program website provides no information regarding program faculty, apart from the program director's contact information. The eligibility application indicates there are 6 nucleus faculty members. Should the program proceed to self-study, it should provide additional information about its faculty – who is considered to be nucleus, any part-time or adjunct faculty, as well as the administrative capacity and governance of the program. The program should also ensure its Self-Study Report addresses how its administrative capacity – including faculty, staff, and other resources – remains adequate to deliver the program in two modalities. From the eligibility application, it is difficult to discern the relationship between the two modalities (in terms of student size, faculty involvement by modality, etc.). Given the program operates two modalities, how

does it meet, for each modality, the normal expectation of 50 percent of courses should be taught by qualified, full-time faculty, and 50 percent of courses delivering required competencies should be taught by qualified nucleus faculty?

The eligibility application indicates 5 percent of its faculty are academically qualified. This would appear to be an error, the intended implication that five of six faculty are academically qualified. Should the program proceed to self-study, it should provide additional information regarding its faculty, including the overall administrative capacity of the program and governance of the program.

- Based on a review of publicly available information, it was difficult to discern specific information about the program (program mission, specific faculty involved in the Public Affairs program, student outcomes). Should the program proceed to self-study, attention should be paid to ensuring the program provides current and relevant information to its stakeholders, in conformance with Standard 7. COPRA requires programs to accurately and publicly provide their stakeholders with relevant information regarding student learning outcomes, to include graduation rates and employment placement. Programs should demonstrate to COPRA that their websites reflect current information in these areas.

- The program indicates that it operates in two modalities: in-person and online. Throughout the Self Study Report, the program should pay attention to communicating the comparability of its modalities and offerings. A recommended way to do this would be to enter aggregate quantitative data into the online Self-Study Report and then upload a document file(s) within the Self-Study Report with the appropriate information differentiated by modality. The Commission seeks information such as, but not limited to, faculty data on who is teaching in each modality and student data (applications, enrollment, attrition, employment outcomes). Qualitative information can be entered in the general text boxes where appropriate and should include information on the mission-based rationale for any modality, any differences between modalities (such as the limited emphasis option for online students), advising and student services for all modalities, assessment of all modalities, administrative capacity to offer the program.

It is recommended that the program carefully review and attempt to address the areas of concern before deciding whether or not to proceed with the accreditation process. If you have any questions about this letter or the process moving forward, please do not hesitate to contact the Chair of COPRA via email at ewaltjg@cofc.edu or Crystal Calarusse, Chief Accreditation Officer at calarusse@naspaa.org.

The Commission also reminds all new applicants about the importance of systematic assessment of program and student learning outcomes to the accreditation review. The current Eligibility application does not request detailed information in this area; therefore, this reminder is not a reaction to specific information gathered from your program in this process. The Commission expects programs to pay special attention throughout their Self-Study Report

to Standard 1.3, which states, “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.” COPRA Policy Statements provide specific guidance related to program evaluation and student learning assessment.

If you decide to proceed with the accreditation process, the next Self-Study Report deadline is August 15, 2016. Your Self-Study report and accreditation fees would be due at that time for entry into the 2016-17 accreditation cycle. As an initial accreditation applicant, COPRA encourages you to reach out to NASPAA staff to learn more about the opportunity to engage with a mentor during your self-study year.

Programs may voluntarily remain in the Eligibility process and delay the submission of the Self-Study report for up to three years. Programs must remain members of NASPAA in good standing during the interim period and pay an annual Eligibility maintenance fee. Programs remaining in the Eligibility Process beyond three years will be automatically withdrawn by the Commission.

Thank you again for your commitment to public service education and for participating in the peer review.

Faculty Qualifications Audit

This workbook contains a list of all "active" adjunct instructors approved to teach courses in the prefix you manage as a Chair, Program Coordinator, Director, etc. "Active" instructors are those who have taught at least one course in the last two calendar years for Park University.

By December 1st, the University asks that you enter a qualifications code from the list below next to each course for which the adjunct faculty in your program/s is currently approved (third tab of this workbook). The educational credentials the University has on file (in eProcess) for all active adjuncts is on the second tab of this workbook. It is possible that you will find some faculty approved for a given course prefix on the second tab who do not appear on the third tab because upon hiring, only the general prefix (not the individual course approvals) was entered in Jenzabar. For this reason, please double-check that all of the faculty approved for your prefix on the second tab are on - or added to - the third tab.

Please direct any questions to your Dean and/or to emily.sallee@park.edu as you complete your review.

The University's faculty qualifications codes appear in the table below; these codes are based on the HLC's guidelines for faculty qualifications: http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf.

After completing this audit, please also work with your departmental colleagues to complete a "Faculty Qualifications Profile" for your course prefix using the template provided by Academic Affairs. This template documents your required (minimum) and preferred qualifications for faculty teaching. Please send this workbook and your "Faculty Qualifications Profile" documents to your Dean, with a copy to emily.sallee@park.edu, by December 1st.

Codes	Qualifications
Undergraduate Codes	
UD	Holds a terminal degree in the relevant discipline or subfield*.
UM	Holds a master's degree in the relevant discipline or subfield.
UO	Holds an out-of-field master's, with 18 hours of graduate course work in the relevant discipline or subfield.
UT	Holds an out-of-field master's, *without* 18 hours of graduate course work in the field, but possesses "tested experience" considered equivalent to a graduate degree or coursework** -note: a successful record of teaching is not considered sufficient to qualify for tested experience.
UN	Not Qualified
Graduate Codes	
GD	Holds a terminal degree as defined by discipline and meets department's research, scholarship or professional achievement requirements appropriate for graduate-level faculty in the discipline.
GT	Holds a master's in the relevant discipline or subfield with "tested experience" considered equivalent to a terminal degree in the field** -note: a successful record of teaching is not considered sufficient to qualify for tested experience.
GN	Not Qualified

***Academic subfield**: An academic subfield refers to a component of the discipline in which the instruction is delivered. The focus, in the context of HLC accreditation, is on the courses being taught and the general appropriateness of faculty qualifications with reference to such courses. The key consideration is whether a degree in the field or a focus in the specialization held by a faculty member appropriately matches the courses the faculty member would teach in accordance with the conventions of the academic field.

****Tested experience**: Assumed Practice B.2. allows an institution to determine that a faculty member is qualified based on experience that the institution determines is *equivalent to the degree* it would otherwise require for a faculty position. This experience should be *tested experience* in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching. (Note: *Tested experience*...is typically not based exclusively on years of teaching experience)...Tested experience qualifications should be established for specific disciplines and programs and could include skill sets, types of certifications or additional credentials, and experiences.

Office	Dept.	First_Name	Last_Name	Adjunct	Degrees/Certificates
Active Taught (Since 2014)					
DIST	PA	Maria	**Balderas**	ADJUNCT	PhD Public Affairs (University of Texas-Dallas), MA Criminology and Criminal Justice (University of Texas- Arlington)
HSPA	PA	Michael	**Barrett**	ADJUNCT	JD (University of Missouri- Kansas City), **Master Public Administration (University of Missouri- Kansas City)**
LITR	MG - SS	Alan	**Bohannon**	ADJUNCT	MA Public Management: Major Public Administration and Minor Personnel Administration, Management and Budgeting (Midwestern State University)
DIST	PA	Brian	**Brennaman**	ADJUNCT	JD (Capital University), **MS in Administration with Concentration in Public Administration (Central Michigan University)**
MAIN	PA	Eric	**Click**	FULL TIME	PHD Public Affairs (University of Texas-Dallas), MA Non-Profit Administration & Nonprofit Leadership Alliance Certificate (Lindenwood University), MBA- Public Management (Lindenwood University)
DIST	GSPA	Suzanne	**Discenza**	ADJUNCT	PHD Public Affairs- Health Policy and Administration Emphasis (University of Colorado- Denver), MS Communication Disorders (University of Oklahoma)
DIST	PA	Michael	**Eskey**	ADJUNCT	DPA Public Administration (Valdosta State University) and MPA (University of Georgia)
GRAF	CJ	Gary	**Gardner**	ADJUNCT	MS in Administration (Central Michigan University)
MAIN	GSPA	Jeffrey	**Grote**	ADJUNCT	Master Public Affairs with Concentration in Disaster and Emergency Management (Park University)
DIST	PA	Kurt	**Hall**	ADJUNCT	PHD Public Affairs (University of Texas-Dallas), Master Public Administration (University of North Texas)
DIST	PA	Jessica	**Hickey**	ADJUNCT	PHD Public Affairs (University of Texas-Dallas), Master Public Health (University of North Texas)
METR	PH	Ray	**James**	ADJUNCT	Master Public Administration (University of Missouri- Columbia), Master of Theological Studies (Ave Maria University)
DIST	HSPA	Matthew	**King**	ADJUNCT	PHD Public Affairs (University of Texas-Dallas), Master City and Regional Planning (University of Texas- Arlington)
METR	PO/PA-SS	Richard	**Lockhart**	ADJUNCT	Master Public Administration (University of Kansas)
DIST	CA	Kennedy	**Maranga**	ADJUNCT	PHD Pubic Policy and Administration (Walden University), Masters of Law (LLM) (Washington University)
DIST	PA	Kieste	**Mayfield**	ADJUNCT	JD (Western Michigan University), **Master Public Administration (Virginia Commonwealth University)**
METR	CJ	Jesse	**McLendon**	ADJUNCT	Master Public Affairs with Concentration in Public Management (Park University)
DIST	PA	Claire	**Mostel**	ADJUNCT	Master Public Administration (Florida Atlantic University)
FTBL	MKT	Ginger	**Raya**	ADJUNCT	EDD Organizational Leadership (Argosy University), Master Public Administration (University of Texas- El Paso), MS Healthcare Administration (Texas Tech University)
FTBL	AC	Roger	**Rodriguez**	ADJUNCT	LLM (Georgetown University), JD (Texas Tech University)
MAIN	PA	David	**Sprick**	ADJUNCT	PhD in Political Science and Public Affairs and Administration (University of Missouri- Kansas City), Master Public Administration (Missouri State University)
METR	PSC	Anne	**Swafford**	ADJUNCT	Master Public Administration (University of Missouri- Kansas City)
LITR	AC	Theodis	**Thompson**	ADJUNCT	JD (University of Arkansas)
FTBL	CJ	Gabriela	**Valle**	ADJUNCT	Master Public Administration with Specialization in Public Management (New Mexico State University), Master Criminal Justice (New Mexico State University)
LACK	MGT-SS	Brenda	**Werts**	ADJUNCT	MPA- Concentration in Public Management & MBA with Concentration in Entrepreneurship & MA Communication and Leadership (Park University), MS Biology (University of Texas- San Antonio)
METR	GSPA	Don	**Wise**	FULL TIME	Master of Arts, Educateur (Adaptive Education) (Ohio State University)
FTBL	MGT-SS	Anna	**Whitehead**	ADJUNCT	Master Public Affairs with Concentration in Nonprofit and Community Services (Park University), MA Communications and Leadership (Park University)
BEAU		Rachel	**Wisnefski**	ADJUNCT	PHD Public Policy and Administration (Walden University), MA Intelligence Studies (American Military University)
Inactive Taught (Since 2014)					
MAIN	GSPA	Richard	**Box**	FULL TIME	D.P.A., Public Administration (University of Southern California), Master Public Administration (Golden Gate University), M.S., Social Science (Southern Oregon State College)
DIST	PA	Lolita	**Gray**	ADJUNCT	PHD Political Science (Clark Atlanta University), Master Public Administration with Concentration Public Personnel Management (Troy University)
FAIR		William	**Roeder**	ADJUNCT	MS Public Administration with Concentration Public Management (University of Oklahoma), MS Management/Marketing (University of Maryland- University College)
DIST	PA	Michael	**Walther**	ADJUNCT	JD (University of the Pacific), Master Strategic Studies (U.S. Army War College)
Active Taught (Before 2014)					
FTLW	MGT-SS	Harold	**Bobbitt**	ADJUNCT	MA in both Management and Public Administration (Webster University)
FTBL	PO/PA-SS	Oscar	**Gonzalez**	ADJUNCT	Master Political Science (University of Texas- El Paso)
BEAU	PO/PA-SS	Tara	**Smith**	ADJUNCT	Master Public Affairs with Concentration in Business-Government Relations (Park University)
DIST	PA	Paul	**Willard**	ADJUNCT	Master Public Administration (Webster University), MS Operations Management (University of Arkansas)
Not-Taught					
DIST		Bruce	**Barnard**	ADJUNCT	Master of Law in Business Transactions (LLM) (University of Alabama), JD (University of Florida), Master Business Administration (Auburn University)
GOOD		Henry	**Coleman**	ADJUNCT	Master Public Administration (Sul Ross State University), Master Criminal Justice (Sul Ross State University)
MAIN	HSPA	Laurie	**DiPadova-Stocks**	FULL TIME	Ph.D. Public Administration and Policy, (University at Albany), M.S. Sociology with Emphasis in Socilogy of Religion (University of Utah)
MILL		Donald	**Drewry**	ADJUNCT	Master Public Affairs with Concentration in Disaster and Emergency Management (Park University), Master Business Administration- Management (University of Memphis)
FTLW		Kevin	**Hillman**	ADJUNCT	JD (University of Cincinnati)
LITR		Virginia	**Hillman**	ADJUNCT	Master Public Administration and Human Resource Development (Webster University)
DIST	PA	Bradley	**Jenkins**	ADJUNCT	Master Public Affairs with Concentration in Disaster and Emergency Management (Park University)
MILL		Danny	**Kail**	ADJUNCT	JD (Memphis State University)
BERG		Kathleen	**Kern**	ADJUNCT	JD (Georgetown University)
MAIN	GSPA	Susan	**Keim**	FULL TIME	PHD Public Administration with Specialization in Urban Policy (University of Kansas), Master Public Administration (University of Kansas)
BEAU		Virginia	**Kozak**	ADJUNCT	MS Urban and Regional Planning (University of Toronto), Master Business Administration (Queen's University- Canada)
DIST		Carl	**Lewke**	ADJUNCT	JD (University of Wisconsin- Madison)
DIST		Lisa	**McDonnell**	ADJUNCT	JD (University of Oklahoma), PHD Curriculum and Instruction with Minor Mathematics (University of Arizona), Master Sociology with Emphasis Criminology (New Mexico State University)
GSPA		John	**Nesbitt**	ADJUNCT	Master Political Science and Public Administration (Pennsylvania State University)
DCDS		Carl	**Rickrich**	ADJUNCT	JD (University of Toledo)
DIST	PA	Theodore	**Rueter**	ADJUNCT	PHD Political Science (University of Wisconsin- Madison), Master Political Science (University of Wisconsin- Madison), Master Political Science (University of Chicago)
HILL		Steven	**Small**	ADJUNCT	Master Public Administration with Concentration in Government Contracting (Troy University), MS Management with Concentration in Healthcare (Troy University)
MAIN	GSPA	Peter	**Sturner**	ADJUNCT	Master Public Affairs with Concentration in Public Management (Park University)
MAIN	GSPA	Becky	**Stuteville**	FULL TIME	PhD in Political Science and Public Affairs and Administration (University of Missouri- Kansas City), Master Political Science (University of Missouri- Kansas City)
MILL		Stephen	**Wilke**	ADJUNCT	JD (University of Memphis), **Master Public Administration with Concentration Healthcare Administration (University of Memphis)**
CAMP	CJ	Christine	**Ybarra**	ADJUNCT	JD (California Western)

*Note, these are the active credentialed instructors (all by Eric Click, PhD- 585410- except himself) as determined by PDL and cross referenced.

**PA250 Special Topics in Fire Service Management is only used to transfer in courses for those with an AA/Equivalent in Fire Services Management and not taught.

***PA360 Special Topics in Public Administration credentials vary based upon topics covered when offered.

UNDERGRADUATE CODES

Holds a terminal degree in the relevant discipline or subfield*.

Holds a master's degree in the relevant discipline or subfield.

Holds an out-of-field master's, with 18 hours of graduate course work in the relevant discipline or subfield.

Holds an out-of-field master's, without 18 hours of graduate course work in the field, but possesses "tested experience" considered equivalent to a graduate degree or coursework** -note: a successful record of teaching is not considered sufficient to qualify for tested experience.

Not Qualified

COURSES CREDENTIALED (X) AND TAUGHT (XX)- Since 2014															
Last_Name	PA250***	PA330	PA331	PA333	PA334	PA342	PA345	PA350	PA360***	PA380	PA390	PA404	PA430	PA431	PA432
Balderas		XX	XX	X	X	XX	X	XX	X	X	X	XX	X	X	X
Barrett		X	X	X	X	X		X	X	X	XX	X	X	X	X
Bohannon		XX	X	XX	X			X							
Brennaman		XX								XX	XX				
Click	X	XX	X	XX	X	X	XX	XX	X	XX	XX	XX	X	X	XX
Discenza		XX	X	XX	X	X	X	X	X	X	X	X	XX	X	X
Eskey		XX	XX	XX	XX	XX	X	XX	X	XX	X	XX	X	X	X
Gardner		XX	X	X	X										
Grote		XX	XX	X	XX		XX		X					X	
Hall		X	X	XX	X	X	X	X	X	X	X	X	X	XX	XX
Hickey		XX	XX	X	X	X	X	XX	X	XX	XX	XX	X	X	X
James		X	XX	XX	X	X		X	X	X	X	X			
King		XX	X	X	X	X	X	X	X	XX	XX	XX	X	X	X
Lockhart		XX			XX	XX	XX	XX							
Maranga		X	X	XX	XX				X	X	X		X	X	X
Mayfield		XX	X	XX	XX				X	XX	XX		X	X	X
McLendon			XX	XX	XX	XX		XX							
Mostel		XX	XX	XX	XX	XX		X	X	X					
Raya		XX	XX	XX	XX	XX	XX	XX					X	XX	XX
Rodriguez						X				XX	XX				
Sprick		X	X	X	X	X	X	XX	X	X	X	X	XX	X	X
Swafford		XX	XX	XX	XX	XX	XX	XX	X	XX	XX		XX	XX	XX
Thompson											XX				
Valle		XX	XX	X											
Werts			X	XX	X			X							
Wise			X	X	X				XX	X					
Whitehead		X	X	XX	XX		XX		X				X	X	X
Wisnefski		XX	X	X		X				X		X	X	X	X
COURSES CREDENTIALED (X) AND TAUGHT (XX)- Since 2014															
Box		X	X	X	X	XX	X	X	X	XX	X	X	X	X	X
Gray		X	X	X	X	XX	X	X	X	X	X	X	X	X	X
Roeder		XX	X		X										
Walther									X		XX				
COURSES CREDENTIALED (X) AND TAUGHT (XX)- Before 2014															
Bobbitt		XX	XX	X	X			X							
Gonzalez						XX									
Smith		XX	X	X	X		X					X			
Willard		XX													
COURSES CREDENTIALED (X)															
Barnard										X	X	X			
Coleman		X	X	X			X		X						
D-Stocks	X	X	X	X	X	X	X		X	X	X	X	X	X	X
Drewry		X	X	X	X		X		X	X		X			
Hillman (K)											X				
Hillman (V)		X	X	X	X	X	X	X	X						
Jenkins		X	X												
Kail											X				
Kern											X				
Keim		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Kovak			X	X		X	X					X			
Lewke											X				
McDonnell											X				
Nesbitt		X													
Rickrich											X				
Rueter						X	X								
Small		X													
Sturner			X	X	X			X							
Stuteville		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Wilke		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Ybarra											X				

Undergraduate Faculty Qualifications Profile

Discipline: Bachelor of Public Administration

I. Identify the relevant disciplines and subfields in which the instructor must hold a master's degree or higher (or have at least 18 hours of graduate coursework). Please note any course-specific variations.

Relevant disciplines and subfields in which the instructor must hold a Master's degree or higher for teaching courses in the BPA are Public Administration, Political Science, Public Affairs, Public Policy, Public Management, Public Service, and Non-Profit Administration/Management

In addition to a Master's degree of higher in any of these fields, there are some course-specific variations

PA360 Special Topics in Public Administration (Degree qualifications vary by specific special topic offered)

PA 390 Administrative Law: In addition to the degrees above, Doctor of Jurisprudence

*Note, the above only applies to courses in the BPA with a PA prefix. Any other non-PA prefix courses are governed by the discipline expertise/standards of those programs/departments.

II. If applicable, identify any courses for which a candidate *could* qualify on the basis of tested experience without a master's degree or 18 hours of graduate coursework in the relevant discipline or subfield. Clearly describe the tested experience requirements (i.e., skill sets, types of certifications or additional credentials, and experiences) and how tested experience will be documented and assessed.

As needed on a case by case basis, any PA prefix course, particularly relative to Non-Profit Administration related courses. See below relative to minimum and beyond professional qualifications in the Park BPA Adjunct Teaching Qualifications, but can be applied for consideration to all BPA- PA faculty.

Further, when considering tested experience, one must look to ASPA (professional organization) and NASPAA (accrediting organization) for public service (public/nonprofit) normative discipline guidance, especially NASPAA. One, relative to its mission, the American Society of Public Administration (ASPA) states, "ASPA is the leading interdisciplinary public service organization that:

- Advances the art, science, teaching, and practice of public and non-profit administration.
- Promotes the value of joining and elevating the public service profession.

- Builds bridges among all who pursue public purposes at home and internationally.
- Provides networking and professional development opportunities to those committed to public service values.
- Achieves innovative solutions to the challenges of governance."

Two and further, relative to its mission, the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) "is the global standard in public service education. It is the membership organization of graduate education programs in public policy, public affairs, public administration, and public & nonprofit management. Its nearly 300 members - located across the U.S. and in 14 countries around the globe - award MPA, MPP, MPAff, and similar degrees. NASPAA is the recognized global accreditor of master's degree programs in these fields. NASPAA's twofold mission is to ensure excellence in education and training for public service and to promote the ideal of public service." Even though NASPAA focuses on the accrediting standards of Master Degrees, including only accrediting Master Degrees, the NASPAA definition of professionally qualified, which states, "Professionally qualified faculty member: A full-time 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. In general, a professionally qualified faculty member will have a graduate degree, and will have relevant professional experience in his or her area of responsibility. Additionally, professionally qualified faculty will engage in professional and community service in an area which supports his or her teaching responsibilities. Professionally qualified faculty may also publish professional, practice relevant writing related to his or her area of teaching. All professionally qualified faculty will also use class syllabi that demonstrate current knowledge and technique." However, recently, NASPAA has also been attempting to provide more guidance to undergraduate programs, in the GUIDELINES FOR BACCALAUREATE DEGREE PROGRAMS IN PUBLIC AFFAIRS/PUBLIC ADMINISTRATION (Updated: October 2016), NASPAA states in 2.53, "All faculty teaching undergraduate PA courses should hold academic degrees appropriate to the level of the program. At the baccalaureate level all PA faculty should hold a relevant master's degree and at least 50% should hold a relevant doctorate. Exceptions may be made for persons with outstanding public service experience that is relevant to the courses being taught."

ASPA and NASPAA informs the mission and vision of HSPA, with the mission driving program competencies and course learning outcomes- which operationalize tested experience in the BPA. The current vision and mission of the Hauptmann School of Public Affairs (HSPA), which the BPA also adopts, is the following: Vision: The Hauptmann School for Public Affairs will serve the common good by graduating leaders who exercise authority responsibly, make ethical decisions, act with moral courage, and advance human dignity world-wide.

Mission: To develop ethically grounded professionals for public sector management and service in community nonprofit organizations through public service values education.

BPA Program Competencies

1. Evaluate the foundations of public administration.
2. Compare the public sector to the private and non-profit sectors.
3. Apply leadership and management practices to public service.
4. Discuss ethical and legal underpinnings of public governance.
5. Identify fiscal accountability and responsibilities of public entities.

III. Other course-specific preferences for instructor qualifications.

Park BPA Adjunct Teaching Qualifications

Courses	**Minimum Qualifications**	**Additional Factors that May be Taken Into Consideration to Determine the Best Qualified Candidate for a Course**
PA 330 PA 331 PA 333 PA 334 PA 342 PA 345 PA 350 PA 360	Significant and substantial professional work experience in the field. In most cases, significant and substantial work experience is defined as at least 10 years of work in a specific field, with experience in senior level positions. A Master's degree in Public Administration/Public Affairs or equivalent/relevant related to the course. Generally, the applicant must have earned the Master's degree at least 5 years prior to applying for an adjunct teaching position.	Multiple relevant Masters' degrees or Doctoral work toward a terminal degree or an earned relevant terminal degree. Prior University or College teaching experience. Sustained scholarly productive work which contributes to the body of knowledge related to the discipline area through scholarship and professional or creative activity; relevant professional presentations and publications. Additional professional credentials including being personally accredited or certified by a professional/public organization; member of and participate in professional and/or academic associations and conferences.
PA 380 PA 390 PA 404 PA 430 PA 431 PA 432	Doctorate in Public Administration/Public Affairs or equivalent/relevant related to the course.	Relevant Master's degree(s). Prior University or College teaching experience. Sustained scholarly productive work which contributes to the body of knowledge related to the discipline area through scholarship and professional or creative activity; relevant professional presentations and publications. Professional credentials of significant and substantial work experience in the field (e.g., personally accredited or certified by a

		professional/public organization; member of and participate in professional and/or academic associations and conferences).

Note: All adjuncts are highly qualified leaders in their fields, and are valued members of the faculty. Selection and assignment are faculty-driven processes and take into account program instructional needs, quality standards, and other relevant considerations. Exceptions to the standards listed above may be made by the BPA Program Coordinator or Chair of the Department of Public Administration or Associate Dean of Hauptmann School of Public Affairs in order to ensure continuity of operations.

* These qualifications can be applied for consideration to all BPA- PA faculty.

Bachelor of Science/Bachelor of Public Administration/ Bachelor of Music/Bachelor of Science in Education

Park University grants the Bachelor of Science, Bachelor of Public Administration, Bachelor of Science in Education and the Bachelor of Music Degree upon completion of the following requirements:

1. Completion of a minimum of 120 semester hours with a cumulative 2.0 GPA (or higher dependent on major).
2. A departmental major as specified by the department (as well as a minor for Geography and Information Systems majors).
3. Completion of at least 36 hours of upper division (300 or 400 level) college course work.
4. Completion of residency requirement, 30 hours of earned and graded (A, B, C, D) college hours at Park University. At least 15 of these 30 hours must be in the major core.
5. Completion of the 37 hour Liberal Education requirement as listed below:

   Core Courses:

   EN 105 First Year Writing Seminar I....3 cr.
   EN 106 First Year Writing Seminar II ..3 cr.
   MA 120 Basic Concepts of Statistics
   OR
   MA 135 College Algebra.....3 cr.
   OR
   Any higher-level math course
   CA 103 Public Speaking
   OR
   TH 105 Oral Communication .....3 cr.
   OR
   CA 105 Intro to Human Communication
   CS 140 Introduction to Computers.....3 cr.
   (May be satisfied by higher level course or departmental equivalent)
   Science course with a lab.....4 cr.

   Liberal Education Electives

   At least 6 hours LE designated Social Science courses .....6 cr.
   At least 6 hours LE designated Arts & Humanities courses.....6 cr.
   At least 3 hours LE designated Natural & Physical Science (except computer science) courses.....3 cr.
   LE 300 Seminar in Integrative & Interdisciplinary Thinking.....3 cr.
6. Completion of LE 100 First-Year Seminar (all first-time freshmen.)
7. EN 306 Professional Writing in the Discipline .....3 cr.
8. Majors must be declared prior to accumulating 60 hours of work. For transfer students with more than 60 hours, majors must be declared at the time of admission or during the first enrolled semester/term thereafter.

   Note: Students who break enrollment for five years or more and desire to return to Park must submit a new application for admission and update to the current catalog requirements. Students who break enrollment for a time period of less than five years have the option to follow the requirements in their original catalog or update to the current catalog requirements. All returning students, regardless of length of break in enrolment, must submit official transcripts from all institutions attended during their break from Park University within one semester of reenrollment (see Conditional Admission Status).

Public Administration

Available:

B.P.A.
Minor

Requirements:

B.P.A. Major:
45 hours
2.5 GPA

This degree requires a minimum of 120 hours. For additional hours required see page 112.

Minor:
18 hours
2.5 GPA

This program is offered through:

Kansas City Area 8 Week Programs

Park Online 8 Week Program

Park Campus Centers
8 Week Programs
(selected campuses)

BACHELOR OF PUBLIC ADMINISTRATION

This program meets the educational needs of persons who are interested or currently working in the field of public administration, whether at the municipal, state or federal level. The BPA provides a foundational background for those students who wish to pursue graduate studies, entry-level positions, or continued professional development.

Requirements For:
B.P.A. Major – 45 hours, 2.5 GPA

MA	120	Basic Concepts of Statistics	3 cr.
AC	201	Principles of Financial Accounting	3 cr.
PO	200	American National Government	3 cr.
PO	201	State and Local Government	3 cr.
PA	330	Public Administration	3 cr.
PA	333	Public Management and Leadership	3 cr.
PA	334	Public Personnel Administration	3 cr.
PA	350	Budget and Finance	3 cr.
PA	380	Public Service Values	3 cr.
PA	390	Administrative Law	3 cr.
PA	404	Capitalism and Societal Issues	3 cr.

Areas of Emphasis:
Select one (1) area of emphasis below:

1. Business Relations:

PA	432	Senior Project in Public Administration	3 cr.
– AND three (3) of the following –			9 cr.
CS	300	Technology in a Global Society (3 cr.)	
EC	401	History of Economic Thought (3 cr.)	
IB	315	International Business Perspectives (3 cr.)	
MG	260	Business Law I (3 cr.)	
MG	354	Small Business Management (3 cr.)	
MG	371	Management and Organizational Behavior (3 cr.)	
MK	351	Principles of Marketing (3 cr.)	
PA	360	Special Topics in Public Administration (3 cr.)	
PA	430	Research in Public Administration (3 cr.)	

2. Criminal Justice:

PA	432	Senior Project in Public Administration	3 cr.
– AND three (3) of the following –			9 cr.
CJ	231	Introduction to Law Enforcement (3 cr.)	
CJ	232	Introduction to Corrections (3 cr.)	
CJ	233	Introduction to Security (3 cr.)	
CJ	313	The Law of Evidence (3 cr.)	
CJ	332	Institutional, Industrial, and Commercial Security (3 cr.)	
CJ	345	Criminal Justice and the Community (3 cr.)	
CJ	400	Constitutional Law in Criminal Justice (3 cr.)	
PA	360	Special Topics in Public Administration (3 cr.)	
PA	430	Research in Public Administration (3 cr.)	

3. Fire Service Management:
An Associate of Applied Science, Associate of Arts, or Associate of Science degree in Fire Service Technology or equivalent is prerequisite.

PA	431	Senior Seminar in Fire Services Management	3 cr.
– AND three (3) of the following –			9 cr.
CJ	353	Emergency Management (3 cr.)	
CJ	355	Homeland Security (3 cr.)	
GGH	310	Geography of Terrorism (3 cr.)	
PA	331	Public Organizations (3 cr.)	
PA	342	Administrative Politics (3 cr.)	
PA	345	Media and Public Administration (3 cr.)	
PA	360	Special Topics in Public Administration (3 cr.)	
PA	430	Research in Public Administration (3 cr.)	

4. Homeland Security:

PA	432	Senior Project in Public Administration	3 cr.
– AND three (3) of the following –			9 cr.
CJ	353	Emergency Management (3 cr.)	
CJ	355	Homeland Security (3 cr.)	
GGH	310	Geography of Terrorism (3 cr.)	
HIS	319	Russia in the 20th Century (3 cr.)	
HIS	333	The Modern Middle East (3 cr.)	
PA	360	Special Topics in Public Administration (3 cr.)	
PA	430	Research in Public Administration (3 cr.)	

5. Public Service:

PA	432	Senior Project in Public Administration	3 cr.
– AND three (3) of the following –			9 cr.
EC	315	Quantitative Research Methods (3 cr.)	
PA	331	Public Organizations (3 cr.)	
PA	342	Administrative Politics (3 cr.)	
PA	345	Media and Public Administration (3 cr.)	
PA	360	Special Topics in Public Administration (3 cr.)	
PA	430	Research in Public Administration (3 cr.)	
PO	210	Comparative Political Systems (3 cr.)	
PO	320	American Foreign Policy (3 cr.)	

Requirements For:
Minor – 18 hours, 2.5 gpa
18 hours must include PO 200, PA 330, PA 333, and 9 hours of PA prefix electives from the BPA Core and/or Public Service emphasis area excluding PA 430, PA 431, and PA 432.

Certificates:
For information regarding the certificate in Terrorism and Homeland Security from the Department of Criminal Justice, see requirements on page 141.

Early Access to the MPA Program
With the approval of the Director of the MPA Program and the Dean of the Hauptmann School of Public Affairs, BPA students who have senior standing with a 3.6 GPA or higher may take up to 9 credit hours at the graduate level that count toward both the undergraduate and graduate degree. A student must be enrolled in at least 12 semester credit hours combined of undergraduate and graduate classes each semester that he or she is taking MPA credits under this option.

Graduate Courses toward Undergraduate Courses:

PA	508	Research and Analysis for PA 430 Research in Public Administration*
PA	509	Leadership and Development and Organizations for PA 333 Public Management and Leadership
PA	512	The Environment of Public Organizations for PA 331 Public Organizations
PA	521	Business, Government, and Society and PA 404 Capitalism and Societal Issues
PA	542	Social Policy for PA 404 Capitalism and Societal Issues
PA	551	Principles of Disaster and Emergency Management for CJ 353 Emergency Management
PA	600	Ethical Foundations of Authority and Responsibility for PA 380 Public Service Values

**Students are required to complete PA 508 before proceeding to any other course choices.*

Early access students are not automatically eligible for admission to the Master of Public Affairs program. If they wish to pursue a graduate degree, they must submit an application, meeting all the entrance requirements for the program.

NUR – Nursing (continued)

NUR 460
Nursing Leadership
Prerequisites: NUR 280, NUR 320, NUR 330, NUR 335, NUR 338, NUR 356, NUR 357, NUR 410, NUR 435, and NUR 450 or permission of the department. This course focuses on the role of the professional Nurse as a leader and manager in a changing healthcare delivery system. Critical thinking, research and decision making in culturally diverse health care settings are discussed. Professional behaviors, economics of health care delivery, policy, ethical, legal and selected issues inherent in leadership and management are analyzed. The course includes a practicum requirement which includes implementation of a change project and presentation of the work. 3:0:3

NUR 470
Special Topics in Nursing
Prerequisite: Approval of Department Chair. This variable credit course is a student designed learning opportunity in collaboration with an assigned faculty member. Emphasis areas include a variety of nursing practice, professional, or related topics/concepts. Variable credit 1-3 hours

PA – Public Administration

PA 250
Special Topics in Fire Service Management
This course is designed specifically for the Bachelor or Public Administration/Fire Services Management program and includes such topics as: fire investigation, fire administration, fire inspection, building and fire codes, environmental laws, regulations, and environmental management, marketing and public relations, applied environmental laws and regulations, and hazardous materials management and planning. May be repeated up to a total of 12 hours (permission of department chair required). 3:0:3

PA 330
Public Administration
Principles and problems of public administration in America. Special attention is given to the problems of democratic control and the development of basic concepts of the field. 3:0:3

PA 331
Public Organizations
A study dealing with public organization design and the impact public organizations have upon those who work in them or deal with them. Topics include: public organization information and control systems, decision making in public organizations, the environment of public organizations, organizational behavior and innovation in public organizations. 3:0:3

PA 333
Public Management and Leadership
The study of managerial functions, processes, ethics, and practices in public organizations. Topics may include goals, objectives, policies, organizational structures, and decision-making theory and practice in public organizations. 3:0:3

PA 334
Public Personnel Administration
Analysis of the various functions of public personnel administration including: recruitment, placement, training, salary, evaluation, retirement, personnel problems, labor relations, collective bargaining, ethics, merit systems, and EEO programs. 3:0:3

PA 342
Administrative Politics
Examines the skills involved in interacting with the public, private groups, legislative bodies, advisory committees, political appointees, other administrative agencies, and other levels of government. The ethical problems of such relationships are also considered. 3:0:3

PA 345
The Media and Public Administration
An analysis of the relationship between public administrators and the media from the standpoint of (a) the public relations efforts of administrators, and (b) the reporting of the media. 3:0:3

PA 350
Budget and Finance
An analysis of public budgeting at the national, state and local levels of government, including the relationship of the federal budget to fiscal policy. The politics of the budgetary process are examined as well as various types of budgets. The influence of intergovernmental transfer payments is also reviewed. 3:0:3

PA 360
Special Topics in Public Administration
This course examines selected issues affecting public administration. This course may be repeated for credit when topics are changed, but only one applicable special topics course can be applied toward each emphasis area. 3:0:3

PA 380
Public Service Values
This course examines values and the public good relative to public service, including ethical decision-making and professional responsibility. 3:0:3

PA 390
Administrative Law
The study of administrative agencies, their rule making powers, adjudicatory functions and judicial control over such agencies. Areas covered include: the scope of administrative power, judicial review, regulatory law, due process, and personal liability of public servants. 3:0:3

PA 404
Capitalism and Societal Issues
This course examines current societal trends and public debates relative to the dynamic interface of capitalism, economic concepts and principles. Students use a framework of foundational analytical tools in exploring these issues. 3:0:3

PA 430
Research in Public Administration
Prerequisites: EN 105 and EN 106
Students undertake research proposals that address issues of relevance to the field of public administration, including in relation to a student's area of emphasis or areas of emphasis, and will be determined in consultation with the instructor. This course will satisfy the EN 306 requirement for Public Administration majors. This course can only be applied towards one emphasis area. 3:0:3

PA 431
Senior Seminar in Fire Services Management
Prerequisites: EN 105, EN 106, and taken during final 12 hours prior to graduation.
Through research, students demonstrate a comprehensive integration of the degree-oriented study of fire services management. Research emphasis will be upon the interrelationship of management and the various fields within fire services to the field of Public Administration. 3:0:3

PA 432
Senior Project in Public Administration
Prerequisites: EN 105, EN 106, and taken during final 12 hours prior to graduation.
Through research, students should be able to demonstrate a thorough integration of the courses taken and skills learned in Public Administration, including in relation to a student's area of emphasis or areas of emphasis. Case studies and/or practical problems will be examined. 3:0:3

PARK UNIVERSITY
HAUPTMANN SCHOOL OF PUBLIC AFFAIRS (HSPA)
Bachelor of Public Administration (BPA)

Freshman Year: Total Hours = 30
___CS 140 Introduction to Computers or higher (3 cr.)
___EN 105 First Year Writing Seminar I (3 cr.)
___EN 106 First Year Writing Seminar II (3 cr.)
___LE 100 First Year Seminar (3 cr.)
___LE Arts & Humanities (3 cr.)
___LE Arts & Humanities (3 cr.)
___LE Natural & Physical Science (3 cr.)
___LE Social Science (3 cr.)
___MA 120 Basic Concepts of Statistics (3 cr.)
___Select One of the following: CA 103 (Public Speaking) or CA 105 (Intro to Human Communication) or TH 105 (Oral Communication) (3 cr.)
___Writing Competency Test (WCT)

Sophomore Year: Total Hours = 30
___AC 201 Principles of Accounting I (3 cr.)
___LE Social Science- PO 200 American National Government (3 cr.)
___PO 201 State and Local Government (3 cr.)
___Science with Lab (4 cr.)
___BPA Area of Emphasis Course (3 cr.)
___University Elective (3 cr.)
___University Elective (3 cr.)
___University Elective (3 cr.)
___University Elective (3 cr.)
___University Elective (2 cr.)

Junior Year: Total Hours = 30
___EN 306 Professional Writing in the Discipline or PA 430 Research in Public Administration (3 cr.)*
___LE 300 Seminar in Integrative and Interdisciplinary Thinking (3 cr.)
___PA 330 Public Administration (3 cr.)
___PA 333 Public Management and Leadership (3 cr.)
___PA 334 Public Personnel Administration (3 cr.)
___PA 350 Budget and Finance (3 cr.)
___*BPA Area of Emphasis Course or University Elective (if took BPA Area of Emphasis- PA 430 for EN 306) (3 cr.)
___University Elective (3 cr.)
___University Elective (3 cr.)
___University Elective (3 cr.)

Senior Year: Total Hours = 30
___PA 380 Public Service Values (3 cr.)
___PA 390 Administrative Law (3 cr.)
___PA 404 Capitalism and Societal Issues (3 cr.)
___PA 431 Senior Seminar in Fire Services Management or PA 432 Senior Project in Public Administration (3 cr.)
___BPA Area of Emphasis Course (3 cr.)
___University Elective (3 cr.)
___University Elective (3 cr.)
___University Elective (3 cr.)
___University Elective (3 cr.)
___University Elective (3 cr.)
****See undergraduate catalog for upper division course requirements and other course specifics and policies.**

Total Hours Required: 120 cr.
GPA Required: 2.5
Please see www.park.edu/bpa for further information. This plan serves as only a guide and not a requirement. Although advisors and advisees work together in all areas related to academic planning, academic decision making responsibilities, including the responsibility for meeting each of the graduation requirements of the University, rest ultimately with the student.

Effective 2014 – 2015

PA Courses 2016-2017 (Online)					
	F1T 2016	**F2T 2016**	**S1T 2017**	**S2T 2017**	**U1T 2017**
PA330	PA330	PA330	PA330	PA330	PA330
PA331	PA331		PA331		
PA333	PA333	PA333	PA333	PA333	PA333
PA334		PA334		PA334	PA334
PA342	PA342		PA342		
PA345		PA345		PA345	
PA350	PA350		PA350		PA350
PA380		PA380		PA380	PA380
PA390	PA390		PA390		PA390
PA404		PA404		PA404	PA404
PA430	PA430		PA430		
PA431		PA431		PA431	PA431
PA432		PA432		PA432	PA432

PA Courses 2016-2017 (Blended)					
	F1T 2016	**F2T 2016**	**S1T 2017**	**S2T 2017**	**U1T 2017**
PA330	PA330				
PA331		PA331			
PA333		PA333			
PA334			PA334		
PA342				PA342	
PA345					PA345
PA350				PA350	
PA380	PA380				
PA390		PA390			
PA404			PA404		
PA430					PA430
PA431	PA431		PA431		
PA432	PA432		PA432		

PA 333 Public Management & Leadership
Click, Eric

Vision Statement: Park University will meet learners' needs for a lifetime.

Hauptmann School of Public Affairs Vision Statement
The Hauptmann School of Public Affairs will serve the common good by graduating leaders who exercise authority responsibly, make ethical decisions, act with moral courage, and advance human dignity world-wide.

Mission Statement: Park University transforms lives through accessible, student-centered, quality higher education.

Hauptmann School of Public Affairs Mission Statement
The Hauptmann School of Public Affairs develops ethically grounded professionals for public sector management and service in community nonprofit organizations through public service values education.

Course	PA 333 Public Management & Leadership
Semester	
Faculty	Click, Eric, PhD
Title	Associate Professor of Public Administration/Program Coordinator Public Administration/ ASPA Secretariat to IPAC
Office Location	Park University - Downtown Kansas City Campus: Office 814
Office Hours	Wednesday and Thursday: 1:30 p.m.-5:30 p.m. and also by appointment.
Daytime Phone	Office: 816-559-5623
E-Mail	eric.click@park.edu
SemesterDates	
Class Time	24/7
Credit Hours	3

Textbook:
Required:
1. *Understanding and Managing Public Organizations* (5th Edition) by Hal G. Rainey.
2. *Leading Change, With a New Preface by the Author* (2012) by John P. Kotter.

Recommended:
A Manual for Writers of Research Papers, Theses and Dissertations: Chicago Style for Students and Researchers (8th Edition) by Kate L. Turabian.

Textbooks can be purchased through the MBS bookstore
Textbooks can be purchased through the Parkville Bookstore

Academic Writing Style: Students of HSPA's Master of Public Affairs (MPA) and Bachelor of Public Administration (BPA), in all PA prefix courses, are expected to be familiar with and follow consistently the *Turabian: A Manual for Writers of Research Papers, Theses and Dissertations- Chicago Style for Students and Researchers* (8th Edition) accepted norms for overall writing guidelines, including all citations, reference pages and title pages. Students should specifically use the Turabian (Author-Date) Style for all citations. Examples of the Turabian (Author-Date) Style are located through the *Turabian Quick Guide*: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html (select the "Author-Date" tab), with more specifics in Chapters 18 and 19 of the actual *Turabian Manual*.

Additional Resources:
Turabian 8th Edition Online Citation Guide: (Author-Date) Style

McAfee Memorial Library - Online information, links, electronic databases and the Online catalog. Contact the library for further assistance via email or at 800-270-4347.
Career Counseling - The Career Development Center (CDC) provides services for all stages of career development. The mission of the CDC is to provide the career planning tools to ensure a lifetime of career success.
Park Helpdesk - If you have forgotten your OPEN ID or Password, or need assistance with your PirateMail account, please email helpdesk@park.edu or call 800-927-3024
Resources for Current Students - A great place to look for all kinds of information http://www.park.edu/Current/.

Course Description:
PA 333 Public Management and Leadership The study of managerial functions, processes, ethics and practices in public organizations. Topics may include: goals, objectives, policies, organizational structures, and decision-making thoery and practice in public organizations. 3:0:3

Learning Outcomes:

Core Learning Outcomes

1. Contrast the differences and similarities between management and leadership.
2. Distinguish various theories of management and of leadership.
3. Discuss the impact of politics and policy on public management and leadership.
4. Differentiate management and leadership practices in the public sector vs. the private sector.
5. Describe ethical and legal concerns for public administrators.
6. Analyze managing and leading change.

Class Assessment:
A total of 500 points is available for this course. Points are broken down into four categories:

One Introduction Discussion	@ 15.5 points = 3.1%
Eight Weekly Discussions	@ 24 points each = 38.4%
Seven Hauptmann Lecturer Activities	@ 27.5 points each = 38.5%
Final Essay	@ 100 points = 20%

Grading:
The grading scale is as follows:

A 90% or above
B 80% to 89%
C 70% to 79%
D 60% to 69%
F 59% and below

Course discussions are graded on demonstrated preparation for the discussion, including linage of the current discussion with previous course materials, clearly-communicated concepts derived from non-assigned reading materials (with suitable citation/reference), presentation of substantive comments that are constructive in nature, and fabrication of logical and well-crafted positions. Further, written work is graded on demonstrated insight, completion of expectation of the assignment, coherence of organization, grammar and spelling, and proper citations.

Letter grades in this course have the following meanings:

- An 'A' signifies work that clearly exceeds expectations exemplified by the student who prepares for class discussions and consistently indicates having thought about the material. Written work falling into this category will demonstrate clarity of purpose, organization, and

communication. It will also demonstrate clear interpretation of course material with proper citations.

- A 'B' signifies work that meets expectations, meaning that all aspects of the assignment are completed, but it lacks some aspects of 'A' work, particularly inconsistent preparation for class discussions or written work that demonstrates less significant insight in the material, frequent grammatical errors, or failure to follow citation requirements.
- A 'C' denotes written work that minimally meets the intent of the assignment and is poorly constructed, supported, or inconsistent arguments, or works with multiple spelling and grammatical errors, or multiple failures to follow citation requirements.
- A 'D' falls short of the intent of the assignment in multiple areas and signifies a student who regularly misses class discussions, is otherwise unprepared on multiple occasions, or whose written work fails to meet the minimum expectations of undergraduate students.
- A 'F' indicates failure to meet minimum requirements, demonstration of consistently poor work, or demonstrated inability to improve performance, cheating, or plagiarism.

File and Writing Format

If possible, dropbox submissions should be in .doc files. To ensure submissions open, when using Microsoft Word 2007 or above, try to remember to save as Microsoft Office Word 97 - 2003 Document (.doc). The new .docx files sometimes have compatibility issues. If you do not have Microsoft Word and are incapable of submitting in this format, in your word processor, please save the file as an .rtf (rich text format) and submit.

Assignments should be double spaced in New Times Roman 12 with 1 inch margins. When using (citing) sources outside of materials provided in this class, please make sure they are quality and reliable sources (Wikipedia is not acceptable). Students should follow Turabian writing guidelines.

Late Submission of Course Materials:

Non-penalized (excused) extensions/make-up work will only be given based upon documented approved extenuating circumstances. Unexcused late submissions will result in an assignment grade of zero (0%).

Classroom Rules of Conduct:

Everyone's comments are important. The diversity of the experience among members of your class will enhance learning. All students will be treated equitably within the classroom. Discussion and all communications are required to be respectful. Inappropriate language will not be tolerated, and your professor determines what is inappropriate. Students not treating the professor and/or classmates with respect are subject to discipline or dismissal from the course and/or program.

Course Topic / Dates / Assignments:

In Weeks 1 through 7, the class covers two chapters of *Understanding and Managing Public Organizations* per week (module) with Week 8 serving as a wrap-up week. For each chapter, PowerPoints and Chapter Keys are posted.

Week 1: Chapter 1-2
Week 2: Chapters 3-4
Week 3: Chapters 5-6
Week 4: Chapters 7-8
Week 5: Chapters 9-10

Week 6: Chapters 11-12
Week 7: Chapters 13-14
Week 8: Wrap-Up

Discussions
Weekly, students relate specific sources to module material. Students are required to make one main post (three to four paragraphs) that addresses the specific discussion by Thursday at 11:59 p.m. and two peer review posts (responses to his or her classmates' posts that are two to three paragraphs each) by 11:59 p.m. Sunday. All posts must utilize and cite material from the week's course information/readings, including complete internal citations and a reference list. Each post is worth 8 points.

What are substantive postings? Substantive postings include:

- Responding to discussion questions as well as discourse between students related to subject matter within the course. This includes posting responses to others' answers within a Discussion Area. A response may express agreement with or challenge to the point of view expressed, supported by references (citations) to the text or lecture.
- Contributing to the discussion based upon course content, theory, or personal experiences, not simply personal opinions.

Hauptmann Lecturer Activities
In these activities, in 500 to 1000 words, students address question(s) based primarily on the following Hauptmann Lecturers videos, please see complete lecturer information at http://www.park.edu/academics/college-of-management/hauptmann-school-of-public-affairs/distinguished-lecture-series.html.

Week 1: Dr. Jerzy Hauptmann- 2000	(Due: Sunday @ 11:59 p.m.)
Week 2: Dr. Michael E. O'Hanlon- 2005	(Due: Sunday @ 11:59 p.m.)
Week 3: Dr. Emily Hauptmann- 2007	(Due: Sunday @ 11:59 p.m.)
Week 4: Dr. Pan Suk Kim- 2009	(Due: Sunday @ 11:59 p.m.)
Week 5: Dr. John J. Mearsheimer - 2011	(Due: Sunday @ 11:59 p.m.)
Week 6: Dr. Walter D. Broadnax- 2012	(Due: Sunday @ 11:59 p.m.)
Week 7: Dr. Theda Skopcol- 2013 or Dr. Frank J. Thompson- 2015	(Due: Sunday @ 11:59 p.m.)

Further information will be given upon assignment.

Final Essay
In this essay, students will address question(s) based upon Kotter's *Leading Change*, including in relation to material from *Understanding and Managing Public Organizations*. The essay should be 6-8 pages in length, not counting the title and reference pages.

Please note, in this essay, you are only allowed to use class sources, i.e., *Understanding and Managing Public Organizations*, *Leading Change*, videos, lectures and the additional handouts. Other sources will result in grade reductions.

Further information will be given in Canvas.

Due Date: Week 8- Sunday by 11:59 p.m.

Academic Honesty:
Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are advised to read and understand all sections of this policy relating to standards of conduct and academic life. Park University students and faculty members are encouraged to take advantage of the University resources available for learning about academic honesty at www.park.edu/current or www.park.edu/faculty

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Plagiarism:
Plagiarism involves the use of quotations without quotation marks, the use of quotations without indication of the source, the use of another's idea without acknowledging the source, the submission of a paper, laboratory report, project, or class assignment (any portion of such) prepared by another person, or incorrect paraphrasing.
Park University 2013-2014 Undergraduate Catalog Page 95

Attendance Policy:
Instructors are required to maintain attendance records and to report absences via the online attendance reporting system.

1. The instructor may excuse absences for valid reasons, but missed work must be made up within the semester/term of enrollment.
2. Work missed through unexcused absences must also be made up within the semester/term of enrollment, but unexcused absences may carry further penalties.
3. In the event of two consecutive weeks of unexcused absences in a semester/term of enrollment, the student will be administratively withdrawn, resulting in a grade of "F".
4. A "Contract for Incomplete" will not be issued to a student who has unexcused or excessive absences recorded for a course.
5. Students receiving Military Tuition Assistance or Veterans Administration educational benefits must not exceed three unexcused absences in the semester/term of enrollment. Excessive absences will be reported to the appropriate agency and may result in a monetary penalty to the student.
6. Report of a "F" grade (attendance or academic) resulting from excessive absence for those students who are receiving financial assistance from agencies not mentioned in item 5 above will be reported to the appropriate agency.

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Disability Guidelines:
Park University is committed to meeting the needs of all students that meet the criteria for special assistance. These guidelines are designed to supply directions to students concerning the information necessary to accomplish this goal. It is Park University's policy to comply fully with federal and state law, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, regarding students with disabilities. In the case of any inconsistency between these guidelines and federal and/or state law, the provisions of the law will apply. Additional information concerning Park University's policies and procedures related to disability can be found on the Park University web page: http://www.park.edu/disability

Additional Information:
Assessment
With the commitment to improve the effectiveness of the University, students will periodically be asked to participate in class activities that will provide feedback regarding class content and structure and information necessary from a student perspective. This is a key part of our on-going institutional evaluation process with the goal of educational betterment at Park University.

Syllabus Revisions
The professor reserves the right to revise this syllabus as needed throughout the semester.

Copyright:
This material is protected by copyright and cannot be reused without author permission.

****PA Blended Courses****

All Park blended courses require weekly student activities and contact with the instructor; weekly attendance will be documented. Blended courses are typically defined as those where 20%-40% of traditional face-to face classroom time is replaced by online assignments and activities. Veterans Administration (VA) guidelines require at least 60% face-to-face content. Minimum class room F2F time at a campus center for a (3) credit hour course which meets (40) hours per term would be (3) credit hours x number of weeks in term (8) which equals (24) hours- (3) hours each week. At least 2 hours per week should be spent engaged in online classroom activities.

PA 333 Public Management & Leadership
Click, Eric

Vision Statement: Park University will meet learners' needs for a lifetime.

Hauptmann School of Public Affairs Vision Statement
The Hauptmann School of Public Affairs will serve the common good by graduating leaders who exercise authority responsibly, make ethical decisions, act with moral courage, and advance human dignity world-wide.

Mission Statement: Park University transforms lives through accessible, student-centered, quality higher education.

Hauptmann School of Public Affairs Mission Statement
The Hauptmann School of Public Affairs develops ethically grounded professionals for public sector management and service in community nonprofit organizations through public service values education.

Course	PA 333 Public Management & Leadership
Semester	
Faculty	Click, Eric, PhD
Title	Associate Professor of Public Administration/Program Coordinator Public Administration/ASPA Secretariat to IPAC
Office Location	Park University - Downtown Kansas City Campus: Office 814
Office Hours	Wednesday: 1:30 p.m.-6:30 p.m. and also by appointment.
Daytime Phone	Office: 816-559-5623
E-Mail	eric.click@park.edu
SemesterDates	
Class Time	3 hours F2F Weekly and 24/7 Online
Credit Hours	3

Textbook:
Required:
1. *Understanding and Managing Public Organizations* (5th Edition) by Hal G. Rainey.
2. *Leading Change, With a New Preface by the Author* (2012) by John P. Kotter.

Recommended:
A Manual for Writers of Research Papers, Theses and Dissertations: Chicago Style for Students and Researchers (8th Edition) by Kate L. Turabian.

Textbooks can be purchased through the MBS bookstore
Textbooks can be purchased through the Parkville Bookstore

Academic Writing Style: Students of HSPA's Master of Public Affairs (MPA) and Bachelor of Public Administration (BPA), in all PA prefix courses, are expected to be familiar with and follow consistently the *Turabian: A Manual for Writers of Research Papers, Theses and Dissertations- Chicago Style for Students and Researchers* (8th Edition) accepted norms for overall writing guidelines, including all citations, reference pages and title pages. Students should specifically use the Turabian (Author-Date) Style for all citations. Examples of the Turabian (Author-Date) Style are located through the *Turabian Quick Guide*: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html (select the "Author-Date" tab), with more specifics in Chapters 18 and 19 of the actual *Turabian Manual*.

Additional Resources:
Turabian 8th Edition Online Citation Guide: (Author-Date) Style

McAfee Memorial Library - Online information, links, electronic databases and the Online catalog. Contact the library for further assistance via email or at 800-270-4347.
Career Counseling - The Career Development Center (CDC) provides services for all stages of career development. The mission of the CDC is to provide the career planning tools to ensure a lifetime of career success.
Park Helpdesk - If you have forgotten your OPEN ID or Password, or need assistance with your PirateMail account, please email helpdesk@park.edu or call 800-927-3024
Resources for Current Students - A great place to look for all kinds of information http://www.park.edu/Current/.

Course Description:
PA 333 Public Management and Leadership The study of managerial functions, processes, ethics and practices in public organizations. Topics may include: goals, objectives, policies, organizational structures, and decision-making thoery and practice in public organizations. 3:0:3

Learning Outcomes:

Core Learning Outcomes

1. Contrast the differences and similarities between management and leadership.
2. Distinguish various theories of management and of leadership.
3. Discuss the impact of politics and policy on public management and leadership.
4. Differentiate management and leadership practices in the public sector vs. the private sector.
5. Describe ethical and legal concerns for public administrators.
6. Analyze managing and leading change.

PA Blended Course
All Park blended courses require weekly student activities and contact with the instructor; weekly attendance will be documented. Blended courses are typically defined as those where 20%-40% of traditional face-to face classroom time is replaced by online assignments and activities. Veterans Administration (VA) guidelines require at least 60% face-to-face content. Minimum class room F2F time at a campus center for a (3) credit hour course which meets (40) hours per term would be (3) credit hours x number of weeks in term (8) which equals (24) hours- (3) hours each week. At least 2 hours per week should be spent engaged in online classroom activities.

Class Assessment:
A total of 500 points is available for this course. Points are broken down into five categories:

One Introduction Discussion	@ 21 points = 4.2%
Four Bi-Weekly Discussions	@ 36 points each = 28.8%
Seven Hauptmann Lecturer Activities	@ 30 points each = 42%
Final Essay	@ 100 points = 20%
In-Class Participation	@ 25 points= 5%

Grading:
The grading scale is as follows:

A 90% or above
B 80% to 89%
C 70% to 79%
D 60% to 69%
F 59% and below

Course discussions are graded on demonstrated preparation for the discussion, including linage of the current discussion with previous course materials, clearly-communicated concepts derived from non-assigned reading materials (with suitable citation/reference), presentation of substantive comments that are constructive in nature, and fabrication of logical and well-crafted positions. Further, written work is graded on demonstrated insight, completion of expectation of the assignment, coherence of organization, grammar and spelling, and proper citations.

Letter grades in this course have the following meanings:

- An 'A' signifies work that clearly exceeds expectations exemplified by the student who prepares for class discussions and consistently indicates having thought about the material. Written work falling into this category will demonstrate clarity of purpose, organization, and communication. It will also demonstrate clear interpretation of course material with proper citations.
- A 'B' signifies work that meets expectations, meaning that all aspects of the assignment are completed, but it lacks some aspects of 'A' work, particularly inconsistent preparation for class discussions or written work that demonstrates less significant insight in the material, frequent grammatical errors, or failure to follow citation requirements.
- A 'C' denotes written work that minimally meets the intent of the assignment and is poorly constructed, supported, or inconsistent arguments, or works with multiple spelling and grammatical errors, or multiple failures to follow citation requirements.
- A 'D' falls short of the intent of the assignment in multiple areas and signifies a student who regularly misses class discussions, is otherwise unprepared on multiple occasions, or whose written work fails to meet the minimum expectations of undergraduate students.
- A 'F' indicates failure to meet minimum requirements, demonstration of consistently poor work, or demonstrated inability to improve performance, cheating, or plagiarism.

File and Writing Format
If possible, dropbox submissions should be in .doc files. To ensure submissions open, when using Microsoft Word 2007 or above, try to remember to save as Microsoft Office Word 97 - 2003 Document (.doc). The new .docx files sometimes have compatibility issues. If you do not have Microsoft Word and are incapable of submitting in this format, in your word processor, please save the file as an .rtf (rich text format) and submit.

Assignments should be double spaced in New Times Roman 12 with 1 inch margins. When using (citing) sources outside of materials provided in this class, please make sure they are quality and reliable sources (Wikipedia is not acceptable). Students should follow Turabian writing guidelines.

Late Submission of Course Materials:
Non-penalized (excused) extensions/make-up work will only be given based upon documented

approved extenuating circumstances. Unexcused late submissions will result in an assignment grade of zero (0%).

Classroom Rules of Conduct:
Everyone's comments are important. The diversity of the experience among members of your class will enhance learning. All students will be treated equitably within the classroom. Discussion and all communications are required to be respectful. Inappropriate language will not be tolerated, and your professor determines what is inappropriate. Students not treating the professor and/or classmates with respect are subject to discipline or dismissal from the course and/or program.

Course Topic / Dates / Assignments:
In Weeks 1 through 7, the class covers two chapters of *Understanding and Managing Public Organizations* per week (module) with Week 8 serving as a wrap-up week. For each chapter, PowerPoints and Chapter Keys are posted.

Week	**Readings**	**Face to Face Activities**	**Online Activities**
Week 1	Chapters 1-2	PowerPoints/Lectures	Introduction Discussion Hauptmann Lecturer 1
Week 2	Chapters 3-4	PowerPoints/Lectures	Hauptmann Lecturer 2 Discussion 1
Week 3	Chapters 5-6	PowerPoints/Lectures	Hauptmann Lecturer 3
Week 4	Chapters 7-8	PowerPoints/Lectures	Hauptmann Lecturer 4 Discussion 2
Week 5	Chapters 9-10	PowerPoints/Lectures	Hauptmann Lecturer 5
Week 6	Chapters 11-12	PowerPoints/Lectures	Hauptmann Lecturer 6 Discussion 3
Week 7	Chapters 13-14	PowerPoints/Lectures	Hauptmann Lecturer 7
Week 8	Wrap-Up	Wrap-Up	Discussion 4 Final Essay Due

Starting in Week 1, the module content for the following week will be released on Friday @ 11:59 p.m.

Discussions
Bi-weekly, students relate specific sources to module material. Students are required to make one main post (three to four paragraphs) that addresses the specific discussion by Thursday at 11:59 p.m. and two peer review posts (responses to his or her classmates' posts that are two to three paragraphs each) by 11:59 p.m. Sunday. All posts must utilize and cite material from the bi-weekly course information/readings, including complete internal citations and a reference list. Each post is worth 12 points.

What are substantive postings? Substantive postings include:

- Responding to discussion questions as well as discourse between students related to subject matter within the course. This includes posting responses to others' answers within a

Discussion Area. A response may express agreement with or challenge to the point of view expressed, supported by references (citations) to the text or lecture.

- Contributing to the discussion based upon course content, theory, or personal experiences, not simply personal opinions.

Hauptmann Lecturer Activities

In these activities, in 500 to 1000 words, students address question(s) based primarily on the following Hauptmann Lecturers videos, please see complete lecturer information at http://www.park.edu/academics/college-of-management/hauptmann-school-of-public-affairs/distinguished-lecture-series.html.

Week 1: Dr. Jerzy Hauptmann- 2000	(Due: Sunday @ 11:59 p.m.)
Week 2: Dr. Michael E. O'Hanlon- 2005	(Due: Sunday @ 11:59 p.m.)
Week 3: Dr. Emily Hauptmann- 2007	(Due: Sunday @ 11:59 p.m.)
Week 4: Dr. Pan Suk Kim- 2009	(Due: Sunday @ 11:59 p.m.)
Week 5: Dr. John J. Mearsheimer - 2011	(Due: Sunday @ 11:59 p.m.)
Week 6: Dr. Walter D. Broadnax- 2012	(Due: Sunday @ 11:59 p.m.)
Week 7: Dr. Theda Skopcol- 2013 or Dr. Frank J. Thompson- 2015	(Due: Sunday @ 11:59 p.m.)

Further information will be given upon assignment. Assignments are due in the dropbox.

Final Essay

In this essay, students will address question(s) based upon Kotter's *Leading Change*, including in relation to material from *Understanding and Managing Public Organizations*. The essay should be 6-8 pages in length, not counting the title and reference pages.

Please note, in this essay, you are only allowed to use class sources, i.e., *Understanding and Managing Public Organizations*, *Leading Change*, videos, lectures and the additional handouts. Other sources will result in grade reductions.

Further information will be given in Canvas.

Due Date: Week 8- Sunday by 11:59 p.m. (Dropbox)

Academic Honesty:

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Park University 2013-2014 Undergraduate Catalog Page 95

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Park University 2013-2014 Undergraduate Catalog Page 95

Attendance Policy:

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3. In the event of two consecutive weeks of unexcused absences in a semester/term of enrollment, the student will be administratively withdrawn, resulting in a grade of "F".
4. A "Contract for Incomplete" will not be issued to a student who has unexcused or excessive absences recorded for a course.
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6. Report of a "F" grade (attendance or academic) resulting from excessive absence for those students who are receiving financial assistance from agencies not mentioned in item 5 above will be reported to the appropriate agency.

In-Class Participation

Attendance at all class meetings is expected. Attendance is taken and reported to Academic Services in accordance with institutional policy. The class will function on an interactive basis, requiring each member to contribute to the discussion. Readings, lectures, and participation are vital to student success. Further, punctuality and preparedness are pertinent. As a result, if you have more than one unexcused absence, your grade will be reduced by 5%. In order for an absence to be excused, appropriate approved documentation must be provided. Excessive tardiness may also result in grade reduction.

In addition, to ensure appropriate participation, please turn cell phones and/or pages to off/silent or vibrate at a minimum during class time (no texting). Further, laptops or tablets are not permitted in class unless directed for authorized class activities. Also, if a room is equipped with individual computers, students can only use the technology for authorized class related activities. If applicable, please let me know of possible extenuating circumstances concerning cell phones, pagers and/or computers.

Disability Guidelines:

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Additional Information:

Assessment

With the commitment to improve the effectiveness of the University, students will periodically be asked to participate in class activities that will provide feedback regarding class content and structure and information necessary from a student perspective. This is a key part of our on-going institutional evaluation process with the goal of educational betterment at Park University.

Syllabus Revisions

The professor reserves the right to revise this syllabus as needed throughout the semester.

Copyright:
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PA 432 Senior Project in Public Administration
Click, Eric

Vision Statement: Park University will meet learners' needs for a lifetime.

Hauptmann School of Public Affairs Vision Statement
The Hauptmann School of Public Affairs will serve the common good by graduating leaders who exercise authority responsibly, make ethical decisions, act with moral courage, and advance human dignity world-wide.

Mission Statement: Park University transforms lives through accessible, student-centered, quality higher education.

Hauptmann School of Public Affairs Mission Statement
The Hauptmann School of Public Affairs develops ethically grounded professionals for public sector management and service in community nonprofit organizations through public service values education.

Course	PA 432 Senior Project in Public Administration
Semester	
Faculty	Click, Eric, PhD
Title	Associate Professor of Public Administration/Program Coordinator Public Administration/ASPA Secretariat to IPAC
Office Location	Park University - Downtown Kansas City Campus: Office 814
Office Hours	Wednesday and Thursday: 1:30 p.m.-5:30 p.m. and also by appointment.
Daytime Phone	Office: 816-559-5623
E-Mail	eric.click@park.edu
SemesterDates	
Class Time	24/7
Prerequisites	EN 105, EN 106, passing the WCT and taken during final 12 hours prior to graduation.
Credit Hours	3

Textbooks:
Required Texts:
1. *Case Study Research: Design and Methods 5th Edition* (2014) by Robert K. Yin.
2. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers 8th Edition* (2013) by Kate L. Turabian.

Textbooks can be purchased through the MBS bookstore
Textbooks can be purchased through the Parkville Bookstore

Academic Writing Style: Students of HSPA's Master of Public Affairs (MPA) and Bachelor of Public Administration (BPA), in all PA prefix courses, are expected to be familiar with and follow consistently the *Turabian: A Manual for Writers of Research Papers, Theses and Dissertations- Chicago Style for Students and Researchers* (8th Edition) accepted norms for overall writing guidelines, including all citations, reference pages and title pages. Students should specifically use the Turabian (Author-Date) Style for all citations. Examples of the Turabian (Author-Date) Style are located through the *Turabian Quick Guide*: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html (select the "Author-Date" tab), with more specifics in Chapters 18 and 19 of the actual *Turabian Manual*.

Additional Resources:
Turabian Online Citation Guide (Author-Date Style) - **Note, Turabian (Author-Date Style) is the writing style of PA courses.

McAfee Memorial Library - Online information, links, electronic databases and the Online catalog. Contact the library for further assistance via email or at 800-270-4347.
Career Counseling - The Career Development Center (CDC) provides services for all stages of career development. The mission of the CDC is to provide the career planning tools to ensure a lifetime of career success.
Park Helpdesk - If you have forgotten your OPEN ID or Password, or need assistance with your PirateMail account, please email helpdesk@park.edu or call 800-927-3024
Resources for Current Students - A great place to look for all kinds of information http://www.park.edu/Current/.

Course Description:
PA 432 Senior Project in Public Administration: Through research, students should be able to demonstrate a thorough integration of the courses taken and skills learned in Public Administration, including in relation to a students area of emphasis or areas of emphasis. Case studies and/or practical problems will be examined. Prerequisites: EN 105, EN 106, passing the WCT and taken during final 12 hours prior to graduation.

Learning Outcomes:

Core Learning Outcomes

1. Compose extensive quality research on public administration topic.
2. Construct a research paper, utilizing case study methodology.
3. Prepare a PowerPoint presentation based upon their research paper.
4. Formulate a research topic, purpose and problem statements, questions, methodology, and literature review.

Core Assessment:

Class Assessment:
A total of 750 points is available for this course. Points are broken down into eight categories:

One Introduction Discussion	@ 20.25 points = 2.7%
Eight Weekly Discussions	@ 24 points each = 25.6%
Six Source Summaries	@ 24 points each= 19.2%
Research Chats Participation	@ 28.125 points each= 7.5%
Research Proposal	@ 37.5 points= 5%
Research Paper (1st 10 pages)	@ 75 points= 10%
Research Paper	@ 150 points = 20%
Research Presentation	@ 75 points = 10%

Grading:
The grading scale is as follows:

A 90% or above
B 80% to 89%
C 70% to 79%
D 60% to 69%
F 59% and below

Course discussions are graded on demonstrated preparation for the discussion, including linage of the current discussion with previous course materials, clearly-communicated concepts derived from non-assigned reading materials (with suitable citation/reference), presentation of substantive comments that are constructive in nature, and fabrication of logical and well-crafted positions. Further, written

work is graded on demonstrated insight, completion of expectation of the assignment, coherence of organization, grammar and spelling, and proper citations.

Letter grades in this course have the following meanings:

- An 'A' signifies work that clearly exceeds expectations exemplified by the student who prepares for class discussions and consistently indicates having thought about the material. Written work falling into this category will demonstrate clarity of purpose, organization, and communication. It will also demonstrate clear interpretation of course material with proper citations.
- A 'B' signifies work that meets expectations, meaning that all aspects of the assignment are completed, but it lacks some aspects of 'A' work, particularly inconsistent preparation for class discussions or written work that demonstrates less significant insight in the material, frequent grammatical errors, or failure to follow citation requirements.
- A 'C' denotes written work that minimally meets the intent of the assignment and is poorly constructed, supported, or inconsistent arguments, or works with multiple spelling and grammatical errors, or multiple failures to follow citation requirements.
- A 'D' falls short of the intent of the assignment in multiple areas and signifies a student who regularly misses class discussions, is otherwise unprepared on multiple occasions, or whose written work fails to meet the minimum expectations of undergraduate students.
- A 'F' indicates failure to meet minimum requirements, demonstration of consistently poor work, or demonstrated inability to improve performance, cheating, or plagiarism.

See applicable online grading rubrics

File and Writing Format

If possible, dropbox submissions should be in .doc files. To ensure submissions open, when using Microsoft Word 2007 or above, try to remember to save as Microsoft Office Word 97 - 2003 Document (.doc). The new .docx files sometimes have compatibility issues. If you do not have Microsoft Word and are incapable of submitting in this format, in your word processor, please save the file as an .rtf (rich text format) and submit.

Assignments should be double spaced in New Times Roman 12 with 1 inch margins. When using (citing) sources outside of materials provided in this class, please make sure they are quality and reliable sources (Wikipedia is not acceptable). Students should follow Turabian writing guidelines and always provide a title page and reference page.

Late Submission of Course Materials:

Non-penalized (excused) extensions/make-up work will only be given based upon documented approved extenuating circumstances. Unexcused late submissions will result in an assignment grade of zero (0%).

Classroom Rules of Conduct:

Everyone's comments are important. The diversity of the experience among members of your class will enhance learning. All students will be treated equitably within the classroom. Discussion and all communications are required to be respectful. Inappropriate language will not be tolerated, and your professor determines what is inappropriate. Students not treating the professor and/or classmates with respect are subject to discipline or dismissal from the course and/or program.

Course Topic / Dates / Assignments:

Week 1: Chapters: Yin (1), and Turabian (1-3, 15 and 18-19)
Week 2: Chapters: Yin (2), and Turabian (4-7)
Week 3: Chapters: Yin (3), and Turabian (8-9 and 25)
Week 4: Chapters: Yin (4), and Turabian (10-11)
Week 5: Chapters: Yin (5), and Turabian (12-14)
Week 6: Chapters: Yin (6), and Turabian (20-22)
Week 7: Chapters: Turabian (23-24 and 26)
Week 8: Wrap-Up

*Note, since *A Manual for Writers* is required in PA330 and needed throughout the program, you should have a general familiarity with much of the information already.

Starting in Week 1, the module content for the following week will be released on Friday @ 11:59 p.m.

Discussions

Students are required to make main posts (three to four paragraphs) that address the specific discussion by Thursday at 11:59 p.m. and peer review posts (responses to his or her classmates' posts that are two to three paragraphs each) by 11:59 p.m. Sunday, totaling three posts weekly. All posts must utilize and cite material from the week's course information/readings, including complete internal citations and a reference list. Each post is worth 8 points.

What are substantive postings? Substantive postings include:

- Responding to discussion questions as well as discourse between students related to subject matter within the course. This includes posting responses to others' answers within a Discussion Area. A response may express agreement with or challenge to the point of view expressed, supported by references (citations) to the text or lecture.
- Contributing to the discussion based upon course content, theory, or personal experiences, not simply personal opinions.

Source Summaries

In Weeks 1-6, in 500 to 1000 words, each post should contain key point summaries (two to three paragraphs for each summary) of two reliable sources (separate summary for each) related to your research proposal with correct citations and references by Sunday at 11:59 p.m. Note, in Week 7, source summaries are part of the weekly discussions.

Research Proposal

Students select a case study topic to complete a research paper, including determining a research question he or she would like to address relative to it. Students need to provide a minimum 200 word explanation of why this is a relevant research question and how they plan to address it in a 25 to 30 page research paper. Students also need to provide a list of ten credible complete references relative to their research question.

Due Date: Week 2- Sunday by 11:59 p.m.

Research Paper (1st Ten Pages)

Students submit a minimum of their first ten pages of research (not counting the title and reference pages), which should include a clear introduction and clear overall relation to their research question. Students also need to use a minimum of ten references in this submission. In addition, students need to include a detailed outline (place after title page before intro) for the final research paper.

Due Date: Week 4- Sunday by 11:59 p.m.

Final Project: Research Paper and Research Presentation

Research Paper

Based upon his or her research proposal, students submit a 25 to 30 page research paper, utilizing a minimum of 25 reliable references. The research paper should include the following sections: title page, abstract, executive summary, introduction, main body (research-with possible subheadings), conclusion/findings, recommendations, references, and appendixes as needed. Only the body (introduction-recommendations) of the paper counts towards the page count.
Further information will be given in Canvas.
Due Date: Week 8- Thursday by 11:59 p.m.

Research Presentation

Students create and present a PowerPoint based upon their research paper through recorded audio/video. The presentation is required to be:

- 15-20 minutes
- 8-12 slides (recommended 1 slide per major research proposal section included)
- Video brief introduction on self and research (2nd slide)
- Audio on each text slide besides video slide
- Internal citations in slides with References Slide(s), Reference Slide(s) do not count toward slide count
- Graphics only as necessary

Further information will be given in Canvas.
Due Date: Week 8- Thursday by 11:59 p.m.

Research Phone/Office Chats (Required)

Regarding your research, you are required to call me or come to my office in Weeks 2 and 5 during specific hours. You can pick an available slot (30 minute blocks). If these times do not work for you, please email me why, and we can try to set-up another time. However, unless necessary, I want to talk to you during these time periods. Time options will become available in Canvas in Week 1 and Week 4. Note, per the grading breakdown, you get participation points for these, so you should be timely and prepared.

Academic Honesty:

Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are advised to read and understand all sections of this policy relating to standards of conduct and academic life. Park University students and faculty members are encouraged to take advantage of the University resources available for learning about academic honesty at www.park.edu/current or www.park.edu/faculty
Park University 2013-2014 Undergraduate Catalog Page 95

Plagiarism:

Plagiarism involves the use of quotations without quotation marks, the use of quotations without indication of the source, the use of another's idea without acknowledging the source, the submission of a paper, laboratory report, project, or class assignment (any portion of such) prepared by another person, or incorrect paraphrasing.
Park University 2013-2014 Undergraduate Catalog Page 95

Attendance Policy:

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1. The instructor may excuse absences for valid reasons, but missed work must be made up within the semester/term of enrollment.
2. Work missed through unexcused absences must also be made up within the semester/term of enrollment, but unexcused absences may carry further penalties.

3. In the event of two consecutive weeks of unexcused absences in a semester/term of enrollment, the student will be administratively withdrawn, resulting in a grade of "F".
4. A "Contract for Incomplete" will not be issued to a student who has unexcused or excessive absences recorded for a course.
5. Students receiving Military Tuition Assistance or Veterans Administration educational benefits must not exceed three unexcused absences in the semester/term of enrollment. Excessive absences will be reported to the appropriate agency and may result in a monetary penalty to the student.
6. Report of a "F" grade (attendance or academic) resulting from excessive absence for those students who are receiving financial assistance from agencies not mentioned in item 5 above will be reported to the appropriate agency.

Disability Guidelines:

Park University is committed to meeting the needs of all students that meet the criteria for special assistance. These guidelines are designed to supply directions to students concerning the information necessary to accomplish this goal. It is Park University's policy to comply fully with federal and state law, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, regarding students with disabilities. In the case of any inconsistency between these guidelines and federal and/or state law, the provisions of the law will apply. Additional information concerning Park University's policies and procedures related to disability can be found on the Park University web page: http://www.park.edu/disability.

Additional Information:

Assessment

With the commitment to improve the effectiveness of the University, students will periodically be asked to participate in class activities that will provide feedback regarding class content and structure and information necessary from a student perspective. This is a key part of our on-going institutional evaluation process with the goal of educational betterment at Park University.

Syllabus Revisions

The professor reserves the right to revise this syllabus as needed throughout the semester.

Copyright:

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****PA Blended Courses****

All Park blended courses require weekly student activities and contact with the instructor; weekly attendance will be documented. Blended courses are typically defined as those where 20%-40% of traditional face-to face classroom time is replaced by online assignments and activities. Veterans Administration (VA) guidelines require at least 60% face-to-face content. Minimum class room F2F time at a campus center for a (3) credit hour course which meets (40) hours per term would be (3) credit hours x number of weeks in term (8) which equals (24) hours- (3) hours each week. At least 2 hours per week should be spent engaged in online classroom activities.

PA 432 Senior Project in Public Administration
Click, Eric

Vision Statement: Park University will meet learners' needs for a lifetime.

Hauptmann School of Public Affairs Vision Statement
The Hauptmann School of Public Affairs will serve the common good by graduating leaders who exercise authority responsibly, make ethical decisions, act with moral courage, and advance human dignity world-wide.

Mission Statement: Park University transforms lives through accessible, student-centered, quality higher education.

Hauptmann School of Public Affairs Mission Statement
The Hauptmann School of Public Affairs develops ethically grounded professionals for public sector management and service in community nonprofit organizations through public service values education.

Course	PA 432 Senior Project in Public Administration
Semester	
Faculty	Click, Eric, PhD
Title	Assistant Professor of Public Administration/Program Coordinator Public Administration/HSPA Communication Coordinator/ASPA Secretariat to IPAC
Office Location	Park University - Downtown Kansas City Campus: Office 814
Office Hours	Wednesday and Thursday: 1:30 p.m.-5:30 p.m. and also by appointment.
Daytime Phone	Office: 816-559-5623
E-Mail	eric.click@park.edu
SemesterDates	
Class Time	3 hours F2F Weekly and 24/7 Online
Prerequisites	EN 105, EN 106, passing the WCT and taken during final 12 hours prior to graduation.
Credit Hours	3

Textbooks:
Required Texts:
1. *Case Study Research: Design and Methods 5th Edition* (2014) by Robert K. Yin.
2. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers 8th Edition* (2013) by Kate L. Turabian.

Textbooks can be purchased through the MBS bookstore
Textbooks can be purchased through the Parkville Bookstore

Academic Writing Style: Students of HSPA's Master of Public Affairs (MPA) and Bachelor of Public Administration (BPA), in all PA prefix courses, are expected to be familiar with and follow consistently the *Turabian: A Manual for Writers of Research Papers, Theses and Dissertations- Chicago Style for Students and Researchers* (8th Edition) accepted norms for overall writing guidelines, including all citations, reference pages and title pages. Students should specifically use the Turabian (Author-Date) Style for all citations. Examples of the Turabian (Author-Date) Style are located through the *Turabian Quick Guide*: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html (select the "Author-Date" tab), with more specifics in Chapters 18 and 19 of the actual *Turabian Manual*.

Additional Resources:
Turabian Online Citation Guide (Author-Date Style) - **Note, Turabian (Author-Date Style) is the writing style of PA courses.
McAfee Memorial Library - Online information, links, electronic databases and the Online catalog. Contact the library for further assistance via email or at 800-270-4347.
Career Counseling - The Career Development Center (CDC) provides services for all stages of career development. The mission of the CDC is to provide the career planning tools to ensure a lifetime of career success.
Park Helpdesk - If you have forgotten your OPEN ID or Password, or need assistance with your PirateMail account, please email helpdesk@park.edu or call 800-927-3024
Resources for Current Students - A great place to look for all kinds of information http://www.park.edu/Current/.

Course Description:
PA 432 Senior Project in Public Administration: Through research, students should be able to demonstrate a thorough integration of the courses taken and skills learned in Public Administration, including in relation to a students area of emphasis or areas of emphasis. Case studies and/or practical problems will be examined. Prerequisites: EN 105, EN 106, passing the WCT and taken during final 12 hours prior to graduation.

Learning Outcomes:
Core Learning Outcomes
1. Describe Public Administration as a field and a practice.
2. Provide an integration of the various sub fields of Public Administration.
3. Demonstrate a familiarity with the field of Public Administration.

PA Blended Course
All Park blended courses require weekly student activities and contact with the instructor; weekly attendance will be documented. Blended courses are typically defined as those where 20%-40% of traditional face-to face classroom time is replaced by online assignments and activities. Veterans Administration (VA) guidelines require at least 60% face-to-face content. Minimum class room F2F time at a campus center for a (3) credit hour course which meets (40) hours per term would be (3) credit hours x number of weeks in term (8) which equals (24) hours- (3) hours each week. At least 2 hours per week should be spent engaged in online classroom activities.

Class Assessment:
A total of 750 points is available for this course. Points are broken down into nine categories:

One Introduction Discussion	@ 20.25 points = 2.7%
Eight Weekly Discussions	@ 24 points each = 25.6%
Six Source Summaries	@ 24 points each= 19.2%
Research Participation	@ 37.5 points = 5%
Research Proposal	@ 37.5 points= 5%

Research Paper (1st 10 pages)	@ 75 points= 10%
Research Paper	@ 150 points = 20%
Research Presentation	@ 75 points = 10%
In-Class Participation	@ 18.75 points= 2.5%

Grading:
The grading scale is as follows:

A 90% or above
B 80% to 89%
C 70% to 79%
D 60% to 69%
F 59% and below

Course discussions are graded on demonstrated preparation for the discussion, including linage of the current discussion with previous course materials, clearly-communicated concepts derived from non-assigned reading materials (with suitable citation/reference), presentation of substantive comments that are constructive in nature, and fabrication of logical and well-crafted positions. Further, written work is graded on demonstrated insight, completion of expectation of the assignment, coherence of organization, grammar and spelling, and proper citations.

Letter grades in this course have the following meanings:

- An 'A' signifies work that clearly exceeds expectations exemplified by the student who prepares for class discussions and consistently indicates having thought about the material. Written work falling into this category will demonstrate clarity of purpose, organization, and communication. It will also demonstrate clear interpretation of course material with proper citations.
- A 'B' signifies work that meets expectations, meaning that all aspects of the assignment are completed, but it lacks some aspects of 'A' work, particularly inconsistent preparation for class discussions or written work that demonstrates less significant insight in the material, frequent grammatical errors, or failure to follow citation requirements.
- A 'C' denotes written work that minimally meets the intent of the assignment and is poorly constructed, supported, or inconsistent arguments, or works with multiple spelling and grammatical errors, or multiple failures to follow citation requirements.
- A 'D' falls short of the intent of the assignment in multiple areas and signifies a student who regularly misses class discussions, is otherwise unprepared on multiple occasions, or whose written work fails to meet the minimum expectations of undergraduate students.
- A 'F' indicates failure to meet minimum requirements, demonstration of consistently poor work, or demonstrated inability to improve performance, cheating, or plagiarism.

See applicable online grading rubrics

File and Writing Format
If possible, dropbox submissions should be in .doc files. To ensure submissions open, when using Microsoft Word 2007 or above, try to remember to save as Microsoft Office Word 97 - 2003 Document (.doc). The new .docx files sometimes have compatibility issues. If you do not have Microsoft Word and are incapable of submitting in this format, in your word processor, please save the file as an .rtf (rich text format) and submit.

Assignments should be double spaced in New Times Roman 12 with 1 inch margins. When using (citing) sources outside of materials provided in this class, please make sure they are quality and reliable sources (Wikipedia is not acceptable). Students should follow Turabian writing guidelines and always provide a title page and reference page.

Late Submission of Course Materials:
Non-penalized (excused) extensions/make-up work will only be given based upon documented approved extenuating circumstances. Unexcused late submissions will result in an assignment grade of zero (0%).

Classroom Rules of Conduct:
Everyone's comments are important. The diversity of the experience among members of your class will enhance learning. All students will be treated equitably within the classroom. Discussion and all communications are required to be respectful. Inappropriate language will not be tolerated, and your professor determines what is inappropriate. Students not treating the professor and/or classmates with respect are subject to discipline or dismissal from the course and/or program.

Course Topic / Dates / Assignments:

Week	Readings	Face to Face Activities	Online Activities
Week 1	Chapters: Yin (1), and Turabian (1-3, 15 and 18-19)	Lectures Research Participation	Introduction Discussion Discussion 1 Source Summaries 1
Week 2	Chapters: Yin (2), and Turabian (4-7)	Lectures Research Participation	Discussion 2 Source Summaries 2 Research Proposal
Week 3	Chapters: Yin (3), and Turabian (8-9 and 25)	Lectures Research Participation	Discussion 3 Source Summaries 3
Week 4	Chapters: Yin (4), and Turabian (10-11)	Lectures Research Participation	Discussion 4 Source Summaries 4 Research Paper (1st 10 Pages)
Week 5	Chapters: Yin (5), and Turabian (12-14)	Lectures Research Participation	Discussion 5 Source Summaries 5
Week 6	Chapters: Yin (6), and Turabian (20-22)	Lectures Research Participation	Discussion 6 Source Summaries 6
Week 7	Turabian (23-24 and 26)	Lectures Research Participation	Discussion 7 Source Summaries 7
Week 8	Wrap-Up	Wrap-Up Research Participation Final Presentations	Discussion 8 Final Project

*Note, since *A Manual for Writers* is required in PA330 and needed throughout the program, you should have a general familiarity with much of the information already.

Starting in Week 1, the module content for the following week will be released on Friday @ 11:59 p.m.

Discussions
Students are required to make main posts (three to four paragraphs) that address the specific discussion by Thursday at 11:59 p.m. and peer review posts (responses to his or her classmates' posts that are two to three paragraphs each) by 11:59 p.m. Sunday, totaling three posts weekly. All posts must utilize and cite material from the week's course information/readings, including complete internal citations and a reference list. Each post is worth 8 points.

What are substantive postings? Substantive postings include:

- Responding to discussion questions as well as discourse between students related to subject matter within the course. This includes posting responses to others' answers within a Discussion Area. A response may express agreement with or challenge to the point of view expressed, supported by references (citations) to the text or lecture.
- Contributing to the discussion based upon course content, theory, or personal experiences, not simply personal opinions.

Source Summaries
In Weeks 1-6, in 500 to 1000 words, each post should contain key point summaries (two to three paragraphs for each summary) of two reliable sources (separate summary for each) related to your research proposal with correct citations and references by Sunday at 11:59 p.m. Note, in Week 7, source summaries are part of the weekly discussions.

Research Proposal
Students select a case study topic to complete a research paper, including determining a research question he or she would like to address relative to it. Students need to provide a minimum 200 word explanation of why this is a relevant research question and how they plan to address it in a 25 to 30 page research paper. Students also need to provide a list of ten credible complete references relative to their research question.

Due Date: Week 2- Sunday by 11:59 p.m. (Dropbox)

Research Paper (1st Ten Pages)
Students submit a minimum of their first ten pages of research (not counting the title and reference pages), which should include a clear introduction and clear overall relation to their research question. Students also need to use a minimum of ten references in this submission. In addition, students need to include a detailed outline (place after title page before intro) for the final research paper.

Due Date: Week 4- Sunday by 11:59 p.m. (Dropbox)

Final Project: Research Paper and Research Presentation
Research Paper
Based upon his or her research proposal, students submit a 25 to 30 page research paper, utilizing a minimum of 25 reliable references. The research paper should include the following sections: title page, abstract, executive summary, introduction, main body (research-with possible subheadings), conclusion/findings, recommendations, references, and appendixes as needed. Only the body (introduction-recommendations) of the paper counts towards the page count.

Further information will be given in Canvas.

Due Date: Week 8- Thursday by 11:59 p.m. (Dropbox)

Research Presentation
Students create and present a PowerPoint based upon their research paper and present in class. The presentation is required to be:

- 15-20 minutes, including 5 minutes maximum of Q/A

- 8-12 slides (recommended 1 slide per major research proposal section included)
- Brief introduction on self and research (2nd slide)
- Internal citations in slides with References Slide(s), Reference Slide(s) do not count toward slide count
- Graphics only as necessary
- Business casual dress required at a minimum.

Further information will be given in Canvas.

Due Date: Week 8- In-Class and Dropbox.

Research Participation

Weekly, in class, you are required to discuss your research with the class as a whole and also individually with your instructor, including progress. Note, per the grading breakdown, you get research participation points for this, so you should be timely and prepared.

Academic Honesty:

Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are advised to read and understand all sections of this policy relating to standards of conduct and academic life. Park University students and faculty members are encouraged to take advantage of the University resources available for learning about academic honesty at www.park.edu/current or www.park.edu/faculty
Park University 2013-2014 Undergraduate Catalog Page 95

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In-Class Participation

Attendance at all class meetings is expected. Attendance is taken and reported to Academic Services in accordance with institutional policy. The class will function on an interactive basis, requiring each member to contribute to the discussion. Readings, lectures, and participation are vital to student success. Further, punctuality and preparedness are pertinent. As a result, if you have more than one unexcused absence, your grade will be reduced by 2.5%. In order for an absence to be excused,

appropriate approved documentation must be provided. Excessive tardiness may also result in grade reduction.

In addition, to ensure appropriate participation, please turn cell phones and/or pages to off/silent or vibrate at a minimum during class time (no texting). Further, laptops or tablets are not permitted in class unless directed for authorized class activities. Also, if a room is equipped with individual computers, students can only use the technology for authorized class related activities. If applicable, please let me know of possible extenuating circumstances concerning cell phones, pagers and/or computers.

Disability Guidelines:
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Bachelor of Public Administration
Online Course Developers

PA330	Public Administration	Click	Eric, PhD	Eric.Click@park.edu
PA331	Public Organizations	Mostel	Claire	Claire.Mostel@park.edu
PA333	Public Management & Leadership	Click	Eric, PhD	Eric.Click@park.edu
PA334	Public Personnel Administration	Mostel	Claire	Claire.Mostel@park.edu
PA342	Administrative Politics	Balderas	Maria, PhD	Maria.Balderas@park.edu
PA345	Media & Public Administration	Click	Eric, PhD	Eric.Click@park.edu
PA350	Public Budget & Finance	Balderas	Maria, PhD	Maria.Balderas@park.edu
PA380	Public Service Values	Hickey	Jessica, PhD	Jessica.Hickey@park.edu
PA390	Administrative Law	Hickey	Jessica, PhD	Jessica.Hickey@park.edu
PA404	Capitalism & Social Issues	Click	Eric, PhD	Eric.Click@park.edu
PA430	Research in PA	Sprick	David, PhD	David.Sprick@park.edu
PA431	Seminar in Fire Service Mgmt	Click	Eric, PhD	Eric.Click@park.edu
PA432	Sr. Project in PA	Click	Eric, PhD	Eric.Click@park.edu

Updated: 9/23/15

Maria Del Carmen Balderas
11546 Dumbarton Dr
Dallas, TX 75228
(972) 279-7994 *home*
(817) 223-1664 *alternate*
mariabalderas@hotmail.com

SUMMARY OF QUALIFICATIONS

Degreed (i.e. biology, criminology and criminal Justice, and public affairs) and bilingual professional, with over a decade of healthcare experience working in both the public and private sector. Experience includes conducting healthcare research, collecting and managing patient data, and performing evaluations and reviews of healthcare programs. Maintain familiarity and understanding of the following competencies: medical record reviews, ground-level knowledge of clinic and hospital settings, experienced performing quality assurance audits of electronic medical records (EMR) and lab wait times, and assisting during accreditation reviews.

EXPERIENCE

2015-Present IBM Watson Health – Dallas Dallas, TX
Health Informaticist

- Maintain detailed knowledge of standard healthcare quality measurements, including HEDIS, QPP, and ACO, and deliver requirements and specification for the development of Clinical Quality Measures as applied to Value Based Care market, including logic design and acceptance testing.
- Provide expert domain knowledge to the Offering Management teams, guiding the creation of new functionality throughout the software development life cycle, and engage with account executives and existing clients on new clinical developments and enhancement requests.
- Assist in defining the goals for Health Informatics and the strategies to achieve those goals, ensuring alignment with corporate strategic objectives.
- Maintain deep understanding of current healthcare policies, including MACRA, and healthcare data interoperability standards (e.g., HL7, FHIR)
- Remain current with the appropriate medical knowledge to ensure the quality and timeliness of clinical information presented through WH applications. This includes maintaining a working knowledge of healthcare terminology and medical coding guidelines (e.g., ICD, CPT, HCPCS, SNOMED, LOINC, NDC).
- Familiar with all health products and the ways in which clinical information is utilized to support best practices and improve population health. Promote communication with client facing teams to further a deeper understanding of how clinical data is interpreted and utilized in applications.
- Function as subject matter expert in the acquisition, interpretation, and mapping of clinical data, ensuring client's data integrity is preserved in WH applications. Provide clinical data analysis, mapping specifications, and validation as part of the integration process.
- Respond promptly to client clinical data issues and own the issue through to resolution.
- Understand in detail the end-to-end data flows and manipulations from client source to application.
- Identify clinical workflow and process issues and concerns.
- Provides research and advises on health policy and regulatory changes.

2010-2015 HHS Office of Inspector General (OIG) – Dallas Dallas, TX
Program Analyst

- Conduct short-term studies, national in scope, by implementing reviews, inspections, and program evaluations in order to uphold agency mission to protect the integrity of the U.S. Department of Health & Human Services (HHS) programs.

- Evaluate the effectiveness and efficiency of HHS programs by planning, coordinating, and conducting complex research and analysis, which involve, but are not limited to the following agencies: FDA, CDC, HRSA, and CMS.
- Provide recommendations to internal and external stakeholders in order to make program process and management improvements.
- Develop evaluation objectives and approaches by designing and executing appropriate methodologies to collect data through various mediums (e.g., interviews, questionnaires and onsite inspections).
- Assemble findings and results in a comprehensive manner that lead to the production of high-impact and high-quality public reports that address current healthcare fraud, health policy concerns, and wasteful use of Medicare and Medicaid services.
- Analyze qualitative and quantitative information by utilizing technologies that assist in manipulating data, while synthesizing and interpreting data verbally and in writing.
- Assist and identify non-compliance with laws regulations, and policy transmittals.
- Analyze information regarding investigations and referral for prosecution of Medicaid cases by compiling information from various sources such as statistical reports, recertification questionnaires, assessing memorandum of understanding documents between agencies, and reviewing policy and procedures.
- Work with the Oversight Division and Office of Audit Services to identify any potential internal control weaknesses in fiscal resources and any other issues involving the use of resources.
- Conduct structured interviews focused on interactions with external agencies, Unit operations, improvement and effective practices with key stakeholders such as MFCU management and staff.
- Review case files for documentation of actions, which include timeliness of investigations, prosecution, and case development.
- Evaluate outcomes by analyzing criminal convictions, civil settlements/judgments, and recoveries.
- Work effectively and collaboratively with various teams, OIG components and Operating Divisions within HHS.
- Assist OIG External Affairs (EA) and Office of Evaluation and Inspections (OEI) regions by translating documents, which include, but are not limited to the following: consumer alerts, podcasts, transcripts, and beneficiary questionnaires.
- Serve as a Spanish speaking translator at an ad hoc basis.

2006-2010 UT Southwestern Medical Center - Dallas Dallas, TX
Research Study Coordinator

- Served as primary liaison between insurance companies, national registries and internal/external entities such as inpatient units and outside hospitals.
- Created, collaborated and assisted in the implementation of employee strategic planning and steering committees, by serving as a moderator in developing, learning, and training within departments.
- Analyzed, planned and assisted in designing processes that streamline program objectives and eliminate waste.
- Gathered, evaluated and entered clinical data to ensure delivery and accuracy of information as means of meeting research and departmental data requirements.
- Monitored the management of data by creating tools aimed to improve the quality and integrity of data collection, which included the coordination, aggregation and maintenance of local and national research data required to ascertain and identify research study outcomes.
- Oversee and performed the entry of research data, coding, data retrievals, edits, and computer backups.
- Managed the reporting of data for national research studies on various projects by interacting with internal and external research data managers, physicians, outside medical offices, medical records departments and the like, as means of obtaining patient follow-up and gathering data for outcomes purposes.
- Developed and created reports for quality assurance audits, financial entities and maintained general organizational tracking by preparing research reports, charts, and graphs, as required by the program and research departments.
- Presented and reported patient outcomes to both internal and external entities at monthly and quarterly meetings.
- Maintained protocol and regulatory compliance of documents with the Institutional Review Board, which include renewing, editing and submitting current and new protocols.

- Reviewed and participate in perspective audits in order to improve quality and integrity of data collection and reporting as means of ensuring compliance with accreditation agencies, registries, and internal programs.

2003-2006 Texas Oncology, P.A. Dallas, TX
Data Coordinator

- Assisted, developed and monitored the creation of data management reports in order to effectively, and efficiently maintain compliance with registries, internal (e.g. program audits) and external (e.g. insurance) entities.
- Worked closely with management to ensure that proper maintenance and tools aimed to improve the quality and integrity of the data collection for studies mirrored outcome measures required at the national level.
- Participated in process improvement initiatives which included, but were not limited to the following: prospective and retrospective study requests, validation of clinical data submissions to outside entities (e.g., National Marrow Donor Program and Center for International Blood and Marrow Transplant Research), and ensured accreditation compliance (e.g., FACT/JACHO).
- Team appointed liaison between registries, database vendors, and staff, as means of disseminate information to all other data team members.
- Provided training and assistance to data team members by communicating changes and revised procedures implemented by clinical counterparts, registries, and internal personal.
- Created, revised and submitted standard operating procedures, as means of complying with accreditation standards.

EDUCATION

- **Doctorate in Public Affairs**
  The University of Texas at Dallas, Dallas, TX December 2013
- **Master of Arts in Criminology and Criminal Justice**
  The University of Texas at Arlington, Arlington, TX August 2006
- **Bachelor of Science in Biology**
  The University of Texas at Arlington, Arlington, TX August 2003
- **Bachelor of Arts in Criminology and Criminal Justice**
  The University of Texas at Arlington, Arlington, TX May *2003*

THESIS AND DISSERTATION

- **Doctor of Philosophy in Public Affairs, University of Texas at Dallas, 2013**
  Dissertation Title: Free and Charitable Clinics: The Impact of Care to Undocumented Immigrants
  Research Emphasis: Policy and regulatory impact in healthcare.
  Research Method: Mix-method approach utilizing a survey design and interviews (phone and face-to-face).
  Data Collection: Survey provided and/or given online, sent in the mail, by phone or face-to-face.

- **Master of Arts in Criminology and Criminal Justice, University of Texas at Arlington, 2003**
  Thesis Title: Human Trafficking: A Comparative Analysis of the Perceptions of College Students and Police Officers
  Research Emphasis: Perception and knowledge of human trafficking by law enforcement and general public.
  Research Method: Quantitative empirical approach utilizing a non-experimental, cross-sectional survey design.
  Data Collection: Survey given in paper form during student classes and police officer meeting times.

TEACHING EXPERIENCE

2013-Present Park University Nationwide (Online)
Public Administration/Public Affairs
Adjunct Professor

- PA 330 Public Administration:
  Examine principles and problems of public administration in America. Special attention is given to the problems of democratic control and development of basic concepts of the field.
- PA 331 Public Organizations:
  Describe major historical organization theories in public administration; analyze organizational communication theories; assess the relationship between politics and public organizations in America; evaluate control system for public organizations; and illustrate theories of organizational behavior and conflict resolution.
- PA 350 Budget and Finance:
  Analyze public budgeting at the national, state and local levels of government, including the relationship of the federal budget to fiscal policy. The politics of the budgetary process are examined as well as various types of budgets that influence intergovernmental transfer payments.
- PA 404 Capitalism and Societal Issues:
  Examine current societal trends and public debates relative to the dynamic interface of capitalism, economic concepts and principles. Students use a framework of foundational analytical tools in exploring these issues.

PROFESSIONAL DEVELOPMENT

- Lean Six-Sigma – White Belt
- Seminar in Human Resources
- Evaluation Research Methods
- Negotiations for Effective Management
- Leadership of Public and Non-Profit Organizations
- Survey of Public Affairs
- Legal Environment of Public Affairs
- Decision Tools for Managers
- Models and Tools of Change Management
- Domestic Social Policy
- Data Collection and Survey Training, 2013

PROFESSIONAL SOCIETIES AND ASSOCITATIONS

- American Academy of Professional Coders
- The American Society for Public Administration
- Institute for Healthcare Improvement
- American Translators Association

CERTIFICATES

- Patient Safety Certificate – IHI Open School 2011
- Quality Improvement Certificate – IHI Open School 2012
- Managing Health Care Operations – IHI Open School 2012

TRAINING PROVIDED

- Client Relationship Managers, MACRA Overview, September 29, 2016
- Training module on MACRA, Finalized September 2016

- Training module on MIPS, Finalized September 2016
- Sales Team Orientation, Southern Region, Overview of MIPS and APMs, July 2016
- Technical Program Managers, Brief overview, June 2016
- Sales Team Orientation, Overview of MACRA, May 2016

CONTRIBUTING AND PUBLISHED REPORTS/ARTICLES/BLOGS

- Daniel DM, Dorum A, Matthews J., Smay T., Balderas M., Sohn J., Hezak M., Canupp S., Sanders K., Pakerek J., and Spirrison K. 2016. Succeeding in CMS' New Quality Payment Program: Merit-based Incentive Payment System Toolkit. 1st ed. Cambridge, MA: IBM Watson Health
- U. S. Department of Health and Human Services. *Adverse Events in Inpatient Rehabilitation Hospitals: National Incidence Among Medicare Beneficiaries*. July 2016, OEI-06-14-00110.
- U. S. Department of Health and Human Services. *Massachusetts State Medicaid Fraud Control Unit: 2015 Onsite Review*. June 2016, OEI-07-15-00390.
- U. S. Department of Health and Human Services. *Oklahoma State Medicaid Fraud Control Unit: 2014 Onsite Review*. April 2016, OEI-06-14-00630.
- U. S. Department of Health and Human Services. *Medicaid Fraud Control Units: Fiscal Year 2014 Annual Report*. April 2015, OEI-06-15-00010.
- U. S. Department of Health and Human Services. *Alabama State Medicaid Fraud Control Unit: 2014 Onsite Review*. April 2015, OEI-06-13-00660.
- U. S. Department of Health and Human Services. *Iowa State Medicaid Fraud Control Unit: 2014 Onsite Review*. November 2014, OEI-06-14-00190.
- U. S. Department of Health and Human Services. *Medicare Mental Health Services Provider Enrollment and Credentialing*. June 2014, OEI-06-13-00560.
- U. S. Department of Health and Human Services. *Texas State Medicaid Fraud Control Unit: 2013 Onsite Review*. April 2014, OEI-06-13-00300.
- U. S. Department of Health and Human Services. *CMS's System for Sharing Information About Terminated Providers Needs Improvement*. March 2014, OEI-06-12-00031.
- U. S. Department of Health and Human Services. *Adverse Events in Skilled Nursing Facilities: National Incidence Among Medicare Beneficiaries*. February 2014, OEI-06-11-00370.
- U. S. Department of Health and Human Services. *Medicare Nursing Home Resident Hospitalization Rates Merit Additional Monitoring*. November 2013, OEI-06-11-00040.
- U. S. Department of Health and Human Services. *Limited Supplier Solicitation of Prescribing Physicians Under the Medicare DMEPOS Competitive Bidding Program*. December 2012, OEI-06-11-00081.
- U. S. Department of Health and Human Services. *Memorandum Report: Supplier Billing for Diabetes Test Strips and Inappropriate Supplier Activities in Competitive Bidding Areas*. Prepared by the Office of Inspector General. November 2012, OEI-04-11-00760.
- U. S. Department of Health and Human Services. *Dietary Supplements: Companies May Be Difficult to Locate in an Emergency*. Prepared by the Office of Inspector General. October 2012, OEI-01-11-00211.
- U. S. Department of Health and Human Services. *Dietary Supplements: Structure/Function Claims Fail to Meet Federal Requirements*. Prepared by the Office of Inspector General. October 2012, OEI-01-11-00210.
- U. S. Department of Health and Human Services. *Memorandum Report: Few Adverse Events in Hospitals Were Reported to State Adverse Event Reporting Systems*. Prepared by the Office of Inspector General. July 2012, OEI-06-00092.
- U. S. Department of Health and Human Services. *Hospital Incident Reporting Systems Do Not Capture Most Patient Harm*. Prepared by the Office of Inspector General. January 2012, OEI-06-00091.
- Froehlich, Thomas, Patrice Griffith, Kathy Panian, Susan Sayles, Ben Barkley, Maria Balderas, Irene Selbrede, Esperanza Salazar, Rochelle Horadam, Nikki Ruiz. 2010. Improve wait times for chemotherapy infusion within Simmons Cancer Center Hematology /Oncology clinic project category: Patient centered care/timeliness team members. Abstract, Dallas, TX. (*Unpublished*)

- Saracino, Giovanna, Luis Piñeiro, Brian Berryman, Joseph Fay, E. Vance, Ryan Woelfel, Maria Balderas, and Edward Agura. 2005. Hematopoietic cell transplantation (HCT) information center: A data management system and a gateway to standard statistics. Abstract. *American Society for Blood and Marrow Transplantation* 11, no 2, (February): 108.

PRESENTATIONS

- IBM Executive Webinar Series *January 26, 2017*
  "MACRA's Impact on Patient Engagement and How Watson Health can Help"
  Teleconference and Webinar

- Population Health Conference and Executive Forum *December 7, 2016*
  "IBM Watson Health: Your Partner in Value-Based Care Delivery & Payment Models"
  Dallas, TX

- IBM Executive Webinar Series *November 14, 2016*
  "Past, Present, and Future – What you Need to Know about the Quality Payment Program for 2017 and Beyond"
  Teleconference and Webinar

- Scottsdale Institute *October 6, 2016*
  "Preparing for the Merit-based Incentive Payment System (MIPS)"
  Teleconference and Webinar

- IBM Executive Webinar Series *August 10, 2016*
  "Navigating MIPS (Merit-based Incentive Payment System)"
  Teleconference and Webinar

- Urban Affairs Association 41st Annual Meeting *March 17, 2011*
  Challenges and New Directions in the Nonprofit Sector
  "Government-Nonprofit Collaboration to Provide Health Care for Undocumented Immigrants: Evidence from Three Dallas Area Counties"
  New Orleans, LA

- BMT Tandem Meetings Presenter *February 13, 2008*
  "Information Technology Summit Report"
  San Diego, CA

- CIBMTR IT Summit Presenter *January 18, 2008*
  "Data Collection and Generation"
  Minneapolis, MN

- UT Arlington Science Symposium *2001*
  "Equine Infectious Anemia Virus: A Search for Pathogenic Mutations"
  Arlington, TX

RESEARCH

- 2014 – 2015, Mental Health in Free and Charitable Clinics; Richard Scotch, Ph.D. and Charles McConnel, Ph.D.

- 2010, DISD Focus Group, Child Neighborhood Perceptions; James Murdoch, Ph.D. and Tammy Leonard

- 2000 – 2001, EIAV: Equine Infectious Anemia Virus; Susan Payne, Ph.D.

AWARDS

- August 2014, Council of the Inspectors General on Integrity and Efficiency (CIGIE) Award for Excellence in Evaluations, *Adverse Events in Skilled Nursing Facilities.*
- June 2014, Inspector General's Award for Excellence in Quality, Safety, and Value, *Adverse Events in Skilled Nursing Facilities.*
- June 2014, Office of Evaluation and Inspections, Exceptional Achievement Award, *Hospitalization of Nursing Home Residents.*
- June 2013, Inspector General's Award for Excellence in Program Evaluation, *Dietary Supplements Report Team.*
- 2000 – 2002, National Science Foundation: Louis Stokes Alliances for Minority Participation (LSAMP) Program.

COMPUTER PROGRAMS AND SOFTWARE

SPSS, SAS, Crystal Reports, Microsoft software (Word, Excel, Power Point, SharePoint, Access, Project, SQL)

BILINGUAL

Fluent in English and Spanish – Read, write, and speak

REFERENCES

Available upon request

Jessica M. Hickey
1405 Cross Bend Road
Plano, TX 75023
(469) 235-9451

EDUCATION

Ph.D.	The University of Texas at Dallas, Public Affairs Dissertation: "The Social Identity of Hispanics/Latinos in the Senior Executive Service: Representative Bureaucracy in the Executive Branch of the Federal Government." Advisor: Dr. Douglas J. Watson	2009
M.P.H.	The University of North Texas Health Science Center, Public Health	2004
B.S.	Texas A&M University, Community Health	2000

PUBLICATIONS

"Surveillance of the Colorectal Cancer Disparities Among Demographic Subgroups – A Spatial Analysis" (2006). With Chiehwen Ed Hsu and Francisco Soto-Mas. *Southern Medical Journal,* Summer.

TEACHING EXPERIENCE

Park University, Hauptman School for Public Affairs, Parkville, MO
Adjunct Instructor, 2013-present
Facilitate multiple online courses in the Public Affairs undergraduate and graduate programs including: Public Administration, Budget and Finance, Public Management and Leadership, Capitalism and Societal Issues, Public Service Ethics, Administrative Law and The Environment of Public Organizations. Additionally, serve as course developer for Public Service Ethics and Administrative Law. Course development responsibilities include general course maintenance in the online platform (Canvas) as well as selection of course materials and content.

PROFESSIONAL EXPERIENCE

U.S. Department of Health and Human Services, Centers for Medicare and Medicaid Services, Region VI, Dallas, TX
Technical Director, 2010-present
Responsible for planning the strategic direction of the regional office including assessing vulnerabilities in the Medicaid program and proposing the most efficient deployment of resources to counter identified risks. Coach staff on identifying and addressing opportunities for systems improvement in order to gain efficiency and accuracy in work

processes. Accountable for facilitating professional development and technical training for regional office staff.

Health Insurance Specialist, 2005-2010
Provided oversight and monitoring of the Region VI Medicaid program, specifically Home and Community Based Services waivers, Medicaid Managed Care service delivery systems, Program for the All-Inclusive Care for the Elderly (PACE), and the Children's Health Insurance Program, to assurance compliance with federal regulation and agency policy. Supported the Region VI states through the provision of technical assistance, primarily policy clarification to support new initiatives.

U.S. Department of Veteran's Affairs, V.A. Medical Center, Philadelphia, PA
Presidential Management Fellow, 2004-2005

American Cancer Society, Dallas, TX
Health Initiatives Director, 2001-2004

YWCA, Women's Resource Center, Dallas TX
Women's Health Director, 2000-2001

PROFESSIONAL MEMBERSHIPS

American Society for Public Administration
Pi Alpha Alpha, The Public Administration Honorary
Delta Omega, The Honorary Public Health Society

SCHOLARSHIPS AND AWARDS

Presidential Management Fellowship, U.S. Office of Personnel Management, 2004
The University of North Texas Health Science Center, Outstanding M.P.H. Student for Health Management and Policy, 2004
Texas A&M University College of Education, Distinguished Student, 1998
Texas A&M University, Aggie Spirit Award, 1995-1999

OTHER EXPERIENCE

Career Opportunities in Public Service, University of North Texas, Dallas, TX, 2016.
Presenter, "The Presidential Management Fellowship: A Personal Reflection"

American Society for Public Administration (ASPA), 2014 National Conference, Washington, D.C.

Panel Presenter, **The Challenges of Cross-Divisional Societal Issues: Crossing the Lines and Beyond,** "The Integration of Public and Private Health Insurance Enrollment Systems: The Case of the Medicaid Program"

Housing Capacity Building Initiative for Community Living, Joint HHS-HUD Regional Meeting, Dallas, TX, 2012.
Presenter, "Medicaid Long Term Care and Community Living Services"

U.S. Department of Health and Human Services, Office of the Inspector General-Office of Evaluation and Inspections Annual Staff Training, Dallas, TX, 2011.
Presenter, "Medicaid and the Children's Health Insurance Program: A Federal/State Partnership"

Career Opportunities in Public Service, Long Island University, Brooklyn, NY, 2008.
Presenter, "The Presidential Management Fellowship: A Personal Reflection"

23rd National Home and Community Based Services Conference, Albuquerque, NM, 2007.
Presenter, **"**Measuring Quality in Medicaid Home and Community Based Services Waivers"

Claire Mostel

1641 Rodman Street
Hollywood, Florida 33020
(786) 512-5180
E-mail cmostel@gmail.com

EDUCATION

- Master of Public Administration - Florida International University
- Bachelor of Public Administration - Florida International University

PROFESSIONAL PROFILE

- Adjunct professor for undergraduate Public Administration program
- Experienced professional with extensive administrative skills
- Extensive supervisory experience
- Developed, implemented, and facilitated the Team Metro Citizens' Academy
- Excellent written and verbal communication skills
- Established interaction with civic and community organizations
- Experienced in facilitating community efforts to set goals, objectives, and desired outcomes
- Extensive customer service skills

PROFESSIONAL EXPERIENCE

2014 – Present Park University, Course Developer

- Public Organizations
- Public Personnel Administration

2013 - Present Park University, Online Adjunct Professor

- Public Organizations
- Public Management and Leadership
- Public Administration
- Public Personnel Administration
- Administrative Politics

2004- Present Barry University, Adjunct Professor

- Values and Ethics in Public Administration
- Public Policy and Administration
- American Government
- Public Budget and Finance
- Concepts and Issues in Public Planning
- Human Resource in the Public Sector
- Capstone Project

2008 – 2009 Miami-Dade County Office of Neighborhood Compliance, Compliance Support Coordinator

- Managed compliance support staff
- Coordinated code enforcement case support
- Created/implemented community projects including workshops and training
- Compiled statistical reports
- Created written reports and oral presentations

- Liaison with mayor/county manager and county commission staff, community council representatives, and interacted with representatives from various county departments, and citizens
- Oversaw special projects

1996 – 2008 Miami-Dade County Team Metro, Outreach Supervisor

- Office manager for regional office
- Supervised outreach staff
- Coordinated community projects, including workshops, training and information events
- Organized programs for community service for high school students
- Prepared written correspondence and public presentations
- Oversaw direct sales and reconciliation
- Interacted with department liaisons, county commission staff, and community council representatives
- Prepared monthly statistical reports

1995 – 1996 Miami-Dade County Team Metro, Outreach Specialist

- Maintained case management records
- Public presentations to civic, community, and school groups
- Written correspondence
- Conducted research for citizen assistance
- Information and referral
- Coordinated community activities
- Assisted in preparation of buc slips

PROFESSIONAL PRESENTATIONS/PUBLICATIONS

- ✓ *LGBTQ Access & Accommodation: The Role of Public Administration and Public Service, Moderator.* American Society for Public Administration (ASPA) 2017 Annual Conference. Atlanta, GA.
- ✓ *The Supreme Court Has Ruled on Same-Sex Marriage: LGBT Challenges Facing Public Administrators. Moderator/Discussant.* American Society for Public Administration (ASPA) 2016 Annual Conference. Settle, WA.
- ✓ *Social Equity & LGBT Rights in the 21st Century*, Moderator. American Society for Public Administration (ASPA) 2015 Annual Conference. Chicago, IL.
- ✓ *Engaging the Community on Policy Development, Planning & Budgeting, Moderator*. ASPA Section for Public Management Practice – Good Governance Worldwide Pre-Conference Forum. American Society for Public Administration (ASPA) 2015 Annual Conference. Chicago, IL.
- ✓ *Rainbow Rulings: Impact & Implementation of SCOTUS Decisions, Moderator.* American Society for Public Administration (ASPA) 2014 Annual Conference. Washington, DC.
- ✓ *Separate and Unequal: U.S. Supreme Court Decisions, Post-Windsor, Discussant.* American Society for Public Administration (ASPA) 2014 Annual Conference. Washington, DC.
- ✓ *Eliminating Discrimination & Affirming Diversity & Equal Rights.* Chair & Moderator. Southeastern Conference on Public Administration (SECoPA) 2013. Charlotte, NC.
- ✓ *A New Case for Bureaucracy?* Southeastern Conference on Public Administration (SECoPA) 2013. Charlotte, NC.
- ✓ *Social Equity: ASPA & the Public Administration LGBT Community*. American Society for Public Administration (ASPA) 2013 Annual Conference. New Orleans. LA.
- ✓ *Obituary: Team Metro.* Government is Us 2.0. Edited by Cheryl Simrell King. M.E. Sharpe. April 2011
- ✓ *Collateral Damage: How Foreclosures & Financial Stress Helped Bring Down a County Department.* Texas ASPA/CPM Conference. Austin, Texas. February 18, 2011

- ✓ *Reorganization/Elimination: The Team Metro experience – So Much for Bringing Government Closer to the People*. SECoPA (Southeastern Conference on Public Administration) Louisville, KY Co-Author October 2009.
- ✓ Book Review. Public Administration Review (PAR), Volume 69, Issue 3. April 2009; Hummel, Ralph P. The Bureaucratic Experience: The Post-Modern Challenge, 5th Edition. Finding the Heart and Soul of Bureaucrats: A Practitioner Talks Back.
- ✓ *The Impact of Property Tax and Real Estate on Service Delivery*. Southeastern Conference on Public Administration (SECoPA) 2008 Co-Author September 2008.
- ✓ *Transforming Government Services Against All Odds*. American Society for Public Administration (ASPA) Dallas, Texas 2008.
- ✓ *Governance Challenge.* The Public Manager and ASPA 2008 Conference July 2008.
- ✓ *Validating Performance Measures Using the 311* Call Center American Society for Public Administration (ASPA) Washington, DC March 25, 2007.
- ✓ *Independent Validation of Performance Measures* Southeastern Conference for Public Administration (SECoPA) 2006, Athens, GA. Co-Author September 28, 2006
- ✓ *Reconnecting Communities and Government* Southeastern Conference for Public Administration (SECoPA) 2005 Little Rock, AR October 5-8, 2005
- ✓ Transforming Citizenship and Governance. Transformational Public Service: Portrait of Theory in Practice. King, Cheryl Simrell and Zanetti, Lisa A. M.E. Sharpe. March 2005.
- ✓ *Fulfilling Our Mission Statement – Mission Impossible or Full Speed Ahead?* Southeastern Conference for Public Administration (SECoPA) 2004 Charlotte, NC October 4, 2004
- ✓ *Meeting Citizens' Expectations: The Impossible Dream* American Society for Public Administration (ASPA) National Conference. Portland, OR March 27-30, 2004
- ✓ Book Review, The American Review of Public Administration, Dec 2003; *Caught Between the Dog and the Fireplug, or How to Survive Public Service*, by Kenneth Ashworth
- ✓ *Will Private Sector Principles Satisfy the Public?* Southeastern Conference for Public Administration (SECoPA) 2003, Savannah, GA. October 12-14, 2003.
- ✓ *Educating Practitioners and Citizens* American Society for Public Administration (ASPA) Washington, DC March 15-18, 2003
- ✓ *Partnering for Citizen Involvement* Southeastern Conference for Public Administration (SECoPA) 2001 Baton Rouge, LA October 12, 2001
- ✓ *Reconciling Customer Service & Citizen Participation for the New Century: The Best Path to Effective, Efficient Government* American Society for Public Administration (ASPA) National Conference, Newark, NJ. March 11, 2001.
- ✓ *The Customer Service Infrastructure* Southeastern Conference for Public Administration (SECoPA) 2000, Greensboro, NC October 5, 2000.
- ✓ *Citizen Participation and Quality of Life Issues: Myth or Reality* American Society for Public Administration (ASPA) National Conference San Diego, CA April 2, 2000.
- ✓ *Is Citizen Participation a Reality?* Southeastern Conference for Public Administration (SECoPA) 1999 St. Petersburg, Fl. October 1999.
- ✓ *Opening the Door to the Public Through Customer Focused Government* American Society for Public Administration (ASPA) National Conference, Seattle, Washington 5/11/98.
- ✓ *Team Metro…Your Neighborhood County Service Center* Southeastern Conference for Public Administration (SECoPA) 97 Knoxville, Tn. September 25, 1997

PROFESSIONAL ASSOCIATIONS

- ➢ American Society for Public Administration (ASPA)
- ➢ President, Past President, ASPA South Florida Chapter
- ➢ Past Secretary, Vice-President ASPA Gold Coast Chapter
- ➢ SECoPA (Southeastern Conference for Public Administration), Chair 2006-2007
- ➢ Coordinator, Florida ASPA Conference

COMMITTEES/TASK FORCES

- ASPA Chair, Board of Financial Sustainability
- ASPA Section Chair LGBT Advocacy Alliance
- ASPA Chair, Board of Insurance Trustees
- NASPAA Peer Review Site Visit - Western Carolina University, 2014
- NASPAA Peer Review Site Visit – Carnegie Mellon University, 2013
- NASPAA Peer Review Site Visit – Suffolk University, Boston, MA 2013
- NASPAA Peer Review Site Visit – Southern University, Baton Rouge, LA 2012
- NASPAA Peer Review Site Visit – Valdosta State University, Georgia, 2011
- NASPAA Peer Review Site Visit – University of North Carolina, Chapel Hill, 2010
- NASPAA Peer Review Site Visit – Louisiana State University 2009
- NASPAA Peer Review Site Visit – Florida Gulf Coast University 2008
- ASPA Professional Development Advisory Panel
- ASPA Board of Insurance Trustees
- Advisory Board, Miami Senior High School Academy of Legal and Public Affairs
- Advisory Board, Coral Reef Senior High School Academy of Legal and Public Affairs
- South Dade Disaster Preparedness Task Force
- Program Committee, ASPA National Conference, 2000
- Program Committee, ASPA National Conference, 2002
- Program Committee, ASPA National Conference, 2005/6
- Program Committee, ASPA National Conference, 2013
- ASPA National Action Team/Chair, Chapter/Section Development
- SECOPA (Southeastern Conference on Public Administration) Chair, Practitioner Best Practices Award Committee
- SECOPA '96 Miami Host Committee, Co-Chair, Public Relations, Committee, 1996
- Code Enforcement Task Force, Miami-Dade County
- Code Enforcement Task Force Sign Code Review Subcommittee

CERTIFICATES

- Metro-Dade County Supervisor Certification Program
- Team Metro University Outreach and Neighborhood Compliance Certificate
- Metropolitan Dade County – Proactive Performance Appraisal
- Metropolitan Dade County – Basic Management Skills
- Metropolitan Dade County – Orientation to Personnel Procedures
- Metropolitan Dade County – Fair Employment Practices
- Metropolitan Dade County – Structured Interview and Selection Techniques
- Metropolitan Dade County – Progressive Discipline
- Metropolitan Dade County – Cultural Diversity

ACCOMPLISHMENTS

- ASPA LGBT Section Founders Award 2016
- ASPA Section for Women in Public Administration Joan Fiss Bishop Leadership Award 2015
- ASPA Donald E. Stone Award 2013
- SECoPA Donato J. Pugliese Award 2008
- ASPA Presidential Citation of Merit 2006
- NACO Award for Team Metro Citizens' Academy
- Developed and implemented the Team Metro Citizens' Academy
- Member of the Year, ASPA South Florida Chapter 1993/94
- Who's Who Among Students in American Universities & Colleges, 1990-91
- The National Dean's List, 1990-91

DAVID MATTHEW SPRICK

6325 N. Nevada, Avenue
Kansas City, MO 64152
816-509-8108
sprickd@umkc.edu or david.sprick@park.edu

CURRENT EMPLOYMENT

Kansas Department of Labor, Division of Workers Compensation, Topeka, Kansas
Public Service Executive/Administrator, Operations Section
2011-present

Kansas Department of Labor, Division of Workers Compensation, Topeka, Kansas
Public Manager, Technology and Statistics Unit 2004-2011

Kansas Department of Labor, Division of Workers Compensation, Topeka, Kansas
Research Analyst/Statistician, Technology and Statistics Unit
2000-2003

University of Missouri-Kansas City, Department of Political Science, Kansas City, Missouri
Adjunct Professor of Political Science 1998-Present
Adjunct Professor Graduate Status 2012-present

Park University, Hauptmann School of Public Affairs, Kansas City, Missouri
Adjunct Professor of Public Administration 2009-Present

EDUCATION:

University of Missouri-Kansas City
Ph.D. in Political Science and Public Affairs & Administration 2004
Dissertation: *Puzzling in the Administrative (Welfare) State: Devolution and Medicaid Waiver Reform*
Advisor: Dr. Max Skidmore

Missouri State University
Master of Public Administration 1997

Truman State University
Bachelor of Science in Exercise Science 1995

AWARDS and HONORS:

ACORD Insurance Industry Recognition/Leadership Award 2014
International Association of Industrial Accident Boards and Commissions, President's Award for Outstanding Achievement in EDI Award 2014
International Association of Industrial Accident Boards and Commissions, Committee Member of the Year 2005
Chancellor's Interdisciplinary Ph.D. Fellowship, University of Missouri-Kansas City 2002-2004
Pi Alpha Alpha, academic honor society for public affairs 1997
Phi Kappa Phi, academic honor society 1996

TEACHING and RESEARCH INTERESTS:
American politics and government, research methodology and statistics in political science and public affairs, the welfare state, and constitutional and political development

TEACHING EXPERIENCE (full responsibility for all courses)
University of Missouri-Kansas City, Department of Political Science
Adjunct Lecturer of Political Science
1998-Present
Taught 2-3 undergraduate American government and politics courses per semester on the U.S. political system, institutions, and major public policies. Graduate faculty status since 2012.

Park University, Hauptmann School of Public Affairs
Adjunct Professor of Public Administration 2008-Present
Taught graduate public administration courses on quantitative methodology & statistics, qualitative research methodology and public administration theory for the graduate school of public affairs. Developed and taught undergraduate public administration research and methodology course and public budgeting and finance course.

Longview Community College, Department of Social Science, Lee's Summit, Missouri
Lecturer 1999-2000
Taught one undergraduate American politics course per semester on the U.S. Constitution, political institutions, and political processes.

RESEARCH EXPERIENCE
Principal Investigator
IAIABC Comparative Judicial Model and Performance study *Jan. 2017-*
Funded by IAIABC, six states Kansas, TN, PA, WA, OR, and Wisconsin co.mparative judicial Systems study

University of Missouri-Kansas City, Department of Political Science
Graduate Research Assistant 1997-2000
Conducted data collection, statistical analysis, research, and manuscript editing for the following published academic projects; David N. Atkinson, *Leaving the Bench: Supreme Court Justices at the End* (Lawrence, KS: Kansas University Press, 1999), Robert E. Gamer (ed.), *Understanding Contemporary China* (Boulder, CO: Lynne Reinner Publishers, 1999), and G. Ross Stephens and Nelson Wilkstrom, *Metropolitan Government and Governance: Theoretical Perspectives, Empirical Analysis and the Future* (New York: Oxford University Press, 1999).

University of Missouri-Kansas City, Bloch School of Business and Public Administration
Research Assistant 1999
I co-authored, with Dr. Greg Arling, a study analyzing the issues of nursing home access and reimbursement in state Medicaid long-term programs in the South region for the Georgia Department of Medical Assistance and the Health Policy Center of Georgia State University.

City of Springfield, Missouri, Office of City Performance Auditor
Administrative Intern 1996
I conducted program evaluation and performance measurement for the City Performance Auditor on the efficacy and implementation of the City Manager's Continuous Quality Improvement (CQI) program. Responsible for performance audits on several sections of the program including the development of a "quality culture," departmental organization, management by objectives, and sick leave utilization.

Missouri State University, Exercise Science Laboratory
Graduate Research Assistant 1995-1997
Assisted the laboratory director in the administration of the facility and participated in faculty and student research on the physiological responses of human subjects under acute & chronic exercise conditions for the Department of Health, Physical Education and Recreation. Graduate teaching assistant for exercise physiology and human gross anatomy courses for undergraduate students each semester.

PROFESSIONAL PRESENTATIONS and PUBLICATIONS

"Workers Compensation Special Topics," Kansas Department of Labor 2016 Workers Compensation Seminar, Overland Park, KS, September 2016.

"Comparing State Judicial Performance," Central States Association Spring Seminar, Madison, WI, June 2016.

"IAIABC Foundations Program: Use of Data Reporting: State Perspective," IAIABC Foundations Education Program Webinar, May 2016.

"The Work Comp Digitization Project (Digicomp)," Kansas Department of Labor 2015 Workers Compensation Seminar, Overland Park, KS, September 2015.

"Workers' Compensation Metrics," Central States Association Spring Seminar, Madison, WI, June 2015.

"The Kansas/Michigan Bankruptcy Security Litigation," Central States Association Spring Seminar, Madison, WI, June 2014.

"2013 Updates on the Kansas Electronic Data Interchange Program," Kansas Department of Labor 2013 Workers Compensation Seminar, Wichita, KS, August, 2013.

"Incremental Modernization in Kansas," Central States Association Spring Seminar, Madison, WI, June 2011.

"Electronic Data Interchange (EDI) and Electronic Reporting," Kansas Department of Labor 2010 Workers Compensation Seminar, Overland Park, KS, September, 2010.

"Technology for Administering a Workers' Compensation System: Doing More With Less," International Association of Industrial Accident Boards and Commissions E-vent Educational Series, April, 2010.

"Regulatory Filing" Kansas Department of Labor 2009 Workers Compensation Seminar, Overland Park, KS, September, 2009.

"Kansas Workers Compensation Statistics 2008," Kansas Workers Compensation Advisory Council, Topeka, KS, January, 2008.

"Workers Compensation: Tapping Into the Power of XML," ACORD LOMA Insurance Systems Forum, Lake Buena Vista, Florida, May 2007.

"Kansas Workers Compensation Statistics 2007," Kansas Workers Compensation Advisory Council, Topeka, KS, February, 2007.

"Proof of Coverage Reporting and Information Technology" Kansas Workers Compensation Advisory Council, Topeka, KS, November, 2005.

"Proof of Coverage Reporting and Information Technology" Kansas Department of Labor 2005 Workers Compensation Seminar, Overland Park, KS, September, 2005.

"The IAIABC Electronic Data Interchange (EDI) Standard for Workers Compensation Reporting," Central States Association Spring Seminar, Madison, WI, June 2005.

"Innovations in Electronic Reporting of Workers Compensation Data and What the Data Reveal About Claim Costs in Kansas" Kansas Department of Labor 2004 Workers Compensation Seminar, Overland Park, KS, September, 2004.

"Factors Associated with Occupational Injuries and Claim Costs and the Electronic Data Interchange Program" Kansas Department of Labor 2002 Workers Compensation Seminar, Overland Park, KS, September, 2002.

David M. Sprick, "*Ex Abundanti Cautela* (Out of an Abundance of Caution): A Historical Analysis of the Tenth Amendment and the Continuing Dilemma of 'Federal' Power," *Capital University Law Review* 27 (May 1999).

David M. Sprick, "Theodore Roosevelt: The Empowerment of the Presidency and the Executive Branch," *The Washburn Journal of Politics,* 2 (1998): 17-50.

K. Flynn, D. Burns, D. Sprick, A. Teipel, J. Mayhew and J. Heimdal, "Effect of a Negative Grade and Exercise Intensity on Females' Maximal Eccentric Strength and DOMS," *Medicine & Science in Sports & Exercise,* 28 (May 1996): S168.

PROFESSIONAL ASSOCIATIONS and ACTIVITIES

International Association of Industrial Boards and Accident Commissions	
Vice Chair, Electronic Data Interchange Council	2013-present
Electronic Data Interchange Council	2006-present
Vice Chair, Electronic Data Interchange Claims Committee	2010-2012
Chair of Extensible Markup Language (XML) Standard Committee	2006-2007
Chair of Electronic Data Interchange (EDI) training team	2003-2006
ACORD Cross Program Reporting Steering Committee	2013-present
Central States Association, President	2011-2012
Central States Association, Vice President	2010-2011

TECHNICAL SKILLS and CERTIFICATIONS

Project Management Certification, Johnson County Kansas Community College 2007

Proficient in SAS statistical programming and SPSS statistical applications, Microsoft Project & Visio, SQL (Structured Query Language), and Microsoft Windows applications.

Dr. Eric Click

Curriculum Vitae

Park University
Hauptmann School of Public Affairs
8700 NW River Park Drive, Dearing Hall 316 • Parkville, MO 64152
Office 816.559.5623 • Email eric.click@park.edu
http://www.youtube.com/user/thericclick

EDUCATION

PhD in Public Affairs *2009*
University of Texas-Dallas, Richardson, TX
Dissertation Committee: Dr. Douglas J. Watson (Chair), Dr. R. Paul Battaglio, Jr., Dr. Jeremy L. Hall, and Dr. Wendy L. Hassett

***Dissertation*:** "The Impact of the Growth Machine on Public Financing of Professional Sports Facilities: The Case of the St. Louis Cardinals"

***Synopsis*:** This dissertation focuses on public financing of facilities for professional sports teams, particularly Major League Baseball (MLB) from a local economic development (LED) perspective. The researcher completed a case study of the St. Louis Cardinals' new Busch Stadium using growth machine theory as developed by Logan and Molotch (1987). Further, this researcher attempts to explain how and why cities continue to invest public funds in professional sports facilities despite economic evidence that indicates that they do not produce a satisfactory monetary return on investment. Cities have great demand on funds, especially those concerning public services and infrastructure. With the current economic crisis, this demand is likely to grow. Moreover, this research attempts to bridge the gap in literature concerning professional sports facilities, LED, and growth machine theory.

M.A. in Non-Profit Administration, & American Humanics Inc. Certification (CNP) *2004*
Lindenwood University, St. Charles, MO

M.B.A. in Public Management *2003*
Lindenwood University, St. Charles, MO

B.A., Business Administration and Public Management *2002*
Lindenwood University, St. Charles, MO

ACADEMIC EXPERIENCE

Associate Professor of Public Administration (Tenured- 2016) *2015 to present*
Assistant Professor of Public Administration *2011 to 2015*
Program Coordinator of Public Administration *2011 to present*
Park University- Hauptmann School of Public Affairs, Kansas City, MO
Courses instructed:

- PA 330 Public Administration: 8 Week Online
- PA 333 Public Management and Leadership: 8 Week F2F, 8 Week Blended, & 8 Week Online
- PA 334 Public Personnel Administration: 8 Week F2F
- PA 345 Media and Public Administration: 8 Week Online
- PA 350 Budget and Finance: 8 Week Online
- PA 380 Public Service Values: 8 Week Blended

- PA 390 Administrative Law: 8 Week Online
- PA 404 Capitalism and Societal Issues: 8 Week Online & 8 Week Blended
- PA 431 Seminar in Fire Services Management: 8 Week Online
- PA 432 Senior Project in Public Administration: 8 Week Online
- PA 508 Research and Analysis: 8 Week Online
- PA 521 Business, Government, and Global Society: 8 Week Online
- PA 523 Global Macroeconomic Theory: 16 Week Online
- PA 537 Global Sustainable Development: 8 Week Online
- PA 595 Communications & Marketing for Nonprofit/Community Organization- 8 Week Online
- PA 600 Ethical Foundations of Authority and Responsibility: 8 Week Online

Course Developer Online (past E-College & now Canvas):
- PA 330 Public Administration
- PA 333 Public Management and Leadership
- PA 345 Media and Public Administration
- PA 404 Capitalism and Societal Issues
- PA 431 Seminar in Fire Services Management
- PA 432 Senior Project in Public Administration
- PA 508 Research and Analysis
- PA 521 Business, Government and Society
- PA 521 Business, Government, and Global Society
- PA 522 World Economics and Comparative Capitalism
- PA 523 Global Macroeconomic Theory
- PA 537 Global Sustainable Development
- PA 571 Government Regulation of Business
- PA 575 The Changing Global Workforce
- PA 576 The Global Environment of Business
- PA 579 Corporate Finance: Concepts and Strategies
- PA 602 Seminar in Public Affairs

Course Developer Blended (past E-College & now Canvas):
- PA 330 Public Administration
- PA 331 Public Organizations
- PA 333 Public Management and Leadership
- PA 334 Public Personnel Administration
- PA 342 Administrative Politics
- PA 345 Media and Public Administration
- PA 350 Budget and Finance
- PA 380 Public Service Values
- PA 390 Administrative Law
- PA 404 Capitalism and Societal Issues
- PA 430 Research in Public Administration
- PA 431 Seminar in Fire Services Management
- PA 432 Senior Project in Public Administration

The primary responsibility of the Program Coordinators (PC) is to help ensure the academic quality of the degree program. The PC holds a primary responsibility for providing quality control including coordinating the successful implementation of assessment activities for their respective discipline. PC duties, throughout all modalities and campus centers, include: credentialing and uncredentialing adjuncts, evaluating and mentoring, syllabi creation and approval, assessment, curriculum, and accreditation. Committees have included: Assessment Committee (2011-present), Marketing and Student Enrollment Advisory Committee, Retention Task Force, Course Development and Maintenance Taskforce, RSM

Steering Committee, Faculty Senate (2016-present), and various hiring committees in Department, School, and University.

Additional responsibilities have included overseeing all MPA Oral Exams in 2012-2013, including chairing all Public Management emphasis area oral comprehensive examinations. Overall, have directly chaired or conducted approximately 100 oral exams. Further, direct involvement in both Higher Learning Commission (HLC) Accreditation, including faculty audit, and Network of Schools of Public Policy, Affairs, and Administration (NASPAA) Accreditation- including Accreditation Institute (last six years) and Site Visitor Training (last two years), and BPA Accreditation Council for Business Schools and Programs (ACBSP) Accreditation.

Highlighted accomplishments include: transitioning the BPA program out of the School of Social Sciences- Political Science, creating new: courses, emphasis areas, minor and online delivery, 800% plus enrollment growth, campus center program increase from two to seventeen, all PA courses and entire BPA Online, all PA courses Blended approved and taught, clear new hiring standards and course credentials, part of the GEM Program and the AU-ABC, Early Access to MPA Program Courses, articulation agreements, consistent texts throughout modalities, no proctored exams (first undergraduate program), standardized academic writing style (Turabian- Author/Date), and creation of www.park.edu/bpa.

MPA Global Governance (GG) Area Coordinator *2017 to present*
Park University- Hauptmann School of Public Affairs, Kansas City, MO
Responsible for all academic matters pertaining to the area of concentration; the emphasis in this work is academic quality, including curriculum and assessment. Area duties include: advising students, recommending course rotation, attracting and credentialing faculty to teach courses, organizing the examining board for the oral comprehensive exams (chair), and other associated duties. Creation and transition from Business, Government, and Global Society (BGGS) concentration, including four new GG courses.

ASPA Secretariat to the Institute of Public Administration Canada (IPAC) *2012 to present*
Park University- Hauptmann School of Public Affairs, Kansas City, MO
Represent and facilitate the Memorandum of Understanding between Park University and the American Society of Public Administration with Institute of Public Administration Canada, working to increase communication and collaboration. This includes attending both the ASPA and IPAC Annual Conferences, representing and speaking at various meetings and events. Keynote speaker for ASPA New Attendees Event 2013- https://vimeo.com/65094220 and MC for New Attendees event 2014.

MPA Business, Government, and Global Society (BGGS) Area Coordinator *2016 to 2017*
Park University- Hauptmann School of Public Affairs, Kansas City, MO
Responsible for all academic matters pertaining to the area of concentration; the emphasis in this work is academic quality, including curriculum and assessment. Area duties include: advising students, recommending course rotation, attracting and credentialing faculty to teach courses, organizing the examining board for the oral comprehensive exams (chair), and other associated duties. Creation and transition to the new Global Governance concentration.

HSPA Communications Coordinator *2012 to 2015*
Park University- Hauptmann School of Public Affairs, Kansas City, MO
Coordinate, facilitate and liaison in the dissemination, branding, and promotion of information, both internally and externally, throughout HSPA: BPA, MPA, MHL, and the Center for Leadership, including relative to technology, web, social media, and special events.

MPA Disaster and Emergency Management (DEM) Area Coordinator *2013 to 2014*
Park University- Hauptmann School of Public Affairs, Kansas City, MO
Responsible for all academic matters pertaining to the area of concentration; the emphasis in this work is academic quality, including curriculum and assessment. Area duties include: advising students, recommending course rotation, grading portion of the written comprehensive exams, attracting and credentialing faculty to teach courses, organizing the examining board for the oral comprehensive exams (chair), and other associated duties. Transitioned the area until the successful hiring of a full-time DEM faculty member.

Professor of Public Administration and Business *2009 to 2011*
Inaugural and Lead Faculty BAS in Supervision and Management
Polk State College, Lakeland, FL
Courses instructed:

- GEB 1011 Introduction to Business: 16 Week Hybrid & 8 Week Online
- MAN 3063 Ethical Issues in Organizations: 8 Week Hybrid
- MAN 3260 Organizational Behavior: 8 Week Hybrid
- MAN 3303 Leadership and Management Practices: 8 Week Hybrid
- MAN 4504 Operational Decision Making: 8 Week Hybrid
- PAD 4152 Changing Environment of Society, Business and Government: 8 Week Hybrid
- PAD 4806 State and Local Government Administration: 8 Week Hybrid
- PAD 4806 Foundations of Public Administration: 8 Week Hybrid
- PAD 4874 Public Sector Community Relations: 8 Week Hybrid
- PAD 4879 Capstone Experience: Public Administration: 8 Week Hybrid
- POS 2041 American National Government: 16 Week Traditional & 6 Week Summer
- POS 2041 American National Government (Honors): Weekly 8 Week Hybrid

Each BAS course was new and required the creation of both a syllabus and online learning environment (Desire2Learn). BAS Hybrids combine four three hour class meetings every other week with online instruction.

The role of lead faculty, especially in the emphasis areas of public administration and public safety, included: recommendations regarding the course schedule, participation in adjunct faculty selection, mentor adjunct faculty, formulate assessment measures for program learning outcomes, recommend curriculum revisions as necessary, and recommend program resources for the library. In addition, administrative duties included: community outreach, program promotion, new course creation, Academic Quality Council (AQC) preparation, presentation and approval, and Southern Association of Colleges and Schools (SACS) program accreditation preparation, assessment and meetings. Committees included: faculty senate, distance learning committee, honors committee, and hiring committees.

Assistant Director of Campus Life *2006 to 2007*
Lindenwood University, St. Charles, MO
Reporting primarily to the Executive Offices, worked with the director to oversee all student related campus operations, a campus serving over 15,000 students. Primary duties included managing the campus life operation budget, providing oversight to the offices of Enrollment Management, Mentoring, Housing, Work & Learn, Career Services, Facilities, Hospitality Services, Study Abroad Office and Residential Services.

Director of Student Activities (Student Life) *2002 to 2007*
Lindenwood University, St. Charles, MO
Reporting primarily to the Executive Offices, managed and performed a wide range of services to promote the social, intellectual, spiritual and recreational needs of students at Lindenwood University,

which included 3000 plus residential students and 2000 commuter students, providing extracurricular experiences to broaden the University experience through participation in organizations/clubs, intramural programs, leadership initiatives, social events, and school spirit functions. Assisted in the formulation and implementation of policies regarding extra-curricular activities, including the student handbook. Approved all campus bookings, including the marketing and promotion of and communication of to all students. Major events responsible for included: Welcome Week, Homecoming Weekend, Parent's Day, and Spring Fling. During this period, also assisted in managing and overseeing various campus life functions as needed through additional duties, including a brief summer transitional period as Director of Work and Learn- serving in an overall director of student life capacity.

Director American Humanics Student Association *2002*
Lindenwood University, St. Charles, MO
Oversaw the program of 100 campus non-profit leaders, including the budget, while designing student community service projects.

Secretary of Treasury for American Humanics *2001 to 2002*
Lindenwood University, St. Charles, MO
Worked closely with both executive board members, university administration and students to achieve common goals, while being directly responsible for organization budget and account reconciliation. Coordinated with head of fundraising to achieve financial goals of the organization.

Lindenwood Career Highlights

- Planned and implemented the engagement/social curriculum of University freshman course, including student awareness programming and course instruction.
- Developed and instructed activity course designed to give students an active role in promoting school spirit at university sponsored activities.
- Instructed American Government: The Nation
- Provide direct oversight to 70 student organizations, including Greek Life.
- Planned and implemented an expansion of student government, including student advocacy that resulted in both more informed student leaders and dynamic student dialog.
- Planned and implemented an overall structure of checking-in students at the University that resulted in a more efficient overall operation and increased employee, student and parent satisfaction.
- Planned and implemented the creation of two student facilities and new office facilities, including the purchasing.
- Planned and implemented a Student Activities website.
- Served as co-editor of University/student newspaper.
- Planned, implemented and edited a weekly student e-newsletter.
- Planned and implemented a Student Activities TV station that resulted in a stream of 24 hour a day student information.
- Planned and implemented an intramural program that resulted in student recreational activities and involvement.
- Assisted in the transition and management of a 200 acre University retreat facility.
- Planned and implemented a Residential Director/Residential Assistant Training program.
- Interviewed, scheduled, trained and managed over 500 work and learn students.
- Assisted in reporting of assessment information in Higher Learning Commission (HLC) accreditation.

OTHER ACADEMIC EXPERIENCE

Economic Development Quarterly (EDQ) Peer Reviewer *2017 to present*
Sage Publishing
Review submissions, especially in relation to public administration and nonprofit management, and on global issues. The mission of *Economic Development Quarterly* is to promote research supporting the

formulation of evidence-based economic development and workforce development policy, programs and practice in the United States. The focus of *EDQ* is high quality research in economic and workforce development policy and practice within the United States. This research can be scholarly, applied, or practice oriented. This journal is a member of the Committee on Publication Ethics (COPE).: http://journals.sagepub.com/home/edq.

Assessment Committee (AC) Chair *2015 to 2017*
Park University- Hauptmann School of Public Affairs, Kansas City, MO
The Faculty Senate's Assessment Committee (AC) is charged with overseeing the University's academic program review process and advising the University's Office of Institutional Effectiveness on all matters pertaining to academic assessment. Additionally, the Assessment Committee is responsible for synthesizing the results of annual program assessment in order to help the University achieve a comprehensive understanding and disciplined self-assessment of institutional academic goals.
Chair responsibilities include: recruiting and assigning committee members to serve as internal peer reviewers for academic program reviews; capturing and funneling feedback from the Committee to the College Deans and program leadership regarding assessment plans and annual assessment reports; chairing a committee to plan and execute the Annual Assessment Retreat, to include Assessment Committee volunteers and faculty from outside the Committee; and in addition to the standard committee evaluation, produce an annual "state of assessment" report for the Provost that includes recommendations for improving the University Assessment Plan.
Additional related service and accolades include: HLC Criterion 3 and 4 Quality Assurance Writing Team, Assessment Plan Writing Team, and selection for HLC Site Visitor Training (Peer Reviewer-Open and Standard Pathway). At the request of the SUNY system, served as a single external reviewer for a new MA in Research and Analytics at SUNY- Oneonta in New York, which is accredited by Middle States Commission on Higher Education (MSCHE).

Baseball Hall of Fame *2014 to present*
Cooperstown, NY
Received an internal Park University 2014 faculty development fund grant (awarded through faculty senate and academic affairs) to do case study research on the economic impact of the Baseball Hall of Fame on Cooperstown facilitated by the Hall of Fame, including local archival research and qualitative interviews (audio and transcript), and also attend the 2015 Cooperstown Symposium on Baseball and American Culture: http://baseballhall.org/learn/symposium.

- Moderator- panel, "Baseball Cents."
- Donated my dissertation to the Baseball Hall of Fame at their request available through the Giamatti Research Center: http://baseballhall.org/learn/research.

Received an internal Park University 2015 faculty development fund grant to complete, present, and submit my research at the 2016 Cooperstown Symposium on Baseball and American Culture: *The Impact of the Baseball Hall of Fame on the Village of Cooperstown*. The intensive semi-structured open-ended interviews, which are intended to elicit views and opinions, are utilized with various elite actors and experts, such as local researchers, Baseball Hall of Fame personnel, government officials, and local business leaders.

Missouri Policy Journal (MPJ) Editorial Board *2013 to present*
Lindenwood University, St. Charles, MO
This peer review journal is focused on issues relevant to Missouri policy makers as well as the public interested with the complexities associated with policy making. The journal strives to present articles in a detached and analytical manner but written so they can be read by the educated adult reader: http://www.lindenwood.edu/moPolicyJournal/.

Chulalongkorn University and Fulbright Thailand *2012*
Bangkok, Thailand

Invited and hosted by the Department of Lifelong Education at Chulalongkorn (Chula) University, from September 1-September 10 for International Literacy Week to present, lecture in PhD courses and conduct workshops/seminars with the faculty and administration. These speaking engagements focused on Literacy and Workforce Development, Developing a Sustainable Workforce through Formal, Informal and Non-formal Education, and the Role of Local Government and Education related Community Development Programs. On International Literacy Day, Friday, September 7, presented for three hours on "U.S. Higher Education and Workforce Development- Creating a More Sustainable Society through Education", including question and answer. Attendees included students, alumni, faculty, staff, administration and also government officials from throughout Thailand, and the presentation was streamed live to seven Thai Schools throughout the country. Worked with Fulbright (Thailand-U.S. Educational Foundation) in helping prepare approximately 20 students for their upcoming US placements, especially relative to cultural presentation and overall communication skills needed for both academic and professional success.

Park Project Manager for National Conference on Citizenship (NCOC): Missouri Civic Health Index (MCHI) *2011 to present*

Park University- Hauptmann School of Public Affairs, Kansas City, MO
Assist in producing press releases and related events relative to the work and publication (an author) of the *2013 Missouri Civic Health Index*: http://ncoc.net/MOCHI2013. Six Missouri Universities and the NCOC released this statewide Civic Health Index report as part of a major collaboration. The report reveals how Missouri residents engage in important civic activities such as voting, volunteering, and interacting with neighbors, critical because it is linked to the economic and personal health of individuals and communities.

Collective Bargaining Agreement (CBA) Lead Faculty Negotiator *2011 to 2015*

Park University- Hauptmann School of Public Affairs, Kansas City, MO
Negotiate and represent the Faculty Federation (Union) on the CBA (2012-2015).

Books & Strikes Guest (TV) *2009 to present*

Lindenwood University, St. Charles, MO
Review books related to baseball, specifically books related to topics covered in my dissertation, including my dissertation. The TV show is *Books 'N' Strikes* and appears periodically on Lindenwood University's TV station (LUTV), which reaches 50,000 plus viewers in the St. Louis Statistical Metropolitan Area and also streams live via the LUTV website. Dr. Joseph Cernik (host) and I have currently taped 8 episodes, with more planned episodes upcoming. All episodes are also on my YouTube: http://www.youtube.com/user/thericclick.

- *Public Dollars, Private Stadiums: The Battle Over Building Sports Stadiums*: Show 2- June 26, 2012
- *Public Dollars, Private Stadiums: The Battle Over Building Sports Stadiums*: Show 1- June 26, 2012
- *Major League Winners: Using Sports and Cultural Centers as Tools for Economic Development*- November 16, 2010
- *Ballpark: Camden Yards and the Building of an American Dream*- November 16, 2010
- *Minor League Baseball and Local Economic Development*- November 23, 2009
- Dissertation: Part 2- November 23, 2009
- *Major League Losers: The Real Cost of Sports and Who's Paying for it*- October 5, 2009
- Dissertation: Part 1- October 5, 2009

Journal of Global and International Studies (JIGS) Peer Reviewer *2009 to present*

Lindenwood University, St. Charles, MO
Review submissions, specifically in relation to Public Affairs. JIGS provides a peer reviewed multidisciplinary forum for the critical discussion of and reflections on the consequences of globalization throughout the world: http://www.lindenwood.edu/jigs/.

Inaugural Graduate Program in Public Policy (Archer Center: Washington, DC) *2009*
University of Texas-Dallas, Richardson, TX
Selected by UT-Dallas as one of four PhD students and one of twelve overall graduate students to experience *From the Ground Up: An Insider's View of the Federal Government* hosted by the University of Texas System's Archer Center. During the nine days, we meet with and had the opportunity to talk to over 50 individuals, including elected officials; House and Senate staff members; White House and Executive Branch officials; representatives from lobbying firms, trade associations, non-governmental agencies, and the media; political appointees and career civil servants; those inside the government and those outside the government.

PEER PUBLICATIONS

Click, Eric. 2018. "Market Failure Theory and Nonprofit Organizations." In *Global Encyclopedia of Public Administration, Public Policy, and Governance: Management of Nonprofit Organizations* (section), edited by Ali Farazmand and Palina Prysmakova. New York: Springer Publishing. (Upcoming)

Click, Eric. 2016. "The St. Louis Rams: The Greatest Public Financing Show on Earth," *Missouri Policy Journal* 4 (Fall/Winter): 24-50. http://www.lindenwood.edu/files/resources/click-2.pdf.

- Covered in *Forbes* by Mike Ozanian (12/21/2016)- Why St. Louis Doesn't Have an NFL Team: http://www.forbes.com/sites/mikeozanian/2016/12/21/why-st-louis-doesnt-have-a-football-team/#134797c45964

Stuteville, Rebekkah, and Eric Click. 2016. "An Assessment of the Scholarship of Teaching and Learning in Public Administration from 2009-2013," *InSight: A Journal of Scholarly Teaching* 14: 102-110. http://insightjournal.park.edu/wp-content/uploads/2016/07/10-Stuteville-and-Click.pdf.

Click, Eric. 2014. "One Development Project, Two Economic Tales: The St. Louis Cardinals' Busch Stadium and Ballpark Village," *Missouri Policy Journal* 2 (Fall/Winter): 21-34. http://www.lindenwood.edu/files/resources/click.pdf.

Click, Eric 2012. Review of *American Public Service: Constitutional and Ethical Foundations*, edited by Sheila Kennedy and David Schultz. *Public Integrity* 14, no. 3 (Summer): 316–318.

PEER PRESENTATIONS

Convener and Co-presenter/facilitator, "Policy in Action: The Case of Medical Marijuana," simulation workshop with Suzanne Discenza and Melissa Emerson at the 2018 Nonprofit Leadership Alliance: Annual Management Institute.

Presenter, Quickfire, "Why the Nonprofit Sector?: Market Failure and Nonprofit Intervention," Nonprofit Leadership Alliance: Annual Management Institute, 2018.

Presenter, "Transparency Promoting Peace, Justice, and Strong Institutions in Public Affairs Education," super-panel on UN sustainable development goal 16 (SDG 16) at the 2017 Network of Schools of Public Policy, Affairs, and Administration conference. Presentation titled "Global Governance: Preparing Global Professional Citizens to Engage in a Global Society."

Panelist, "Public Administration in the Trump Era- Throwing Out the Textbook," roundtable at the 2017 Teaching Public Administration Conference.

Convener and presenter, "Public Affairs Cases: Economic and Social Development, Health Care, Law,

and Politics panel at the 2017 Midwest Public Affairs Conference. Presentation titled "The Economic and Social Impact of the National Baseball Hall of Fame and Museum on the Village of Cooperstown."

Convener and presenter, "Professional Citizens and Public Service Values panel at the 2017 Teaching Public Administration Conference. Presentation titled "Education and Public Service Values: Ethics and Non-Profit."

Convener and presenter, "Comparative Public Administration Cases: Budget & Finance, Education, Health Care, and Management panel at the 2017 American Society for Public Administration conference. Presentation titled "The St. Louis Rams: The Greatest Public Financing Show on Earth."

Convener and presenter, "Public Service Values for Professional Citizens: Do the Public Service Values of MPA Education and Accreditation Work for a Broad Range of Sectors and Disciplines?," panel at the 2016 Network of Schools of Public Policy, Affairs, and Administration conference. Presentation titled "Education and Public Service Values: Non-Profit."

Presenter, "What We've Got: Empirical Analysis of Public Service Values in PA Education," featured panel at the 2016 Network of Schools of Public Policy, Affairs, and Administration conference. Presentation titled "Education and Public Service Values: Ethics."

Presenter, "Providing an Assist: Baseball and the Local Community," panel at the 2016 Cooperstown Symposium on Baseball and American Culture conference. Presentation titled "The Impact of the Baseball Hall of Fame on the Village of Cooperstown."

Co-presenter, "State Medicaid Programs as Laboratories of Democracy in Healthcare Reform: Building the Case for Reducing Costs and Improving Quality and Access One State at a Time," workshop with Suzanne Discenza at the 2016 American Society for Public Administration conference.

Convener and presenter, "The Vital Value of Undergraduate Public Affairs Education: NASPAA Programs and Beyond," panel at the 2015 Network of Schools of Public Policy, Affairs, and Administration conference. Presentation titled "The BPA- Not a MPA Lite."

Presenter, "Health Care Reform and the Affordable Care Act," panel at the 2015 American Society for Public Administration conference. Presentation titled "Medicaid Expansion: Political and Economic Perspectives of Medicaid Expansion in Missouri: The Need to Emphasize Cost Savings to American Taxpayers- Part 2."

Discussant, "Matching Competencies to Program Requirements: Approaches and Challenges in Accreditation," Network of Schools of Public Policy, Affairs, and Administration conference, 2014.

Convener and presenter, "The Challenges of Cross-Divisional Societal Issues: Crossing the Lines and Beyond," panel at the 2014 American Society for Public Administration conference. Presentation titled "Economic Development: The Growth Machine Knows No Bounds."

Convener and presenter, "A New MPA for a New Age: Preparing Students/Professionals for Public Service," panel at the 2013 Network of Schools of Public Policy, Affairs, and Administration conference. Presentation titled "The MPA: Creating a More Sustainable Society through Workforce Development."

Presenter, Ask an Expert Discussion Circle, "Stadiums and Sustainability," American Society for Public Administration conference, 2013.

Presenter, "Crossing the Lines: Preparing for Public Service Across Sectors," panel at the 2012 National Association of Schools of Public Affairs and Administration conference. Presentation titled "Private vs. Public vs. Nonprofit: Distinguishing the Public Partnership Purpose."

Presenter, Ask an Expert Discussion Circle, "Twitter Nation: Social Media and Deliberative Democracy," American Society for Public Administration conference, 2012.

TEACHING AND RESEARCH INTERESTS

- Public Affairs
- Public Administration/Management
- Government
- Economic and Social Development and Sustainability
- Public Sports Financing
- Public Financing/Public Goods
- Higher Education
- Business
- Non-Profit Management

OTHER EXPERIENCE

Consulting Associate *2007 to 2009*
Guffey and Associates Consulting, St. Peters, MO
Assisted in specific cases, primarily with relation to: higher education, public management, non-profit administration, government, and economic development.

SKILLS

- Accreditation
- Assessment and Program Evaluation
- Client Relations
- Community Development
- Conflict Resolution
- Curriculum Development
- Developing Strategic Alliances
- Event Coordination and Management
- Individualized Education
- Managerial and Leadership
- Planning, Implementation and Evaluation
- Problem Solving
- Promotion and Communication
- Purchasing
- Recruitment, Training, and Retention
- Research and Analysis
- Risk Assessment and Management

CONFERENCES AND PROFESSIONAL ORGANIZATIONS

American Humanics Management Institute: Orlando, FL *2001*
American Society of Public Administration: Atlanta, GA *2017*
American Society of Public Administration: Seattle, WA *2016*

American Society of Public Administration: Chicago, IL *2015*
American Society of Public Administration: Washington, D.C. *2014*
American Society of Public Administration: New Orleans, LA *2013*
American Society of Public Administration: Las Vegas, NV *2012*
American Society of Public Administration: San Jose, CA *2010*
Association of American Colleges & Universities- Institute on General Education & Assessment *2016*
Cooperstown Symposium on Baseball and American Culture: Cooperstown, NY *2016*
Cooperstown Symposium on Baseball and American Culture: Cooperstown, NY *2015*
Institute of Public Administration Canada: Halifax, Canada *2015*
Institute of Public Administration Canada: Edmonton, Canada *2014*
Institute of Public Administration Canada: Montreal, Canada *2013*
Institute of Public Administration Canada: St. Johns, Canada *2012*
Midwest Public Affairs Conference: Omaha, NE *2017*
Network of Schools of Public Policy, Affairs, and Administration: Washington, D.C. *2017*
Network of Schools of Public Policy, Affairs, and Administration: Columbus, OH *2016*
Network of Schools of Public Policy, Affairs, and Administration: Brooklyn, NY *2015*
Network of Schools of Public Policy, Affairs, and Administration: Albuquerque, NM *2014*
Network of Schools of Public Policy, Affairs, and Administration: Washington, D.C. *2013*
National Association of Schools of Public Affairs and Administration: Austin, TX *2012*
National Association of Schools of Public Affairs and Administration: Kansas City, MO *2011*
National Association of Schools of Public Affairs and Administration: Las Vegas, NV *2010*
National Association of Schools of Public Affairs and Administration: Arlington, VA *2009*
National Institute for Staff and Organizational Development: Austin, TX *2010*
Nonprofit Leadership Alliance: Annual Management Institute: Kansas City, MO *2018*
Teaching in Public Administration Conference: Omaha, NE *2017*
People to People- Greater Kansas City *Since 2017*
Association of Certified Nonprofit Professionals *Since 2017*
Association for Research on Nonprofit Organizations and Voluntary Action *Since 2017*
National Baseball Hall of Fame and Museum *Since 2014*
Nonprofit Connect *Since 2012*
Institute of Public Administration Canada *Since 2012*
American Society of Public Administration- Greater Kansas City *Since 2012*
American Federation of Teachers (AFT): Faculty Federation at Park University *Since 2011*
American Society of Public Administration *Since 2008*

AWARDS AND SCHOLARSHIPS

- Presidential Management Fellowship *Semi-Finalist 2009*
- Minnie K. Patton Scholarship- UTD *2008*

Special Duty Description
AY 2017-2018

Program Coordinator

The primary responsibility of Program Coordinators (PC) is to help ensure the academic quality of degree programs. The PC, together with the appropriate Department/Program Chair, holds a primary responsibility for providing quality control including coordinating the successful implementation of assessment activities for their respective discipline(s).

The duties of the PC cover a 12-month period. Recommendations for individuals to serve as PC flow from Department/Program Chair to Dean and then Provost. If an appointment is needed mid-year, the same recommendation/approval process will be followed.

Each PC reports to the Department/Program Chair for their appointed discipline(s), and they serve at the pleasure of their Department/Program Chair and Dean. As such, they will keep the Department/Program Chairs informed about matters related to their duties as PC, who will in turn inform the Dean. They will also work under the direction of the Director of Institutional Research and Assessment and the Faculty Director for Academic Assessment.

Other duties of the PC include the following.

Faculty Communication/Review

- Communicate with adjunct faculty regarding adherence to the department's/program's standards, including assessment activities. Input from adjunct faculty members is to be encouraged and considered, but the full-time faculty members of a discipline, under the leadership of their Chair, are collectively responsible for the quality and growth of their academic programs. The PC will be knowledgeable about the department's/program's standards, and follow those standards in communicating with adjunct faculty teaching in that discipline.
- Serve as the liaison between the department/program and the University Assessment Committee (UAC) for the planning and implementation of all departmental/program -level assessment activities of student learning.

- Review syllabi in their discipline and approve syllabi meeting department standards.
- Review the credentials of individuals who apply to teach in the department's programs as adjunct faculty for any Campus Center or online and approve adjunct faculty to teach for Park
- Evaluate the performance of adjunct faculty annually based on information provided by Park Distance Learning (PDL) and/or information the department collects. The source for evaluative information depends upon the location and mode of instruction involved. The Chair will determine whether each adjunct faculty member is approved for continuation as a Park instructor, discontinued or continued with stipulation
- The PC will travel to Campus Centers as necessary to provide guidance/training for faculty regarding assessment activity. Travel is to be approved by the Department/Program Chair and Dean.

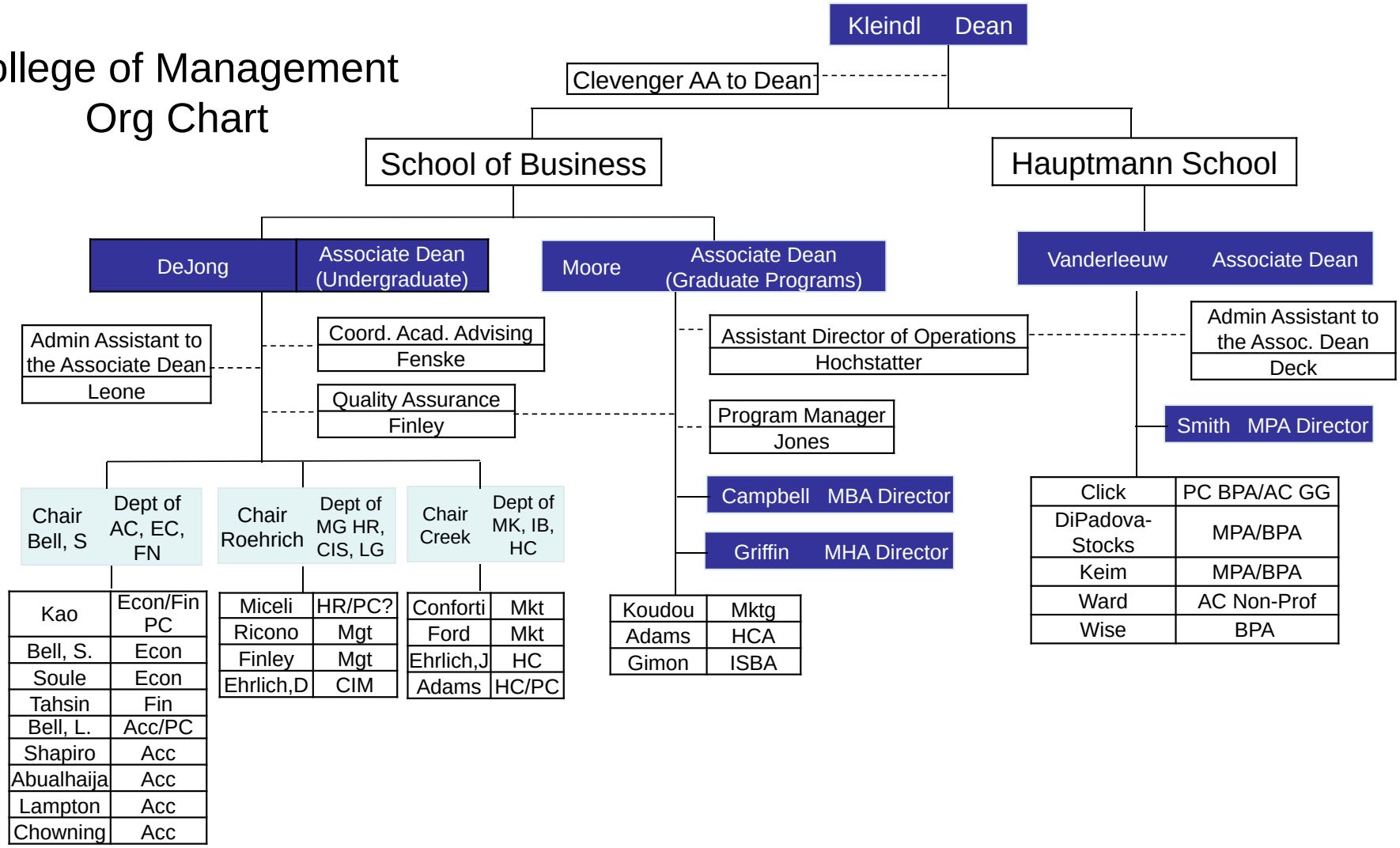
Assessment Activity

- Work with Department/Program Chairs to implement departmental assessment activities of student learning at all locations and for online as well as face-to-face instruction. This includes the implementation of the Departmental Assessment Checklist.
    - Review and approve course syllabi as per departmental standards for program delivery and assessment of student learning
    - Coordinate with Academic Directors to gather assessment documents for courses at Campus Centers
    - Coordinate with Online Instructor Evaluators to gather assessment documents for online courses
    - Collect documentation to validate mastery of program competencies for program and institution assessment of student learning
    - Assist Department/Program Chairs with the generation of assessment reports

Validated Learning Equivalency Review

- Review and approve petitions for credit through Validated Learning Equivalency (VLE) and submitting recommendations through the Registrar's Office to the Dean of the College/School involved.

College of Management Org Chart



Hauptmann School of Public Affairs
Department of Public Administration
(Approved by the Department of Public Administration Faculty 4.29.15)

Standards for Faculty Evaluation, Promotion, and Tenure

Introduction

Standards for evaluation, promotion and tenure in the HSPA Department of Public Administration are grounded in the mission and goals of the MPA program, shown below. Consistent with the mission of Park University, the Department emphasizes teaching, supported by relevant scholarship and professional and community service.

MPA Mission Statement

The MPA program in the Hauptmann School of Public Affairs offers education consistent with the HSPA vision of serving the common good by graduating leaders who exercise authority responsibly, make ethical decisions, act with moral courage, and advance human dignity world-wide. The curriculum prepares students nationally and internationally to lead and manage with professional expertise in public, nonprofit, and cross-sectoral settings, while pursuing the public interest and showing concern for fairness and social justice. Through teaching and research, program faculty advance public service values by contributing to the knowledge and practice of public affairs, public administration and policy from the local to the global community.

MPA Program Goals

1. To prepare students to lead and manage by exercising professional expertise. This includes knowledge of substantive concepts related to public affairs, the ability to think critically and analytically, and the capacity to exercise independent, ethical judgment.
2. To encourage deeper appreciation of the principles of democratic governance and action.
3. To instill a lifelong commitment to public affairs, service and values with a focus on moral courage, social justice, and the public interest.
4. To engage in research that enriches the understanding of public affairs, including public administration, public policy, and the nonprofit sector, from the local level to the broader global community.

Standards for Evaluation

Faculty members who fail to meet expectations, in part or in whole, will receive a “does not meet expectations” via their faculty performance review process in accordance with the faculty manual and collective bargaining agreement (CBA). Faculty members may determine the weights for each area of evaluation in accordance with the faculty manual.

Teaching

Meets Expectations

Effectively preparing and delivering courses to the extent required by contract.

Maintaining current course content.

Consulting with and advising students.

Demonstrating a commitment to assessing one's teaching.

Demonstrating a record of improvement in teaching.

Complying with university policies and procedures (such as syllabi submission, maintaining office hours, submitting attendance, etc.).

Exceeds expectations

(Three or more of the following, although extraordinary performance on one or two indicators may be considered.)

Introducing new course material.

Demonstrating course evaluation (classroom evaluations and Student Opinion of Teaching Surveys) results close to or above norms for similar courses.

Developing (rather than just implementing) assessment measures in courses.

Developing and demonstrating innovative teaching techniques.

Designing new courses or redeveloping existing courses.

Designing courses for different modes of delivery.

Contributing to the substantial improvement of existing curricula and/or the introduction of new curricula.

Receipt of or nominations for teaching or advising awards.

Conducting pedagogical training or workshop sessions.

Scholarship

Meets expectations

One of the following:

Presenting in peer-reviewed regional, national or international conferences related to one's academic discipline.

Participating in collaborative research projects (such as grant-funded projects) that originate in professional organizations, non-profit organizations, or educational institutions.

Publishing invited articles or book chapters.

Publishing a peer-reviewed book review.

Giving invited or keynote speeches.

Serves as reviewer of papers for peer-reviewed journal publication.

Required:

Publication of one peer-reviewed journal article every three years (a total of two for tenure and promotion) in respected journals. Articles shall be related to the mission of the MPA program and at least one of the articles counted toward tenure and promotion shall be sole-authored.

Exceeds expectations
One of the following:
Publishing a book in the discipline (editor reviewed).
Publishing a peer-reviewed journal article.

Two or more of the following (one or more of the following meets expectations):
Publishing, revising or editing a book chapter (editor reviewed).
Presenting at a national or international conference (refereed).
Delivering an invited scholarly paper or lecture at another university, a national or international conference.
Publishing two or more invited articles or book chapters.
Serves as an editor of papers for peer-reviewed journal publication.
Receipt of significant research grant(s), internal or external.
Reviewer for national grants.
Significant creative works related to the discipline.
Other work or achievement(s) as agreed upon in the faculty member's PDP.

Service
Meets expectations
Two of the following:
Active membership in professional organizations related to discipline.
Effective contribution to administration, policy development and/or membership of faculty, department, school, or university committees.
Contribution to the development of faculty, department, school, or university strategic/operational plans.
Contribution to NASPAA accreditation.
Developing and maintaining relevant links with the university community, external university community, and/or government.
Active participation in student recruitment and retention efforts.

Exceeds expectations
(Three or more of the following, although extraordinary performance on one or two indicators may be considered.)
Giving presentations to community and industry groups.
Service on public boards, commissions and committees of community associations or government.
Facilitating and consulting for local, regional, national and international organizations.
Service on national boards or committees related to the academic discipline.
Participating in a range of administrative functions and capacity-building initiatives within the department, school, or university.
Contributing significantly to NASPAA accreditation.
Participation in faculty/staff recruitment and selection.

Standards for Tenure and Promotion

Faculty members are eligible for tenure and promotion in accordance with the CBA.

To be recommended for tenure and promotion from assistant to associate professor, a faculty member must at a minimum demonstrate one of the following:

1. Teaching activity that has always met expectations and has exceeded expectations in a majority of the pre-tenure years, with performance remaining constant or improving over time; and scholarship activity and service activity that have met expectations.

2. Scholarship activity that has always met expectations and has exceeded expectations in a majority of the pre-tenure years; and teaching activity and service activity that have met expectations.

3. Service activity that has always met expectations and has exceeded expectations in a majority of the pre-tenure years, with performance remaining constant or improving over time; and scholarship activity and research activity that have met expectations.

For a recommendation for promotion from associate professor to full professor, a faculty member must demonstrate a record of exemplary teaching, scholarship, and service to his or her department, school, university, discipline, and/or community. The successful applicant for promotion will show a consistent, exemplary record of teaching, consistent peer-reviewed scholarship that has had an impact on his or her discipline (some of which may be applied rather than basic research), and service that has significantly contributed to the field of public affairs and the visibility of the MPA program and Park University, whether at the community or national level.

REV 3.31.15

Course	Title	Semester	Campus	Instructional Method	Room	Section	Hours	Faculty	Req	Times	Days	Blended	Status	Syllabus
PA330	Public Administration	F1A2016	Online Courses	Online	N/A	DL	3	Eskey, Michael Tom		TBA	TBA	-	12/20/0	View
PA330	Public Administration	F2A2016	Online Courses	Online	N/A	DL	3	Balderas, Maria D.		TBA	TBA	-	9/20/0	View
PA333	Public Management and Leadership	F1A2016	Online Courses	Online	N/A	DL	3	Eskey, Michael Tom		TBA	TBA	-	11/20/0	View
PA333	Public Management and Leadership	F2A2016	Online Courses	Online	N/A	DL	3	Eskey, Michael Tom		TBA	TBA	-	3/20/0	View
PA333	Public Management and Leadership	F2A2016	Historical KC Accelerated	Blended	DNTW904	DN	3	Grote, Jeffrey A.		5:30 - 8:30 PM	---W--	Yes	4/14/0	View
PA334	Public Personnel Administration	F2A2016	Online Courses	Online	N/A	DL	3	Mostel, Claire R.		TBA	TBA	-	12/20/0	View
PA345	Media and Public Administration	F2A2016	Online Courses	Online	N/A	DL	3	Grote, Jeffrey A.		TBA	TBA	-	7/20/0	View
PA350	Budget and Finance	F1A2016	Online Courses	Online	N/A	DL	3	Balderas, Maria D.		TBA	TBA	-	13/20/0	View
PA380	Public Service Values	F2A2016	Online Courses	Online	N/A	DL	3	Hickey, Jessica M.		TBA	TBA	-	16/20/0	View
PA380	Public Service Values	F1A2016	Historical KC Accelerated	Independent Study	N/A	DN	3	Swafford, Anne		TBA	TBA	-	2/20/0	View
PA390	Administrative Law	F2A2016	Historical KC Accelerated	Independent Study	DNTW911	DN	3	Swafford, Anne		TBA	TBA	-	1/24/0	View
PA390	Administrative Law	F1A2016	Online Courses	Online	N/A	DL	3	Mayfield, Kieste C.		TBA	TBA	-	8/20/0	View
PA404	Capitalism and Societal Issues	F2A2016	Online Courses	Online	N/A	DL	3	Click, Eric		TBA	TBA	-	7/20/0	View
PA430	Research	F1A2016	Online	Online	N/A	DL	3	Discenza,		TBA	TBA	-	7/10/	View

	Public Administration		Courses					Suzanne					0	
PA431	Sr.Seminar in Fire Service Mgt	F1A2016	Historical KC Accelerated	Independent Study	N/A	DN	3	Swafford, Anne		TBA	TBA	-	1/10/0	View
PA431	Sr.Seminar in Fire Service Mgt	F2A2016	Online Courses	Online	N/A	DL	3	Hall, Kurt A.		TBA	TBA	-	1/10/0	View
PA432	Senior Project in Public Admin	F1A2016	Historical KC Accelerated	Independent Study	N/A	DN	3	Swafford, Anne		TBA	TBA	-	2/10/0	View
PA432	Senior Project in Public Admin	F2A2016	Online Courses	Online	N/A	DL	3	Hall, Kurt A.		TBA	TBA	-	5/10/0	View
1														

Course	Title	Semester	Campus	Instructional Method	Room	Section	Hours	Faculty	Req	Times	Days	Blended	Status	Syllabus
PA330	Public Administration	S1A2017	Online Courses	Online	N/A	DL	3	Discenza, Suzanne		TBA	TBA	-	14/20/0	View
PA330	Public Administration	S2A2017	Online Courses	Online	N/A	DL	3	Eskey, Michael Tom		TBA	TBA	-	16/20/0	View
PA331	Public Organizations	S1A2017	Online Courses	Online	N/A	DL	3	Mostel, Claire R.		TBA	TBA	-	13/20/0	View
PA333	Public Management and Leadership	S2A2017	Online Courses	Online	N/A	DL	3	Discenza, Suzanne		TBA	TBA	-	15/20/0	View
PA333	Public Management and Leadership	S1A2017	Online Courses	Online	N/A	DL	3	Eskey, Michael Tom		TBA	TBA	-	8/20/0	View
PA334	Public Personnel Administration	S2A2017	Online Courses	Online	N/A	DL	3	Mostel, Claire R.		TBA	TBA	-	7/20/0	View
PA334	Public Personnel Administration	S1A2017	KC Downtown	Blended	DNTW310	DN	3	Grote, Jeffrey A.		5:30 - 8:30 PM	--T----	Yes	5/20/0	View
PA342	Administrative Politics	S2A2017	KC Downtown	Independent Study	DNTW	DN	3	Swafford, Anne		TBA	TBA	-	1/20/0	View
PA342	Administrative Politics	S1A2017	Online Courses	Online	N/A	DL	3	Balderas, Maria D.		TBA	TBA	-	5/20/0	
PA345	Media and Public Administration	S2A2017	Online Courses	Online	N/A	DL	3	King, Matthew T.		TBA	TBA	-	7/20/0	View
PA350	Budget and Finance	S2A2017	KC Downtown	Blended	DNTW311	DN	3	Sprick, David M.		5:30 - 8:30 PM	----R--	Yes	3/20/0	View
PA350	Budget and Finance	S1A2017	Online Courses	Online	N/A	DL	3	Click, Eric		TBA	TBA	-	11/20/0	View
PA380	Public Service Values	S2A2017	Online Courses	Online	N/A	DL	3	Hickey, Jessica M.		TBA	TBA	-	6/20/0	View
PA390	Administrative Law	S1A2017	Online Courses	Online	N/A	DL	3	Hickey, Jessica M.		TBA	TBA	-	9/20/0	View

PA404	Capitalism and Societal Issues	S2A2017	Online Courses	Online	N/A	DL	3	Click, Eric		TBA	TBA	-	7/20/0	View
PA430	Research Public Administration	S1A2017	Online Courses	Online	N/A	DL	3	Hall, Kurt A.		TBA	TBA	-	8/10/0	View
PA432	Senior Project in Public Admin	S2A2017	Online Courses	Online	N/A	DL	3	Hall, Kurt A.		TBA	TBA	-	9/15/0	View
PA432	Senior Project in Public Admin	S1A2017	KC Downtown	Independent Study	DNTW	DN	3	Swafford, Anne		TBA	TBA	-	1/10/0	View
1														

Course	Title	Semester	Campus	Instructional Method	Room	Section	Hours	Faculty	Req	Times	Days	Blended	Status	Syllabus
PA330	Public Administration	U1A2017	Online Courses	Online	N/A	DL	3	Eskey, Michael Tom		TBA	TBA	-	6/20/0	View
PA333	Public Management and Leadership	U1A2017	Online Courses	Online	N/A	DL	3	Grote, Jeffrey A.		TBA	TBA	-	11/20/0	View
PA334	Public Personnel Administration	U1A2017	Online Courses	Online	N/A	DL	3	Mostel, Claire R.		TBA	TBA	-	10/20/0	View
PA345	Media and Public Administration	U1A2017	Parkville (Daytime/Evening/Graduate)	Independent Study	N/A	HO	3	Swafford, Anne		TBA	TBA	-	0/ 1/ 0	
PA345	Media and Public Administration	U1A2017	KC Downtown	Independent Study	DNTW	DN	3	Swafford, Anne		TBA	TBA	-	2/20/0	View
PA350	Budget and Finance	U1A2017	Online Courses	Online	N/A	DL	3	McLendon, Jesse		TBA	TBA	-	6/15/0	View
PA380	Public Service Values	U1A2017	Online Courses	Online	N/A	DL	3	Eskey, Michael Tom		TBA	TBA	-	6/20/0	View
PA390	Administrative Law	U1A2017	Online Courses	Online	N/A	DL	3	Mayfield, Kieste C.		TBA	TBA	-	5/20/0	View
PA404	Capitalism and Societal Issues	U1A2017	Online Courses	Online	N/A	DL	3	King, Matthew T.		TBA	TBA	-	5/20/0	View
PA430	Research Public Administration	U1A2017	KC Downtown	Independent Study	DNTW	DN	3	Sprick, David M.		TBA	TBA	-	2/10/0	View
PA432	Senior Project in Public Admin	U1A2017	Online Courses	Online	N/A	DL	3	Hall, Kurt A.		TBA	TBA	-	2/10/0	View
1														

ACYR 1617

Row Labels	Count of crs_no
AC201	**5**
Bell	4
Lampton	1
CJ231	**1**
Hamilton	1
CJ232	**4**
Anderson	2
Eskey	2
CJ233	**2**
Matthews	2
CJ345	**1**
Hamilton	1
CJ400	**1**
Plumb	1
EC315	**4**
Bell	3
Soule	1
EC401	**1**
Bell	1
GGH310	**1**
Fox	1
IB315	**4**
Creek	4
MA120	**3**
Guler	2
Smith	1
MG260	**2**
Bell	2
MG371	**6**
Ehrlich	2
Ricono	4
MK351	**5**
Conforti	3
Ford	2
PO200	**2**
Harris	2
PO210	**1**
Harris	1
Grand Total	**43**

LastName	FirstName	Title	Highest Degree	Notes
Anderson	Cindy	Assistant Professor	MSW	Ph.D. 12/17
Bell	Linda	Lecturer	MBA	CPA
Bell	Steve	Professor	Ph.D.	
Chowning	Katy	Visiting Lecturer	MAIS	CPA

Conforti	Frank	Lecturer	MBA
Creek	Julie	Assistant Professor	Ph.D.
Ehrlich	Jeff	Associate Professor	Ed.D.
Eskey	Michael	Professor	Ph.D.
Ford	Toni	Assistant Professor	MBA
Fox	David	Instructor	MSW
Guler	Dincer	Associate Professor	Ph.D.
Hamilton	John	Associate Professor	Ph.D.
Harris	Matthew	Assistant Professor	Ph.D.
Lampton	Jolene	Associate Professor	Ph.D.
MacLennan	Jack	Assistant Professor	Ph.D.
Matthews	Eugene	Assistant Professor	Ph.D.
Plumb	Greg	Professor	JD
Ricono	Marion	Lecturer	MBA
Smith	Charlie	Associate Professor	Ph.D.
Soule	Pete	Professor	Ph.D.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

Park's commitment to access has resulted in considerable diversity among its student population. As of Fall 2017, 32% of the student body comes from racial and ethnic groups typically underrepresented in higher education. Additionally, the University enrolls more than 261 international students from 58 countries.

The importance of embracing a diverse array of learners is reflected in Park's mission and vision, and in Core Values such as Global Citizenship ("We celebrate global citizenship through our connected learning and working environment, liberal arts education and community stewardship"). Park has a longstanding tradition of inclusivity in relation to international students; students of varying ethnic, cultural, and socioeconomic backgrounds; non-traditional adult learners; and active-duty members of the military and veterans.

Park recognizes the diversity of its students, faculty, and staff as foundational to providing a high quality liberal arts education and strives to make its processes and activities reflective of that belief. Inclusivity is among the Core Values of the institution: "We embrace inclusivity that fosters diversity, teamwork and collaboration." A commitment to diversity is also echoed in the diversity statement maintained by Human Resources:

> The University is committed to recruiting, developing, retaining, and promoting talented Employees with diverse backgrounds, talents, skills and experiences. At the University, diversity encompasses a variety of characteristics, lifestyles, and perspectives.
>
> The University firmly believes this diversity is essential to enhance the quality of service to its Students, to meet the needs and goals of its learners, and to ensure the personal satisfaction of its Employees and the University community.

Park's commitment to inclusion and diversity was affirmed and expanded upon by the President in his inauguration speech and Fall 2016 opening convocation address. In another address, entitled "Taking the 'U' out of University: The Value of Inclusivity," President Gunderson stated,

> Ralph Waldo Emerson once said, "What you do speaks so loud that I cannot hear what you say." I look forward to that being a reality for Park University – the day when we no longer need to declare we are inclusive and diverse, because it's so inherently ingrained and outwardly apparent in everything that we say and do. And I know we're already on the right path (p. 9, 2016).

Throughout AY 2016-17, a Year of Inclusion Task Force hosted a series of speakers, events, and campus conversations, including a campus climate survey. Additionally, a diverse group of faculty, students, and staff reviewed Park's programs, policies and procedures to ensure their consistency with

the institution's mission and Core Values, yielding recommendations for consideration by the University.

The University has already reaped the benefits of a focus on inclusive excellence. As reported by the Office of Human Resources, Park has increased the diversity of its full-time faculty and staff; at present, 66% of full-time employees are women (a 3% increase since August 2016) and 30% are from minority groups (a 7% increase in that same time period).

AY 2017-18 is likewise dedicated to exploring and defining the importance of inclusivity and diversity to academic excellence at Park. Leading this charge is the Diversity and Inclusion Task Force, which comprises faculty, staff, and students, and which is organized into three working groups that focus on, respectively:

- Engaging students, faculty and staff as well as related constituent groups.
- Planning and holding education and training events.
- Ensuring that Park's human capital and physical infrastructure reflect and support a diverse population.

In addition, dialogue within Student Services is informing institutional change such as expanding the number of unisex bathrooms on campus, offering a residential option based on gender identification, and developing an array of policies to support transgendered students.

A key component of Park's effort to promote a multicultural environment is the Faculty Senate's Internationalization Committee. The Committee exists to assist faculty, students, and staff as they seek to create a Park University that celebrates inclusivity and embraces international connectedness. The charge of the committee is to:

- Promote internationalized and multicultural curriculum development and integration,
- Promote diversity in co-curricular programs,
- Promote diversity in the faculty, staff, and student body,
- Promote, plan, and assist in developing international and multicultural faculty and staff development opportunities,
- Plan and promote the positive integration of diverse student populations into the Park University family,
- Open and maintain a dialogue among all Park stakeholders about internationalization and multicultural education.

The Internationalization Committee led the development of international learning outcomes for Park graduates. Academic Affairs also sponsors a Faculty Internationalization Grant Program, which has resulted in the revision of academic programs to incorporate global perspectives and provided faculty with international learning experiences. In addition to International Committee projects in support of teaching and learning, Park currently offers over 100 study abroad programs in 30 countries on six continents. Available program lengths range from one week to one year, with most students studying abroad on short-term faculty-led programs or during the summer. University offices work with students to ensure course transfer and financial aid for study abroad programs. The University also offers alternative break volunteer programs in Central America in the fall and spring.

Faculty-led efforts to ensure that the University meets its obligations in a multicultural society are vital. In AY 2015-16, for instance, two faculty members recognized that institutional support for faculty who teach international students could be improved. Using a Faculty Internationalization Grant, these faculty members organized a Teaching the International Classroom reading group for

faculty to discuss personal challenges in this area and to identify strategies for successfully engaging with these students. The data collected by the grant project led to further professional development activities, including an online collection of resources on teaching international students, and a panel presentation in which international students shared their experiences with the faculty. These activities were described and reflected upon in the faculty members' final report.

Additional activities that demonstrate the institution's understanding of its role in fostering a multicultural society include the following:

- The Park University Global Center for Peace Journalism works with journalists, academics, and students worldwide to improve reporting about conflicts, social unrest, reconciliation, solutions, and peace. Through its courses, workshops, lectures, magazine (*The Peace Journalist*), blog, and other resources, the Center encourages media to reject sensational and inflammatory reporting, and produce counter-narratives that offer a more nuanced view of those who are marginalized, including ethnic/racial/religious minorities, women, youth, and migrants. A course and academic minor in Peace Journalism are available to students through the Department of Communication, Journalism and Public Relations.
- International Education Week is an annual recognition of international diversity on campus, which consists of symposia and faculty/student presentations.
- Park is providing a four-year scholarship, including tuition, room and board, to a Syrian refugee student. Initiated by the Faculty Senate, the sponsorship is being offered in cooperation with the Institute of International Education (IIE).
- Park encourages international student participation through a collection of student organizations including the Rotaract Club sponsored by Rotary International; the Park Explorers Club, which offers international students excursions into American culture; and the Model United Nations Club for students and faculty interested in international relations and related subjects. The Kenyan Club is open to any Park University student who wishes to advance international friendship and understanding and promote the concepts of a global community. The University also has a People to People International (PTPI) Chapter dedicated to promoting international understanding and friendship.
- The English Language and Culture Institute (ELCI), while offering academic coursework to international students in intensive English, also provides cultural experiences such as field trips to local art galleries.
- In Spring 2017, Park University learned that its application to offer a Peace Corps Prep program was accepted. This program allows Park to curate a curricular and co-curricular program of study around the four core competencies that the Peace Corps has identified as "critical to the intercultural fieldwork Peace Corps Volunteers do": sector-specific skills, foreign language proficiency, intercultural competence, and professional savvy and leadership (see Student Guide).

Beyond global and international learning opportunities, Park's academic programs and services reflect attention to human diversity. In addition to courses that build students' understanding of human diversity, the University is committed to reflecting diversity in its student services, which include the following:

- The Global Park Warrior Center, housed within Military and Veteran Student Services, increases the ease with which military students, veterans, families and spouses obtain information that facilitates their integration into college and civilian life. The Warrior Center helps these individuals, regardless of whether they are currently enrolled or plan to enroll in Park programs, on such topics as education, employment, finances, relationships, post-traumatic stress disorder, traumatic brain injury, and transition.

- The Academic Support Center (ASC) offers assistance to students with diverse needs. ASC personnel notify professors about the special needs of students including, but not limited to, testing and examination settings for students with disabilities. Staff also provide access to special technology and materials such as audio books, note takers, smart pens, etc.
- Park provides an array of student organizations to support diversity and inclusion. These organizations include the Black Student Union; Spectrum, which is dedicated to fostering connections at Park and beyond within and outside of the LGBTQI community; the American Association of University Women, which unites undergraduate and graduate students to promote equity and opportunities for women and girls; and Revive, a student organization that helps students learn about God and connect with others on campus.

The University recognizes the diverse socioeconomic experiences that students bring with them to higher education, and that significantly influence their prospects for success. Park is one of the most inexpensive private higher education institutions in the country (the ninth least expense private institution and the least expensive private institution without a religious affiliation, according to *U.S. News and World Report*). Park has launched unique programs aimed at supporting students with limited financial means through its partnership with Synergy Transitional Living, a Kansas City area program that provides an independent living environment, individualized skills assessment and training, and support services for homeless people between the ages of 16 and 21 (and youth aged 18-20 who are in Missouri state custody). Through the Park/Synergy TLP partnership, Park provides free housing to transitional youth over the summer for those wanting to matriculate into the University for the fall.

The *Fides et Labor* scholarship hearkens to Park's motto "Fides et Labor" (faith and work) and the decades during which Park students could fund their tuition by working on campus. In Fall 2017, the University launched the *Fides et Labor* scholarship, which provides a full year of room and board. Scholarship recipients are expected to be involved in University life and work 20 hours in an on-campus job. Financial need is the primary criteria for selection.

Sources

- Academic Affairs_Peace Corps Prep Application_2016
- Academic Affairs_Peace Corps Prep Student Guide_2017
- College of Liberal Arts and Sciences_Peace Journalist October_2017
- Faculty Senate_Faculty Internationalization Grant Form_2016
- Faculty Senate_International Learning Outcomes_2013
- Faculty Senate_Internationalization Committee_2013
- Faculty Senate_Koudou Faculty Internationalization Grant_2017.pdf
- Faculty Senate_Lester Kikendall Final Report_2015.pdf
- President's Office_Inauguration Speech_2016
- President's Office_Opening Convocation Speech_2016
- President's Office_Taking the U out of University_2016
- President's Office_Year of Inclusion Campus Climate Executive Summary_2016
- President's Office_Year of Inclusion Task Force Recommendations_2016
- Registrar_Diversity Courses_2017

Admissions Policies and Procedures

QUALIFICATIONS

Park University seeks students with a record of academic achievement, involvement in the community and good character. No applicant will be denied admission on the basis of race, religion, color, national origin, age, gender, disability, sexual orientation, marital status or veteran's status.

First-Time Entering Students (Freshmen)
Admission standards for first-time entering students (freshmen) are:

1. Students who have a high school unweighted Grade Point Average (GPA) of 3.0 or above (on a 4.0 scale) are eligible for admission to Park University, regardless of ACT or SAT scores. ACT, SAT, or Park University assessment scores will be required for English and mathematics placement purposes.
2. Students who qualify for Missouri's A-Plus Program (or equivalent program in another state) are automatically eligible for admission at Park University.
3. For students not included in either of the first three criteria, qualification in at least two of the following are required:
   a. 2.0 grade point average unweighted (on a 4.0 scale)
   b. rank in upper 50 percent of the graduating class
   c. minimum ACT composite score of 20 or a combined SAT score of 940 prior to March 2016 (critical Reading and Math only) or SAT score of 1020 (Evidence-Based Reading and Writing + Math only).
4. GED Certificate with a total score of at least 2500 (five areas) and no area less than 450, as well as a minimum ACT composite score of 20 or a combined SAT score of 940 prior to March 2016 (critical Reading and Math only) or SAT score of 1020 (Evidence-Based Reading and Writing + Math only).
5. Prospective students not meeting the above criteria may be considered on an individual basis. The Office of Admissions will forward the request to the Associate Vice for President for Academic Affairs for final disposition.

Transferring Students
Admission standards for transfer students are:

1. A minimum of 24 credit hours with a cumulative 2.0 GPA in all previous college study (students with less than 24 credit hours should follow the First-Time Entering Students criteria listed above).
2. Prospective students not meeting the above criteria may be considered on an individual basis by the Associate Vice President for Academic Affairs.

Undocumented Students
Undocumented immigrant students who have completed and are able to provide proof of having a diploma from an accredited high school in the United States, are eligible for admission to Park University, provided they meet the admission requirements stated above.

How to Apply

1. Application must be made online at **www.park.edu**
2. Submit the $35 application fee (non-refundable).
3. First-time freshman should request that an official copy of his/her high school transcript be sent to Park University's Office of Admissions along with ACT (code 2340)/SAT (code 6574) scores. General Equivalency Diplomas (GED) are also accepted.
4. Transfer students must have all official transcripts submitted and evaluated prior to first term enrollment.
5. Submit all the above materials to the Park University Office of Admissions. The Office of Admissions personnel will guide the applicant through the procedure. Contact Office of Admission personnel for forms, instructions and counsel.

Application Deadline
Applications may be submitted through the final registration date for each semester. (Not available for international students.)

Conditional Admission Status
Entering students who have not submitted all official transcripts prior to final registration day will be held in "Conditional Admission Status." A student can remain in conditional admission status for only one semester from

the point of matriculation. All final, official documents must be on file before pre-registration for the following semester.

Notification of Acceptance

Park University recognizes the need to know, at the earliest possible time, if the student has been accepted for admission. As soon as all materials are received and reviewed, the applicant will be notified of the admission decision.

Students Admitted on Probation

Applicants who do not meet all admission standards as described in this section of the catalog, if recommended by the Admissions Advisory Committee and the Associate Vice President for Academic Affairs, will be admitted on probation. Students admitted on probation should take no more than 12 credit hours per semester and must achieve a 2.0 grade point average. **Students admitted on probation should not take 8-week or online courses.** If students have not complied with the stipulations of their admission for their first semester of attendance, they may not be allowed to enroll in the following semester.

Special Admission – Non-Degree-Seeking

Non-degree - A student may be permitted to enroll in courses without formal admission to a degree program. Non-Degree Seeking students must provide proof that course prerequisites have been met. Students without a high school diploma or equivalent cannot enroll in Park classes unless they are part of a cooperative program between Park University and the student's current institution. A non-degree-seeking student is not eligible to receive financial aid. A student may enroll in a total of 30 credit hours while classified as non-degree-seeking. If proof that course pre-requisites have been met, then the campus center may enroll the student; otherwise, the academic area Program Chair must be consulted to approve course enrollment.

International Nonimmigrant Student Qualifications

As an undergraduate international nonimmigrant student, you may apply for admission as a freshman (first-year) or as a transfer student. You are a freshman applicant if you completed secondary school and have not enrolled in a regular session at any college or university. You are a transfer student if you have attended a college or university and have earned credits towards a degree. International nonimmigrant students are not required to submit test results from either the SAT or the ACT.

Admission standards for International Nonimmigrant Students are:

1. Application for Admission
2. Application fee of $75 (USD)
3. Official copies of academic credentials (including all previous college work) in the native language and an official English translation. A 2.5 (overall) GPA is required for full admission.
4. Proof of English Language Proficiency if seeking "full admission" (only one type of the evidence listed below must be submitted)
   a. TOEFL – minimum score of 69 internet based test or 525 paper based test (Park University TOEFL code: 6574)
   b. IELTS – minimum score of 5.5
   c. ACT –minimum composite score of 19 (18 in Critical Reading and 16 in Math)
   d. SAT – minimum composite score of 930 if taken prior to March 2016 (430 in Critical Reading and 440 in Math) or SAT Evidence-Based Reading and Writing subscore of at least. 310.
      - Conditional Admission – Undergraduate admission to Park University requires a minimum TOEFL or IELTS score (see above). However, prospective students who do not achieve these scores may be accepted to Park University with the understanding that they will enroll in Park University's Intensive English Program (IEP). Students in the Intensive English Program are considered Park University students, but may not enroll in non-IEP coursework until the successful completion of their English language training.

   e. Exemptions from the Proof of English Language Proficiency Requirement
      - The student comes from an English-speaking country
      - The student has completed an intensive English program at a U.S. accredited

institution. Applicants will be required to submit Certificate of Completion in English as a Second Language (ESL)
- The student has completed English composition with a grade of "C" or better from a regionally accredited U.S. institution

5. Proof of Financial Capacity, i.e. bank statement
   a. If you hold, or intend to seek, an F-1 Student visa, you must provide financial documentation that has been issued within the last 6 months, and the funds shown must be in liquid assets (readily accessible).
   b. Bank statements may be in the country of origin's currency, but must be equal to the required U.S. Dollar amount.
   c. If a student is sponsored by the Saudi Arabian Cultural Mission (SACM), the SACM Financial Guarantee must be addressed to Park University
6. Affidavit of Support
   a. The Affidavit of Support must verify the financial sponsor's willingness to pay for tuition, registration fees, books, and living expenses (if applicable) for the duration of the student's studies in the U.S.
7. Color copy of the biographical page of your passport
8. If transferring to Park University from a school within the United States, the international student must also submit the following:
   a. Copy of current visa
   b. Copy of most recent I-94
   c. Copy of most recently issued I-20
   d. Transfer-In Form – this is completed after admission to Park University by the prospective student and the international advising office (DSO) at the current school attended.

International Nonimmigrant Students: How to Apply

1. Complete the Online Application for Admission at **www.park.edu/apply**
2. Pay $75 USD application fee (non-refundable)
3. Submit official transcripts
4. Submit TOEFL/IELTS/SAT/ACT for "full admission" for English Proficiency
5. Notify the Office of International Students at **international@park.edu** if the applicant is interested in "conditional admission".
6. Submit Statement of Finances
7. Submit Affidavit of Support form
8. Submit colored copy of passport
9. Transfer –In – submit copy of visa, I-94, and I-20/DS-2019, Transfer-In Form
10. Mail your documents to:
    Office of International Students
    Park University
    8700 NW River Park Drive, PMB 3
    Parkville, MO 64152-3795

The Priority Deadline to submit international applications for the Parkville Daytime Campus Center, from outside of the United States is October 1 for the spring semester, and April 1 for the fall semester. For information regarding admission standards for international nonimmigrant students, email **international@park.edu**.

English, Mathematics and Modern Language Placement Policy for New Park University Students

English Placement: For proper placement into their first Park University English course, new students must (1) provide C or better college credit for freshman composition courses equivalent to Park's EN 105 and EN 106, or (2) provide ACT or SAT English subscores, or (3) take the English placement test administered by Park's Academic Support Center at no cost to the student. If a student provides C or better college credit for freshman composition courses equivalent to Park's EN 105 and EN 106, then the student will automatically satisfy Park's lower-level liberal education English requirement. If a student has an ACT English subscore of at least 21 or an SAT English subscore of at least 500 (SAT prior to March 2016) or SAT Evidence-Based Reading and Writing subscore of at least 310, the student will be eligible to take EN 105 First Year Writing Seminar I as their first Park English course. Students with lower ACT/SAT English scores or no scores are required to contact Park's Academic Support Center about taking the English placement test. The test will then be used to determine the student's first Park University English course. For additional

placement policies regarding international students, refer to the catalog's International Students section.

Mathematics Placement: For proper placement into their first Park University mathematics course, new students must (1) provide C or better college credit for a college algebra course equivalent to Park's MA 135, or (2) provide ACT or SAT math subscores, or (3) take the mathematics placement test administered by Park's Academic Support Center at no cost to the student. If a student provides C or better college credit for a college algebra course equivalent to Park's MA 135, then the student will automatically satisfy Park's liberal education mathematics requirement. If a student has an ACT mathematics subscore of at least 27 or an SAT mathematics subscore of at least 620 (SAT prior to March 2016) or SAT mathematics subscore of at least 640, the student may petition the Office of Academic Affairs to have their liberal education mathematics requirement waived. If a student has an ACT mathematics subscore of at least 23 or an SAT mathematics subscore of at least 510 (SAT prior to March 2016) or SAT mathematics subscore of at least 540, the student will be eligible to take MA 120 Basic Concepts of Statistics or MA 135 College Algebra as their first Park mathematics course. If a student has an ACT mathematics subscore of at least 21 or an SAT mathematics subscore of at least 500 (SAT prior to March 2016) or SAT mathematics subscore of at least 530, the student will be eligible to take MA 120 Basic Concepts of Statistics or MA 125 Intermediate Algebra as their first Park mathematics course. Students with lower ACT/SAT mathematics scores or no scores will be required to contact Park's Academic Support Center about taking the mathematics placement test. The test will then be used to determine the student's first Park University mathematics course.

Modern Language Placement: The modern language requirement pertains to BA degrees only. However, students seeking BS degrees can take modern language courses for elective credit. Students who are interested in taking a modern language course must contact the Academic Support Center or the Department of English and Modern Languages for instructions on how to take the Modern Languages Placement Test at no cost to the student. The placement test will then be used to determine the student's first Park University modern language course.

Special Services

Students requiring special services associated with a documented learning, physical, and/or psychiatric disability, should contact the Academic Support Center at the earliest opportunity so that appropriate arrangements may be made.

Residential Living

(Parkville Daytime Campus Center Only)

Residency Requirement

All Parkville Daytime Campus Center students are required to live on campus unless they meet on of the following exemptions:

1. Student is living with a parent, legal guardian, or dependent children within 50 miles of Park; or,
2. Student is at least 21 years old or has completed at least 58 credits.

Students intending to apply for exemption to live off-campus must submit the Request for Off-Campus Living/Housing exemption form, available at **www.park.edu/residence-life-and-education** under the Apply for Housing tab.

Applying for Housing

To receive a housing room assignment, students must complete the following three steps (located at **www.park.edu/residence-life-and-education** under the Apply for Housing tab.)

1. Apply for housing.
2. Submit the $100 Housing deposit; and,
3. Sign and return the Housing contract.

Park Campus Centers and Online Learning

Park University denies no one admission on the basis of race, religion, color, national origin, age, gender, disability, sexual orientation, marital status or veteran's status. However, prospective international students on visas other than F or J student visas need to refer to International Students Legal Requirements. Admission to these programs requires:

QUALIFICATIONS

1. Completion of the Application for Admission and Evaluation form and payment of the appropriate fees.
2. Evidence of high school graduation, which may include:
   - a copy of a high school transcript; OR
   - a GED certificate which reports the score earned on the GED exam; OR
   - DD Form 214 (Certificate of Release or Discharge from Active Duty) or any other official military documentation indicating high school graduation or equivalent.
3. Park University reserves the right to deny admission to any student whose level of academic performance at other educational institutions is below 2.0 on a 4.0 scale. In such cases, Park University officials may require submission of evidence that the student graduated in the upper 50 percent of the high school graduating class and has achieved a minimum ACT score of 20 or a SAT score of 840. Transfer students with less than 24 hours must also submit evidence of high school graduation or GED.
4. In those instances where students have attended college elsewhere without graduating from high school, a college transcript with 48 or more earned credit hours (2 years) listed can also be utilized as evidence of high school equivalency.

Park University cannot guarantee that all courses needed to meet degree requirements will be offered every term. Students who do not meet the criteria listed above may be allowed to take online lower division courses on a probationary basis.

Conditional Admission Status

Entering students who have not submitted all official transcripts prior to final registration day will be held in "Conditional Admission Status." A student can remain in conditional admission status for only one semester from the point of matriculation. All final, official documents must be on file before pre-registration for the following semester.

Special Admission - Non-Degree Seeking

A student may be permitted to enroll in courses without formal admission to a degree program. Students without a high school diploma or equivalent cannot enroll in Park classes unless they are part of a cooperative program between Park University and the student's current institution. A non-degree seeking student is not eligible to receive federal financial aid. A student may enroll in a total of 30 credit hours while classified as non-degree seeking. If proof that course prerequisites have been met, then the campus center may enroll the student; otherwise, the academic area Program Chair must be consulted to approve course enrollment.

Undocumented Students

Undocumented immigrant students who have completed and are able to provide proof of having a diploma from a high school in the United States, are eligible for admission to Park University, provided they meet the admission requirements stated above.

How to Apply

1. Apply online at **www.park.edu/apply** or complete a printed application form at the Campus Center location. Online students will submit an online application.
2. At the time of application a $35 application fee (non-refundable) must be submitted.
3. Transfer students must submit official transcripts of all previous college work to:
   Park University
   Office of the Registrar
   Campus Box 27
   8700 NW River Park Drive
   Parkville, MO 64152

International Nonimmigrant Students

International Students entering the U.S. on a F visa to pursue course of study/degree are not eligible for Park Campus Centers and Online Learning Programs. International students wishing to stay outside of the U.S. to earn an online degree at Park University can be considered for the program. Admission standards for International Students on non F visas are:

1. Submit official copies of academic credentials (including all previous college work) in native language and English translation.
2. Demonstration of English proficiency.
3. Payment of the International Student fee of $75 (USD).

For more information about International Student admission requirements please contact the Office of International Students at the Parkville Campus Center. at (816) 584-6820 or email **international@park.edu**.

Degree Audit

After transfer credits have been evaluated, a degree audit is prepared which itemizes the student's degree completion requirements. The student must complete the degree requirements in effect at the time of the initial evaluation. The requirements are not affected if Park University changes the degree program in future catalogs unless the student discontinues classes for a period of five or more years. Applying for Readmission to Park will update the degree requirements to the current catalog. Students may access their degree audit at any time via the student tab in MyPark. In each degree program there are "additional electives" required to complete the degree. However, the number of hours shown on an individual student's degree audit may vary from that in the catalog depending on the individual record of each student.

The degree audit is an advising tool and does not constitute an agreement or a contract. A final review is made prior to graduation to insure the completion of all degree requirements. The audit will be corrected if an error is found. The initial audit will serve as a record of admission to Park University for purposes of financial aid and Veterans Administration eligibility.

Academic Records

The Office of the Registrar maintains for each enrolled student an academic record and a degree audit. All official academic transactions are recorded.

A degree audit reflecting all completed courses will be available on request. A copy of the degree audit may also be obtained through MyPark. Any student may obtain copies of a transcript by filing an official transcript request along with the per copy fee. No transcripts will be issued unless at least one graded Park University course appears on the transcript. No outstanding balance may show on the student's account. Students may obtain an unofficial copy of their transcript through MyPark.

Registration

1. Students taking online courses must have access to a computer and their own email account to enroll in online courses.
2. Students who pre-enroll for online classes will be able to login to the Park Online Campus **http://canvas.park.edu** on the first day of class or when they receive MyPark notification that they are granted access to login to their course(s).
3. Required enrollment items are:
   - Completed and processed form to award Veterans Administration education benefits, Pell Grant, Stafford Student Loan, Supplemental Loans for Students (SLS), Military Tuition Assistance and tuition assistance from any other agency. Proper approval signatures must be obtained by the student.
   - Check, money order, American Express, MasterCard, Discover or Visa to pay for all fees and costs.
4. Students who are not funded by Military Tuition Assistance must pay for all tuition and fees at the time of registration. VA Vocational Rehabilitation students are exempt from this policy. If, for any reason, the assistance, benefits, or payment cannot be collected by the University, the student assumes the obligation to pay in full all outstanding tuition/fees.
5. All students will want to read the course syllabus available online at **https://app.park.edu/course** to determine the materials they need to be prepared for the first day of class.

- Select the Campus Center from which you are taking the course
- Select the year
- Select the Term (Fall, Fall I, Fall II, Spring, Spring I, Spring II or Summer)
- Select the letter designation of the department
- Select the course number and title
- Click on "Update"

6. Term dates can be found at **www.park.edu/calendars/term-dates** or at the Campus Center home page.
7. Students cannot be given credit for a course for which they have not registered.
8. In order to receive credit for a course, students must have either been registered for the course at Park or have received transfer credit through evaluation.

Priority Enrollment

Student enrollments in Air Force on-base education services sponsored programs will be given the following priority: (1) active duty military personnel, (2) civilian employees of Department of Defense agencies, and (3) family members of active duty military, military reserve and guard members, retired military personnel. Community civilians may be admitted on a space available basis and to the extent of compatibility with local base security and essential mission commitments.

Student enrollments in Army on-post education services sponsored programs will be given the following priority: (1) active duty military, (2) family members of active duty military personnel, (3) Department of Defense civilians employed on post, (4) retired military personnel, (5) family members of retired military personnel, and (6) civilians.

Student enrollment in Marine Corps on-base education services sponsored programs will be given priority as follows: (1) active duty Marines, (2) reserve components, (3) family members of active duty personnel, (4) DOD employees and their family members, and (5) civilians on a space available basis when programs are not otherwise conveniently available.

Student enrollment in Navy on-base education services sponsored programs will be given priority as follows: (1) active duty military personnel, (2) family members of active duty military personnel, (3) Department of Defense civilians employed on post, (4) military reserve and guard members, (5) retired military personnel, (6) family members of retired military personnel, and (7) civilians. Park University awards four semester hours of lower level electives for completion of Basic Military Science and six semester hours of upper level electives for completion of Advanced Military Science. Textbooks and uniforms are furnished by the government.

Entering the Online Classroom

1. Go to **http://canvas.park.edu**.
2. Under "Park ID" enter your Park University ID number.
3. Under "password," enter your MyPark password.
4. Click on the button immediately below that says "Log In."

Access Help (Park University)

If you have forgotten your ID or Password, or need assistance with your MyPark account, please email support.technology@park.edu or for live chat visit **http://parkuniversity.echelp.org** or call (800) 927-3024.

Course Help (Canvas)

For technical assistance with the online classroom, visit https://pdl.park.edu/pages/learnersupport. Your instructor can help you with course content questions or contact the Canvas 24/7 help number (844) 470-5727. For all other information, please email onlinestudents@park.edu.

Email Policy for Students Taking Online Courses

All online students are required to use their Park email addresses in their online classrooms, and all class and administrative correspondence will be sent to students at this address or within the online course environment.

English, Mathematics and Modern Language Placement Policy for New Park University Students

English Placement: For proper placement into their first Park University English course, new students must (1) provide C or better college credit for freshman composition courses equivalent to Park's EN 105 and EN 106, or (2) provide ACT or SAT English subscores, or (3) take the English placement test administered by Park's Academic Support Center at no cost to the student. If a student provides C or better college credit for freshman composition courses equivalent to Park's EN 105 and EN 106, then the student will automatically satisfy Park's lower-level liberal education English requirement. If a student has an ACT English subscore of at least 21 or an SAT English subscore of at least 500, the student will be eligible to take EN 105 First Year Writing Seminar I as their first Park English course. Students with lower ACT/SAT English scores or no scores are required to contact Park's Academic Support Center about taking the English placement test. The test will then be used to determine the student's first Park University English course. For additional placement policies regarding international students, refer to the catalog's International Students section.

Mathematics Placement: For proper placement into their first Park University mathematics course, new students must (1) provide C or better college credit for a college algebra course equivalent to Park's MA 135, or (2) provide ACT or SAT math subscores, or (3) take Park's Mathematics Placement Test at no cost to the student. If a student provides C or better college credit for a college algebra course equivalent to Park's MA 135, then the student will automatically satisfy Park's liberal education mathematics requirement. If a student has an ACT mathematics subscore of at least 27 or an SAT mathematics subscore of at least 620, the student may petition the Office of Academic Affairs to have their liberal education mathematics requirement waived. If a student has an ACT mathematics subscore of at least 23 or an SAT mathematics subscore of at least 510, the student will be eligible to take MA 120 Basic Concepts of Statistics or MA 135 College Algebra as their first Park mathematics course. If a student has an ACT mathematics subscore of at least 21 or an SAT mathematics subscore of at least 500, the student will be eligible to take MA 120 Basic Concepts of Statistics or MA 125 Intermediate Algebra as their first Park mathematics course. Students with lower ACT/SAT mathematics scores or no scores will be required to contact Park's Academic Support Center about taking Park's Mathematics Placement Test. The placement test will then be used to determine the student's first Park University mathematics course.

Modern Language Placement: The modern language requirement pertains to BA degrees only. However, students seeking BS degrees can take modern language courses for elective credit. Students who are interested in taking a modern language course must contact the Academic Support Center or the Department of English and Modern Languages for instructions on how to take the Modern Languages Placement Test at no cost to the student. The placement test will then be used to determine the student's first Park University modern language course.

Undergraduate Faculty Qualifications Profile

Discipline: Bachelor of Public Administration

I. Identify the relevant disciplines and subfields in which the instructor must hold a master's degree or higher (or have at least 18 hours of graduate coursework). Please note any course-specific variations.

Relevant disciplines and subfields in which the instructor must hold a Master's degree or higher for teaching courses in the BPA are Public Administration, Political Science, Public Affairs, Public Policy, Public Management, Public Service, and Non-Profit Administration/Management

In addition to a Master's degree of higher in any of these fields, there are some course-specific variations

PA360 Special Topics in Public Administration (Degree qualifications vary by specific special topic offered)

PA 390 Administrative Law: In addition to the degrees above, Doctor of Jurisprudence

*Note, the above only applies to courses in the BPA with a PA prefix. Any other non-PA prefix courses are governed by the discipline expertise/standards of those programs/departments.

II. If applicable, identify any courses for which a candidate *could* qualify on the basis of tested experience without a master's degree or 18 hours of graduate coursework in the relevant discipline or subfield. Clearly describe the tested experience requirements (i.e., skill sets, types of certifications or additional credentials, and experiences) and how tested experience will be documented and assessed.

As needed on a case by case basis, any PA prefix course, particularly relative to Non-Profit Administration related courses. See below relative to minimum and beyond professional qualifications in the Park BPA Adjunct Teaching Qualifications, but can be applied for consideration to all BPA- PA faculty.

Further, when considering tested experience, one must look to ASPA (professional organization) and NASPAA (accrediting organization) for public service (public/nonprofit) normative discipline guidance, especially NASPAA. One, relative to its mission, the American Society of Public Administration (ASPA) states, "ASPA is the leading interdisciplinary public service organization that:

- Advances the art, science, teaching, and practice of public and non-profit administration.
- Promotes the value of joining and elevating the public service profession.

- Builds bridges among all who pursue public purposes at home and internationally.
- Provides networking and professional development opportunities to those committed to public service values.
- Achieves innovative solutions to the challenges of governance."

Two and further, relative to its mission, the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) "is the global standard in public service education. It is the membership organization of graduate education programs in public policy, public affairs, public administration, and public & nonprofit management. Its nearly 300 members - located across the U.S. and in 14 countries around the globe - award MPA, MPP, MPAff, and similar degrees. NASPAA is the recognized global accreditor of master's degree programs in these fields. NASPAA's twofold mission is to ensure excellence in education and training for public service and to promote the ideal of public service." Even though NASPAA focuses on the accrediting standards of Master Degrees, including only accrediting Master Degrees, the NASPAA definition of professionally qualified, which states, "Professionally qualified faculty member: A full-time 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. In general, a professionally qualified faculty member will have a graduate degree, and will have relevant professional experience in his or her area of responsibility. Additionally, professionally qualified faculty will engage in professional and community service in an area which supports his or her teaching responsibilities. Professionally qualified faculty may also publish professional, practice relevant writing related to his or her area of teaching. All professionally qualified faculty will also use class syllabi that demonstrate current knowledge and technique." However, recently, NASPAA has also been attempting to provide more guidance to undergraduate programs, in the GUIDELINES FOR BACCALAUREATE DEGREE PROGRAMS IN PUBLIC AFFAIRS/PUBLIC ADMINISTRATION (Updated: October 2016), NASPAA states in 2.53, "All faculty teaching undergraduate PA courses should hold academic degrees appropriate to the level of the program. At the baccalaureate level all PA faculty should hold a relevant master's degree and at least 50% should hold a relevant doctorate. Exceptions may be made for persons with outstanding public service experience that is relevant to the courses being taught."

ASPA and NASPAA informs the mission and vision of HSPA, with the mission driving program competencies and course learning outcomes- which operationalize tested experience in the BPA. The current vision and mission of the Hauptmann School of Public Affairs (HSPA), which the BPA also adopts, is the following: Vision: The Hauptmann School for Public Affairs will serve the common good by graduating leaders who exercise authority responsibly, make ethical decisions, act with moral courage, and advance human dignity world-wide.

Mission: To develop ethically grounded professionals for public sector management and service in community nonprofit organizations through public service values education.

BPA Program Competencies

1. Evaluate the foundations of public administration.
2. Compare the public sector to the private and non-profit sectors.
3. Apply leadership and management practices to public service.
4. Discuss ethical and legal underpinnings of public governance.
5. Identify fiscal accountability and responsibilities of public entities.

III. Other course-specific preferences for instructor qualifications.

Park BPA Adjunct Teaching Qualifications

Courses	**Minimum Qualifications**	**Additional Factors that May be Taken Into Consideration to Determine the Best Qualified Candidate for a Course**
PA 330 PA 331 PA 333 PA 334 PA 342 PA 345 PA 350 PA 360	Significant and substantial professional work experience in the field. In most cases, significant and substantial work experience is defined as at least 10 years of work in a specific field, with experience in senior level positions. A Master's degree in Public Administration/Public Affairs or equivalent/relevant related to the course. Generally, the applicant must have earned the Master's degree at least 5 years prior to applying for an adjunct teaching position.	Multiple relevant Masters' degrees or Doctoral work toward a terminal degree or an earned relevant terminal degree. Prior University or College teaching experience. Sustained scholarly productive work which contributes to the body of knowledge related to the discipline area through scholarship and professional or creative activity; relevant professional presentations and publications. Additional professional credentials including being personally accredited or certified by a professional/public organization; member of and participate in professional and/or academic associations and conferences.
PA 380 PA 390 PA 404 PA 430 PA 431 PA 432	Doctorate in Public Administration/Public Affairs or equivalent/relevant related to the course.	Relevant Master's degree(s). Prior University or College teaching experience. Sustained scholarly productive work which contributes to the body of knowledge related to the discipline area through scholarship and professional or creative activity; relevant professional presentations and publications. Professional credentials of significant and substantial work experience in the field (e.g., personally accredited or certified by a

		professional/public organization; member of and participate in professional and/or academic associations and conferences).

Note: All adjuncts are highly qualified leaders in their fields, and are valued members of the faculty. Selection and assignment are faculty-driven processes and take into account program instructional needs, quality standards, and other relevant considerations. Exceptions to the standards listed above may be made by the BPA Program Coordinator or Chair of the Department of Public Administration or Associate Dean of Hauptmann School of Public Affairs in order to ensure continuity of operations.
* These qualifications can be applied for consideration to all BPA- PA faculty.

Tested Experience: Don Wise
Based upon the above, Don Wise is an exceptional proven professionally qualified full-time faculty member that demonstrates overwhelming tested professional experience. Therefore, relative to HLC he is faculty qualified to teach undergraduate PA courses in the BPA as UT because he "Holds an out-of-field master's, *without* 18 hours of graduate course work in the field, but possesses "tested experience" considered equivalent to a graduate degree or coursework** -note: a successful record of teaching is not considered sufficient to qualify for tested experience."
Based upon the below justification, CV, and verification documents in his file (transcripts, etc.), the specific courses he is approved to teach are PA331 (Public Organizations), PA333 (Public Management and Leadership), PA334 (Public Personnel Administration), PA360 (Special Topics in Public Administration), and PA380 (Public Service Values).

Instructor Wise:
In my nearly forty years of service in the public, nonprofit and private sectors, I had the opportunity to head up organizations within each of these sectors and work collaboratively, across them, to develop public policy, implement programming and secure the resources to sustain them.

Beginning in 1980, as Administrator of Social Services for Jackson County, I created systems to assist adults with developmental disabilities transition from publicly-funded and administered facilities to community-based, non-profit group homes with locally funded and community-administered employment training and social programs intended to integrate these individuals with supportive communities. These integration programs required the design of policies on the county and city level which supported state and federal policy development and implementation, including tax and funding mechanisms, implementation, and assessment systems. It also required the design and development of new cross-sector local service delivery networks to support the privatization of what had been the purview of the state and federal governments.

My experience with designing policies on the county and city level to support state and federal policy development and implementation, including tax and funding mechanisms, implementation and assessment systems continued with the design of an offender re-entry program for Wyandotte County in the early 2000s. The KS Dept. of Mental Health representatives asked me to draft, in cooperation with a representative from the KS Dept. of Corrections, a plan for ex-offenders who were being returned and released to their home communities. This determined the criteria for establishing, implementing, assessing and replicating such programs in communities across the state of Kansas involving statewide cooperation, across public, nonprofit and private sector businesses, government departments, faith organizations, and community representatives.

My perspective, working within and among the various sectors has always been from the ground level, working with government in action. Over this past 40 years, I have developed an appreciation for and an

understanding of thinking strategically about public administration problems. This includes designing, implementing, and evaluating policy and program solutions to address social problems.

Ensuring administrative responsiveness to changing economic, political and social conditions, analyzing and evaluating challenges in implementing public programs through governmental, private and non-profit provider networks and providing accountability while practically dealing with the competing demands and values are the wicked problems public administrators face.
My executive experience, from program director to executive level staff positions, from owner/operator of a long-standing business targeted to capacity building of nonprofits to decades of executive volunteer roles in the nonprofit sector has all informed my practice and my teaching. It provided me with an integrated understanding of the theory and practice of leadership and management and their application to public administration and the public good.

My decades of leadership experience, training and earned certificates through CORO, the Community Leadership Association, the Kansas Leadership Center, Civic Leadership Training Council, Youth Leadership Institute and various local, regional and national conferences have been invaluable resources for creating, facilitating and directing a number of quality leadership programs for youth, young adults and adults in support of civic engagement, leader development, and a culture of civil exchange and collaboration in Kansas City.

Regarding the ethical and legal underpinnings of public governance, throughout my adult life, I have been fortunate to have been placed in positions of authority in organizations which operated in the public interest and in the public trust. Early on in my career, I sought out mentors in academia, initially through the Midwest Center for Nonprofit Leadership, in the Bloch School at UMKC, and later through the Center for Management Assistance, as I created a network of support for what, at that time, was a relatively new area of academic study, nonprofit administration. My network of professional mentors provided me with access to experts in the field of nonprofit leadership and public administration and I eventually became a Fellow in UMKC's Midwest Center for Nonprofit Leadership, where I developed curriculum and taught several courses. As a result of these activities, I have had access to leaders who acted with strong public service ethics, which are the keystones of good governance and are prerequisites for establishing and maintaining public trust.

In a democracy, government officials have an obligation to operate in the public interest, without regard for personal gain and the public has to have confidence in the integrity of its government. When government operates in a manner which ignores or is ineffective at addressing ethical wrongdoings and scandals, it undermines public trust, and poses a threat to democratic principles and the rule of law. Through my teaching and my nearly four decades of work, I have become familiar with various ethical theories and have gained considerable skill and understanding of their implications in practice.

In the early 1990's, faced with a shift from a state funded, medical model for the provision of youth services to a privatized behavioral health programming model, I designed a wrap-around service delivery system for gang involved, adjudicated youth in the urban core of Kansas City, Kansas. In order to provide a critical unrestricted funding source for the system, I built a social enterprise business plan, designed programming and secured private, public and nonprofit revenue generating resources for the area's first social entrepreneurship program, The Power Plant.

The Power Plant was a school to work transition program for adjudicated youth set on three and ½ acres of perennials, with a 5,000 square foot greenhouse dedicated to the provision of credit-bearing

academic programming for long term suspended students from the Kansas City, KS public schools. The mortgage and utilities on the property were funded, in great part, by locating a cell phone relay tower on the property of the Sprint Corporation. The programming and staffing were funded by 'pop up' sales at area farmer's markets, area foundations and corporations, and contracted production/sales through local Ball Foods/Price Chopper Food Stores. Trainees/students were able to earn school credit for their learning, receive a stipend for their time and a percent of the sales for their work. Students were educated and trained for sales and production positions within the flower departments at Ball Foods/Price Chopper Food Stores, received instruction and training in entrepreneurship, lawn and garden installation and management, back office services, production of value added products and distribution.

The Power Plant received The Kauffman Foundation's Denali Award for social entrepreneurship in the mid 1990's. As a result of this initiative, I had the pleasure of being asked to assist the Kauffman Foundation in developing a series of entrepreneurial training curricula for youth, for nonprofits and for small start-up businesses. I also was selected for the first round of trainees for the Fast Trac entrepreneurial training program and became a certified trainer for the program.

As a result of these various initiatives, I have a sound understanding of fiscal accountability and the responsibilities of public entities. I believe these initiatives and experiences demonstrate my qualifications to teach the courses in the BPA program.

Don Wise

12841 Pembroke Circle, Leawood, Kansas 66209
(913) 707-8158 cell awise@park.edu donwise54@gmail.com

BACKGROUND SUMMARY: Over thirty five years in nonprofit, education and executive level administration - Skills and experience include curriculum design, instruction, financial management, social entrepreneurship, nonprofit business & program design/implementation, staff/board development, marketing, leadership development, neighborhood leadership training and program/group facilitation.

Personal and professional interest in Education, Leadership, Youth Development, Social Entrepreneurship, Team Building, Social Justice, Community and Consensus Building and Civic Engagement.

PROFESSIONAL EXPERIENCE:

August 2017 MANAGER – Park University Peace Corps Prep Program
To Present COORDINATOR – Park University Civic Engagement Plan

August 2009 CO-DIRECTOR / ASSOCIATE DIRECTOR / DIRECTOR, Coro Kansas City
To January 2017 Park University, Center for Leadership
Instructional/experiential/adaptive programs designed to increase civic leadership and collaboration

October 2005 EXECUTIVE DIRECTOR / CEO
to August 2009 Civic Leadership Training Council of Wyandotte County, KS
Instructional/experiential programs designed to increase community leadership and collaborative skills

August 2005 LEADERSHIP FELLOW / INSTRUCTOR
To Present Park University, Hauptmann School of Public Affairs
Curriculum design, program development and instruction in face to face and distance learning courses.

August 1997 PRESIDENT/OWNER
to Present CommonWealth, LLC
Capacity-building services and consultative support to nonprofits.

Business design, product/service planning, marketing coordination, project oversight and evaluation.

Organizational assessment, training, board development, coaching and strategic group facilitation.

August 1988 to 1997 CHIEF EXECUTIVE OFFICER
Associated Youth Services, Inc. (AYS),
Wyandotte County, KS
Responsible for overall administration of agency employing 70 staff serving over 1,000 children annually.

Preparation and oversight of a $3 million annual budget for approval by Board.

Conducted $1.2 million capital drive to renovate facility and relocate staff.

Research/development of programming for at-risk youth, including entrepreneurial school-to-work program, alternative school, drug and alcohol day treatment and state-wide foster care services.

1986 to 1988 PROGRAM/FISCAL OFFICER, K.C. Young Audiences, Inc.
1984 to1986 PUBLIC RELATIONS CONSULTANT, Self-Employed
1983 to 1984 PROGRAM DESIGN SPECIALIST, Payless Cashways, Inc.
1980 to 1983 SOCIAL SERVICE ADMINISTRATOR, Jackson County Missouri
1977 to 1978 ART INSTRUCTOR, Elkhorn Public Schools, Elkhorn, NE

EDUCATION:

Master of Arts, Educateur (Adaptive Education), Ohio State University		1980
Bachelor of Arts, University of Nebraska		1976
K-12 Educational Certification (expired)- ART, MR, LBD	(OH, NE, MO)	1977
Certificate - Kansas Community Leadership Institute - Kansas Leadership Center		2005-2006
Certified Master Leadership Facilitator – Contemporary Consultants– Kansas Leadership Center		2008
Fellow/Instructor – KC Bloch School – Midwest Center for Nonprofit Leadership (MCNL)		1998-2002
Fellow/Instructor – Graduate Nonprofit Studies, Hauptmann School for Public Affairs, Park University		2002-2010

CREATOR Greensburg Community Conversations-Facilitating citizen engagement planning and rebuilding

Nonprofit COMPASS, Web-based assessment tool for nonprofits
Entrepreneurial Boards, Graduate Curriculum - UMKC Bloch School
Greenhouse Entrepreneurial Training/Horticulture Curriculum for middle/high school students
Nonprofit Marketing & Strategic Planning for Nonprofits, Graduate Curricula - Park University
Entrepreneurial Financial Management for Nonprofits, Undergraduate Curricula – UMKC
Graduate Nonprofit / Leadership Curricula, Park University, Hauptmann School

TEACHING

PA595DL Communications & Marketing for Nonprofit/Community Organization – Spring II 2005
PA591DL Planning Nonprofit/Community Services – Summer 2005
PA597DL Community Leadership – Fall I 2005
PA591DL Planning Nonprofit/Community Services – Spring I 2006
PA597GST4N Community Leadership – Spring I 2006
PA595DL Communications and Marketing for Nonprofit/Community Organizations – Spring II 2006
PA595GSN Communications & Marketing for Nonprofit/Community Organization – Summer 2006
PA543GSN The Nonprofit Sector – Fall II 2006
PA597DL(GR) Community Leadership – Fall II 2006
PA595DL (GR) Communications and Marketing for Nonprofit/Community Organizations - Fall II 2007
PA542GSN Social Policy & Community Services Fall I 2007
PA595GSN Communications & Marketing for Nonprofit/Community Organization – Summer 2007
PA591DL (GR) Planning Nonprofit/Community Services – Summer 2007
PA594DL (GR) Financial Management for Nonprofit/Community Organizations – Summer 2007
PA593GSN Financing Nonprofit/ Community Services – Spring II 2007
PA542DL (GR) Social Policy and Community Services – Spring I 2007
PA591GSN Planning Nonprofit/Commun Services – Spring I 2007
PA594GSN Financial Mgmt for Nonprofit/Community Organizations - Fall II 2007
PA597DL (GR) Community Leadership - Spring I 2008
PA591DL (GR) Planning Nonprofit/Community Services - Spring II 2008
PA542GSN Social Policy and Community Services – Summer 2008
PA597GSN Community Leadership (Professor) – Summer 2008
PA591DL (GR) Planning Nonprofit/Community Services – Fall II 2008
PA595GSN Communications & Marketing for Nonprofit/Community Organization - Summer 2009
PA542GSDN Social Policy and Comm Services – Fall II 2009
PA596DL (GR) Monitoring and Evaluation of Nonprofit/Community Services - Fall II 2009
PA597DL (GR) Community Leadership – Spring I 2010
PA503GSD Emerging Issues in Public Affairs – Summer 2010
PA595DL Communications and Marketing for Nonprofit/Community Organizations - Summer 2010
PA545DL Management of Nonprofit and Nongovernmental Organizations - Fall I 2010
PA542DLSocial Policy - Fall II 2010
PA545DL Management of Nonprofit and Nongovernmental Organizations – Spring I 2011
PA543GSN The Nonprofit Sector – Spring II 2011
PA503GSD Emerging Issues in Public Affairs – Summer 2011
PA543GSN The Nonprofit Sector – Fall I 2011
PA545DL Management of Nonprofit and Nongovernmental Organizations - Fall I 2011
PA542GSDN Social Policy and Comm Services – Fall II 2011
PA545DLManagement of Nonprofit and Nongovernmental Organizations - Fall I 2011
PA542GSDN Social Policy and Comm Services – Spring I 2012
PA543GSN The Nonprofit Sector – Spring I 2012
PA503GSD Emerging Issues in Public Affairs – Summer 2012
PA545DL Management of Nonprofit and Nongovernmental Organizations - Fall I 2012
PA542DL Social Policy and Comm Services – Fall II 2012
PA542GSDN Social Policy and Comm Services – Fall II 2012
PA543GSN The Nonprofit Sector – Spring I 2013
PA503GSD Emerging Issues in Public Affairs – Summer 2013
PA509GSA Leadership Development & Organizations – Fall I 2013
PA545GSA Management of Nonprofit and Nongovernmental Organizations - Fall I 2013
PA545DL Management of Nonprofit and Nongovernmental Organizations - Fall I 2013
PA542DL Social Policy and Comm Services – Fall II 2012
PA543DL The Nonprofit Sector – Spring I 2014
PA509GSA Leadership Development & Organizations – Spring I 2014

PA545DL Management of Nonprofit and Nongovernmental Organizations – Spring II 2014

PA545DL Management of Nonprofit and Nongovernmental Organizations – Fall I 2014
PA542 Social Policy and Comm Services – Fall II 2014
PA543DL The Nonprofit Sector – Spring I 2015
PA545DL Management of Nonprofit and Nongovernmental Organizations – Fall I 2015
PA542 Social Policy and Comm Services – Fall II 2015
PA543DL The Nonprofit Sector – Spring I 2016
PA360 Special Topics in Public Affairs – Summer 2016
PA545DLF1P2016 Management of Nonprofit & Nongovernmental Organizations – Fall I 2016
PA542GSDF2P2016 Social Policy – Fall II 2016
PA504DLSPP2017 Indp Study in Public Affairs – Spring 2017
PA509DL/HOS1P2017 Leadership Development & Organizations – Spring I 2017
PA504HOU1P2017 Indp Study in Public Affairs – Spring I 2017
PA504HOU1P2017 Indp Study in Public Affairs – Summer 2017
PA333DLF Public Management and Leadership – Fall I 2017
PA333DLF Public Management and Leadership – Fall II 2017

SCHOLARSHIP

Presentations/Facilitations

Park Alumni Luncheon- Unscripted Future Presentation, Jack Stack BarBQue, 24 persons, August 21, 2007
Leadership for an Unscripted Future, Kiwanis Club, Wyandotte County, Bkfst Keynote, 50 people, Aug. 30, 2007
Wkshp, Leadership for an Unscripted Future, KS Leadership Center, Abilene, KS, 75 people, September 26, 07
Academy of Management, Unscripted Future, InterContinental Hotel, 35 people, October 5, 2007
NASPA, Leadership for an Unscripted Future, Seattle, WA, 40 people, October 11, 2007
Paola Leadership Council- Facilitated Adaptive Leadership Day-25 people, November 7, 2007
Kansas Health Consumer Coalition-20 people, Leadership Retreat, November 30-December 1, 2007
Design & Weekly Facilitation of Advocacy Trainings, Health Council of Wyandotte Council, 24 people, Spring 08
Academy of Management Presentation, Leadership for an Unscripted Future, 45 people, August 8-13, 2008
Thrive Allen County, Facilitated Annual Planning Retreat, 24 people, September 9, 2008
Landon Center on Aging, KU-Leadership Training, 24 people, September 17, 2008
Bi-weekly Leadership Trainings-Wyandot Center for Behavioral Healthcare, 30 people, April-December 2009
KCMO School District, 21st Century Education Community Conversation Facilitation, April 25, 2009
Midwest Public Risk-Design/Facilitate Annual Board Retreat, Branson, MO, 24 people, October 7-9, 2009
Kansas City Center for Urban Agriculture, Facilitated Board Retreat, 25 people, January 16, 2010
ASPA KC, Program Committee Chairperson, Quarterly presentations on community priorities, 2010-2013
Park Alumni Association, Strategic Planning Facilitation, 32 persons, Summer-Fall 2013
Keynote Address, 18th Annual Dr. Doris A. Howell Leadership Awards Banquet- Park University, 2013
Excellence in Nonprofit Leadership, Judge 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014
Mandela Washington Fellowship, Reader, U.S. State Department Spring 2014, Fall 2014, Fall 2015, Fall 2016
Age Positive Conference, Presenter, 100 persons, May 12, 2016 – MARC at Kauffman Foundation
Academy of Management, Organizer, Panelist**,** August 4 & 9, 2016 **–** Service Learning Activity and MaxLove

SERVICE

Board Membership/Facilitation/Community Service

Kansas Leadership Center, Kansas Community Leadership Institute Advisory Committee 2008
Next Chapter Advisory Council, Shepherd's Center, 2008-2010
Midwest Center for Nonprofit Leadership Advisory Committee (UMKC) 1993-2013
Wyandotte Homeless Services Commission 2006-2007
ASPA Chapter Kansas City 2006-2013
Kansas City Kansas Chamber of Commerce 2005-2009
OneKCVoice Advisory Board- September 2010-2011
Coro Kansas City – Reading Committee 2010, 2011, 2012, 2013, 2015, 2016
Center for Excellence in Teaching and Learning-Advisory Board, August 2010-present
Arts in Prison 2004-2012, Member, Committee Chair, Chair
Jewish Vocational Services 2011- present, Member, Committee Chair, Vice-President, President Elect, President
Next Step KC, Member 2013 - present
Park Alumni Association-Strategic Planning/Facilitation, Spring 2014
Institutional Review Board Member, Park University 2014-2015

Title IX Investigator 2015-2016, 2016-2017, 2017-2018
Park University Mentor 2015-2016, 2016-2017
Warrior Center Stand Down Event, 2013, 2014, 2015, 2016, 2017

Development
Kansas Leadership Center-Kansas Community Leadership Institute 2006-2007
Future Form of Democracy Workshop, Kansas City, April 10, 2007
Kansas City Consensus-Facilitator Training, February 13, 2008
LEAD21 Coordinate Site Visits for Annual Fall National Conference, 2008, 09, 10, 60 people
Mid America Regional Council-Emergency Disaster Preparedness training, September 12, 2008
Leadership Training-Contemporary Consulting, Master Facilitator Training, Oct 28-30, 2008
Kansas Leadership Center-Adaptive Leadership Training, March 23-27, 2009
Grant Professional Association, Heart of America Chapter Regional Conference, April 27, 2013
Kansas Leadership Center - For The Common Good Advanced Training – Spring-Fall 2014

Program Design/Implementation
Kansas Department of Corrections-Facilitated Community Conversations for Offender Reentry
And Designed Program for Wyandotte County, March 1 - July 31, 2007
Greensburg Community Conversations Designed/Facilitated, May 5- June 28, 2007
Co-Facilitator-Youth Leadership Institute (Overland Park Rotary) 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014
Temporary Lodging for Children-Leadership Training, 24 people, June-September 2008
Co-Director, Coro Kansas City – Civic Engagement/Leadership Program - 2010, 2011, 2012, 2013
Kansas City Leadership Academy - 2012, 2013
Moving from the Drama Triangle to the Empowerment Dynamic, UMB-25 people, July 29, 2014
Park University Master's in Public Administration Graduate Internship Program Design 2013-2014
Mandela Washington Fellowship – Program Design, Summer-Fall 2014, 2015,
Mandela Washington Fellowship – Program Design Designated Alternate Site 2015-16
Science Pioneers/Union Station – Strategic Planning Facilitation, February 2016 – Fall 2016
Hardesty Renaissance – Economic Development Partner Identification/Facilitation Winter 2107 - Present
Montgomery County Health Assessment – Co-Facilitation Fall 2017 - Winter 2018

Awards
SXSW Open Source Design Competition Award – Community-based citizen engagement platform for nonprofits, March 14, 2009
Excellence in Service to Students Award, National Society of Leadership and Success – 2013
Jewish Vocational Services – Volunteer of the Year Award, 2011
President's Award, Ivanhoe Community Center Service Project, 2012

CURRICULUM VITAE

October 2017

Laurie N. DiPadova-Stocks
6033 S. National Dr.
Parkville, MO 64152
816-812-1405 (mobile)
Laurie0708.icloud.com (personal)

Park University
8700 NW River Park Dr.
Parkville, MO 64105
Phone: 816-559-5624
Ldipadovastocks@park.edu

EDUCATION

Ph.D., Rockefeller College of Public Affairs and Policy, University at Albany, State University of New York - 1995. Department of Public Administration and Policy.
Concentration: Leadership; Organization Theory and Development; Public Management
Dissertation: "Managerial Leadership and Organizational Hierarchy: An exploration of the similarities and differences in managerial roles at hierarchical levels"

M.S., University of Utah. Emphasis: Sociology of Religion

B.A., Mary Washington College of the University of Virginia (now University of Mary Washington). Sociology (major) with an emphasis in Philosophy

Recent Professional Development:

- Women's Leadership Forum, American Council on Education, 2015
- New Deans' Workshop, Council of Graduate Schools, 2014 and 2012

PROFESSIONAL EXPERIENCE

Park University, Parkville, MO
Park University is a private, nonprofit access institution with a 140 year history of inclusion, serving over 16,000 students at 42 locations. Accredited by the North Central Association of Colleges and Schools, it is an innovative institution, "online before Google".

August 2016-Present: Professor of Public Administration, Hauptmann School of Public Affairs
Responsibilities:

- Teach courses in the MPA program, face to face, blended, and online
  - PA 501, Public Affairs Concepts and Theory
  - PA 509, Leadership Development and Organizations
  - PA 512, Environment of Public Administration
  - PA 600, Ethical Foundations of Authority and Responsibility
- Teach courses in the BPA program, online
  - PA380, Public Service Values
  - PA390, Administrative Law
- Faculty committee service, including Park University Tenure and Promotion committee and HSPA Finance Committee
- HSPA Academic Program Review writing team: MPA report and BPA report

July 2009-July 31, 2016: Dean, School of Graduate & Professional Studies.

Responsibilities:

- Administer the school, provide academic oversight of eleven master's degrees and 11 graduate certificates, and all academic processes
- Ensure quality assurance of all graduate programs through the Graduate Academic Council (GAC): vetting applications for graduate faculty status, graduate curricula and assessments, new programs and degrees, and standards and procedures
- Fuel growth of graduate programs nationwide
- Temporarily oversee Campus Center programs and operations in Downtown Kansas City, MO and Independence, MO

Accomplishments:

- Graduate program credit hour growth increased 40 percent, now comprising the fourth-largest credit hour category at the university
- New graduate programs added: Master of Social Work, Master of Healthcare Administration, and three graduate certificates
- Facilitated MOU for officer master's degree completion with the Command and General Staff College at Ft. Leavenworth, KS
- Working with GAC on non-concurrent dual degree offerings for alumni
- Working with faculty on innovative programs and approaches to graduate education, such as leveraging professional associations to usher students from classes to careers and community leadership
- Facilitated selection and opening of new Park University facility in Independence, MO.
- Continuing liaison with Commerce Tower building owner, construction company, and University, on Park University's downtown Kansas City facility undergoing total renovation, scheduled for completion August 1, 2016

<u>June 2004 to April 2015: Dean, Hauptmann School of Public Affairs (HSPA).</u> Professor of Public Administration, and Senior Graduate Faculty. (Promoted to full professor in 2007).
Responsibilities:

- Enhance academic quality of the liberal-arts based Master of Public Affairs degree, build the school into national prominence, and secure the legacy of founder, Dr. Jerzy Hauptmann
- Oversight responsibility for program, center, and school budgets, as well as scholarship and various endowment accounts

Accomplishments:

- Recast the vision and mission statements to reflect Dr. Hauptmann's courageous life experience and to ensure his legacy
- Secured academic rigor of program and courses with launch of course assessment, program competencies, and addition of three new required courses PA508 (Research and Analysis), PA509 (Leadership and Organization Development) and PA600 (Ethical Foundations of Authority and Responsibility)
- Launched Dean's Anti-Plagiarism Boot Camp
- Added 11 new full-time faculty over an eight-year period
- Offered sections of the MPA Capstone Seminar at the national conference of the American Society for Public Administration (ASPA), leveraging the collected academic and practitioner expertise gathered at the conference to enhance student learning

- Established Faculty Fellows in HSPA, allowing distinguished national and local scholars and academic, civic and community leaders to affiliate with HSPA on various tasks
- Established Civic Leader for each MPA concentration, providing bridge from classroom to community and careers for students
- Added two new degrees: Master of Healthcare Administration and Bachelor of Public Administration, plus the Disaster and Emergency Management concentration added to the MPA program, and five 12-hour graduate certificates designed to benefit those holding previous degrees who seek resume-building credentials:
    - Business and Government Leadership; Disaster and Emergency Management; Healthcare Management and Leadership; Leadership of International Healthcare Organizations; Nonprofit Leadership
- Established the Center for Leadership with popular former Kansas City Mayor Kay Barnes (the city's first woman mayor) as its founding director. Partnerships and programs include American Business Women's Association, Great Plains Energy, Truman Corporate Academy, Clay County Supervisors, the Downtown Council, and the Kansas City Public Library
- Established a $4/credit hour professional development fee for all MPA students for membership in ASPA, enabling students to network locally and nationally
- Facilitated University MOU with Coro Kansas City to offer the Summer Interns in Public Affairs program annually through the Center for Leadership
- Developed and launched the *Unscripted Future Initiative* at the HSPA and the School of Graduate & Professional Studies
- Established the International Center for Civic Engagement; operated for four years as a university-wide entity

Selection of University-wide high level tasks and committees: Office of the Provost; Senior Leadership Team; Presidential Inauguration Committee; Dean's Council; Academic Council; Strategic Planning Task Force; Chair, Strategic Planning Criterion Three (Organizational Effectiveness); Self-Study for the Higher Learning Commission Criterion One Co-Chair; Higher Learning Commission Steering Committee (for Monitoring Report); Higher Learning Commission Focus Group #5; Search Committee for Provost and Senior Vice-President of Park University; Chair, Dean of the School of Business Search Committee; President's Leadership Task Force; Provost's International Online Policies Task Force; Park University Action Plan Task Force; President's Climate Commitment Commission; Private Public Partnerships Steering Committee

Conferred degrees and served as commencement speaker in ceremonies at: Austin (TX); Camp Pendleton (CA); Charleston AFB (SC); Davis-Monthan AFB (AZ); Defense Supply Center Columbus (OH); Wright-Patterson AFB (OH); F.E. Warren AFB (WY); Luke AFB (AZ); Scott AFB (IL); Goodfellow AFB (TX).

Northern Kentucky University, Highland Heights, KY
Northern Kentucky University is a fully-accredited public institution with community college roots. Students are primarily from the local area and at-risk environments. The literacy rate of the state of Kentucky was one of the lowest in the U.S. With funding from a local foundation,

students mastered their subject matter using philanthropy, providing mini-grants to local nonprofit applicants.
2002-2004: Founding Director, Scripps Howard Center for Civic Engagement and Associate Professor of Public Administration.
Responsibility: Launch the new center.
Accomplishments:

- Secured Federal grant ($124,638) to fund "Freedom-Focused Service-Learning" in partnership with the Institute for Freedom Studies, the Covington Independent Public School District, the National Underground Railroad Freedom Center in Cincinnati, Ohio, and Literacy in Northern Kentucky, Inc. Grant renewed for the maximum of three years
- Helped establish Kentucky Statewide Summit on Civic Literacy, proposed as Senate Joint Resolution 80 on February 5, 2004, with the support of Secretary of State Trey Grayson
- Led and expanded the Mayerson Student Philanthropy Project
- Administered the President's University-Community Partnership grants
- Awarded $70,000 from the Greater Cincinnati Foundation to establish an Institute for Nonprofit Capacity-Building at NKU
- Connected the university with Campus Compact
- Secured and managed over $500,000 in newly secured grant funding and managed an additional $400,000 in funded programs

University of Utah, Salt Lake City, UT
The University of Utah is a public research doctoral-granting university. The flagship university of the State of Utah, it was established in 1850 in the pioneering Utah territory.
1995-2002: Assistant Professor, Department of Political Science (Visiting appointment). Responsibility in the Master of Public Administration Program; Policy Fellow, Center for Public Policy and Administration (CPPA); Deputy Director, Center for Public Policy and Administration, and Adjunct Associate Professor of Political Science; University Faculty Outreach Fellow. Taught PS5360: Human Resources Management; PS6300: Administrative Theory; PS6870: Ethics in Public Administration; PS6800: Capstone Seminar (Executive Cohort)

Accomplishments:

- Added service-learning components to three courses (PS5360: Human Resources Management, PS6300: Administrative Theory, PS6870: Ethics in Public Administration), officially designated as SL courses by the Lowell L. Bennion Community Service Center
- Developed and taught "Federalism and Devolution": An innovative course in political science offered at the Utah State Office Building
- Initiated effort to institutionalize service-learning in the MPA program; two-year effort was facilitated by grants totaling $5,000 from the Bennion Community Service Center, University of Utah
- Secured awards of over $192,000 as Principal Investigator and project director for CPPA project titled: *Welfare Reform Initiative;* conducted research on the impact of welfare reform (Personal Responsibility and Work Opportunity Act enacted in 1996) on the charitable sector in Utah; held four community conferences to discuss research findings. Funding partners included humanitarian organizations; city, state and federal agencies; Utah Association of Counties. Project produced nine research reports.

- Secured contract awarded by the Utah Department of Workforce Services in the amount of $312,000 to establish a program of career counseling, mentoring, and individualized job skill development for those transitioning from TANF (Temporary Assistance to Needy Families) to work; over 88 percent of participants received promotions or higher paying jobs within the first six months.
- Established the Utah Nonprofit Consortium for Leadership Education (UNCLE), in partnership with the Utah Nonprofits Association (UNA), the University of Utah MPA program, and the Brigham Young University's MPA program to address the dual problem of the need for nonprofit organizations to offer training and development for its employees, and the need to provide training to assist nonprofits to meet the UNA Standards for Nonprofit Performance, with little funds to do so
- Established Consortium for Employability Development, a partnership of organizations concerned for the development of Utah's workforce employability; attracted $19,000 in initial funding from partners in the Consortium; launched publication series, with editorial board consisting of faculty and community leaders

University/Departmental Service

- University of Utah MPA program service-learning coordinator.
- Faculty judge of the University of Utah Dalmas H. Nelson Paper Award.
- Chair, Service-Learning Scholar Committee
- University of Utah MPA program admissions committee, PAC committee, and chair, numerous student MPA paper committees

Graduate student: Nelson A. Rockefeller College of Public Affairs and Policy, State University of New York at Albany, Albany, NY.
Graduate Research Assistant, Department of Public Administration and Policy; Associate Faculty, State University of New York-Empire State College Forum/East program, Saratoga Springs, NY. At SUNY-Empire State College: Co-designed and taught courses in assessing, developing, and applying managerial competence for population of students who are mid-career managers; co-designed and developed three-day course on Supervision and Management Skills for New York State Department of Social Services supervisors.

University/Departmental Service

- Forum East Personnel Procedures Committee, SUNY-Empire State College, Saratoga Springs, New York; elected by the Forum East Faculty
- Academic Policy and Learning Programs Committee, SUNY-Empire State College; elected by the College-Wide Programs faculty.

Old Dominion University, Norfolk, VA
Old Dominion University, a public research university, has its roots as the two-year Norfolk Division of the College of William & Mary.
Instructor of Sociology (five years). Courses taught include: Introduction to Sociology, Social Problems, Religion and Society, Women and Men: A Study of Gender Roles, Volunteerism in the Juvenile Justice System, and Death and Dying.

- Assisted in the development and administration of the Court Aide Program in the sociology department

- Served two years on the ODU School of Arts and Letters Committee which designed the first interdisciplinary course in the social and behavioral sciences at that institution; participated in teaching the course
- Developed and team-taught with other women faculty "Women and Men: A Study of Gender Roles", the first Women's Studies course at Old Dominion University
- Developed and taught course titled "Volunteerism in the Juvenile Justice System" at the request of the Norfolk Juvenile and Domestic Relations Court and the sociology department

University/Departmental Service
Committee activities and service at Old Dominion University: Chair, Sociology Department Staff Development and Welfare Committee; Department librarian; School of Arts and Letters Scholarship Committee; Old Dominion University Speakers' Bureau: spoke to numerous community and high school groups on various topics

Ricks College (now BYU-Idaho), Rexburg, ID
Founded in 1888, Ricks College has a long and distinguished history of providing students with solid two-year educational programs. It also provided my first full-time teaching experience. The clear institutional focus and priority was on student learning and teaching. This experience helped define my life-long priorities in academia--student learning, engagement, and citizenship.
Instructor of Sociology. Courses taught include: Introduction to Sociology; Social Problems; Religions of the World.

University/Departmental Service
- Advisor, Lambda Delta Sigma.
- Took students to juvenile detention facilities in St. Anthony, ID to work with young people in those facilities.

Various summer and part-time teaching positions in sociology at: Christopher Newport College, Newport News, Virginia; Virginia Commonwealth University, Richmond, Virginia; Approved Faculty, University of Virginia Extension Division.

Teaching modalities used in all positions: Active/experiential learning; community-based projects; service-learning; online learning (certified in online course instruction and as an online course developer); debates (virtual & face-to-face classes); group case work/case analyses and presentations (online & face-to-face). Taught faculty student philanthropy as a teaching method

SCHOLARSHIP: *Dominant themes of my scholarly work are those which address human values, responsibility, service, and pedagogy. These themes work to build commitment to human dignity and the common good in our uncertain times of rapid global and technological change.*

Summary. Three co-editorships of books and journals; 15 journal publications; three research monographs; nine book chapters; five reviews of books and proposals; seven published instructional modules and materials; scores of refereed conference presentations (regional, national, international)

Publications (Selected)

Book and Journal Editorships

Kenworthy, A. and L. N. DiPadova-Stocks (co-editors) Second Special Issue, "Scripting the Next Wave of Exigent Issues for Service-Learning: When Technology, Globalism, and Community Engagement Collide." *Journal of Organizational Analysis.* Vol. 18, No. 2. 2010.

DiPadova-Stocks, L. N. and A. Kenworthy (co-editors) Special Issue, "Shaping Our Unscripted Future with Service-Learning: When Technology, Globalism, and Community Engagement Collide." *Journal of Organizational Analysis.* Vol. 17, No. 1. Spring 2009.

Dailey-Hebert, A., E. Donnelli-Sallee, and L. N. DiPadova-Stocks (co-editors) *Service-eLearning: Educating for Citizenship*. Charlotte, NC: Information Age Press. 2008.

Journal Articles

Stuteville, R. and L. N. DiPadova-Stocks. "Advancing and Assessing Public Service Values in Professional Programs: The Case of the Hauptmann School's Master of Public Affairs Program" *Journal of Public Affairs Education*. 17 (4): 585-610. 2011.

Kenworthy, A. and L. N. DiPadova-Stocks, "Charging Forward into the Unscripted Future: Following the script of interconnected action." Guest Editorial. *Journal of Organizational Analysis.* Vol. 18, No. 2, pp. 173-180. 2010.

DiPadova-Stocks, L. N. and A. Kenworthy, "Unscripted and Interconnected: What happens to some of us affects us all." Guest Editorial. *Journal of Organizational Analysis.* Vol. 17, No. 1, pp. 4-9. Special Issue edited by A. Kenworthy and L.N. DiPadova-Stocks. Spring 2009.

G. G. Van Ryzin, S. Grossman, L.N. DiPadova-Stocks, and E. Bergrud, "Portrait of the Social Entrepreneur: Statistical evidence from a U.S. Panel." *Voluntas: International Journal of Voluntary and Nonprofit Organizations.* Vol. 20, No. 2, pp. 129-140. June 2009.

DiPadova-Stocks, L. and V. Brown. "Service-Learning and the Conspiracy of Courtesy" in *International Journal of Case Method Research and Application*, Vol. XVIII, No. 2, 136-147. June 2006.

DiPadova-Stocks, L. "Two Major Concerns about Service-Learning: What if we don't do it, and what if we do?" *Academy of Management Journal of Learning and Education*, Vol. 3, No. 4, pp. 345-353. September 2005.

DiPadova, L.N. and F. T. Hebert. "Service-Learning in Public Administration: What's the Point?" *Proceedings of the 21st conference on Teaching in Public Administration*, March 22-23, Colorado Springs, CO. 1998.

DiPadova, L. N. "The Paradox of Spiritual Management: Cultivating Individual and Community Leadership in the Dilbert Age" in *Journal of Management Systems*, Vol. 10, No. 4, 1998.

DiPadova, L. N. "Max Weber and Lowell Bennion: Towards an understanding of hierarchy and authority" *Dialogue: A Journal of Mormon Thought*. Vol. 30, No. 3, Fall 1997: 1-24.

DiPadova, L. N. "Towards a Weberian Management Theory: Lessons from Lowell L. Bennion's neglected masterwork" *The Journal of Management History*, Vol. 2, No. 1. 1996.

Belasen, A. T., M. Benke, L. N. DiPadova, and M. V. Fortunato, "Downsizing and the Hyper-effective Manager: The shifting importance of managerial roles during organizational transformation" *Human Resources Management Journal.* Vol. 35, No. 1, Spring, 1996.

Fortunato, M. V., A. T. Belasen, L. N. DiPadova, and D. W. Hart, "Relevance, Accountability, and Competencies in Management Education" *Journal of Business,* 7, 36-63. 1994.

DiPadova, L. N. and S. R. Faerman, "Using the Competing Values Framework to Facilitate Managerial Understanding Across Levels of Organizational Hierarchy" *Human Resource Management Journal*. Vol. 31, No. 4, Spring, 1993.

DiPadova, L. N. and R. S. Brower, "A Piece of Lost History: Max Weber and Lowell L. Bennion" *The American Sociologist.* Vol. 23, No. 3, Fall, 1992.

Coyle, B. W. and L. N. DiPadova, "Curriculum Innovation: Volunteerism in the Juvenile Justice System," *Volunteer Administration*, Vol. XI, No. 3, 1978.

Research Monographs

DiPadova, L. N. "The Impact of Welfare Reform on Charitable Organizations: The Capacity of the Charitable Welfare Sector in Utah" Center for Public Policy and Administration, University of Utah, Salt Lake City, Utah. August 2001.

DiPadova, L. N. "Utah's Charitable Organizations Face Welfare Reform: Concerns of Charitable Leaders." Center for Public Policy and Administration, University of Utah, Salt Lake City, Utah. January 2000.

Book Chapters

DiPadova-Stocks, L.N. "Higher Education Shaping the Unscripted Future: The imperative to affirm human values in transformative times" *Transforming Processes & Perspectives to Reframe Higher Education,* ed. A. Dailey-Hebert and K. Dennis. Springer Publisher. 2014.

DiPadova-Stocks, L. N., "Functions of the Executive." *Encyclopedia of Management Theory.* Eric Kessler, ed. Sage Publications. 2013. Vol. 1, pp. 291-295. 2013.

DiPadova-Stocks, L. N., "Fostering Social and Civic Responsibility by Organizations and their People" in *The Handbook of 21st Century Management,* ed. Charles Wankel. Sage Publications. 2007.

DiPadova-Stocks, L. N. and A. Dailey-Hebert, "Shaping the Unscripted Future: The role of service-elearning" in *Service-eLearning: Educating for Citizenship in a High-Tech World*, ed. Amber Dailey-Hebert, Emily Donnelli-Sallee, and Laurie N. DiPadova-Stocks. Charlotte, NC: Information Age Publishers. pp. 109-118. 2008.

DiPadova, L. N. and S. R. Faerman, "Managing Time in the Organizational Setting" in *Skills for Effective Management of NonProfit Organizations*, ed. Richard L. Edwards, John A. Yankey, and Mary Altpeter. Washington, D.C.: National Association of Social Workers. 1998.

DiPadova, L. N. and R. Quinn, "The Innovator Role" in *Becoming a Master Manager: A Competency Framework* by Robert E. Quinn, Sue R. Faerman, Michael P. Thompson, and Michael R. McGrath. New York: John Wiley and Sons. (all four editions of the book from 1990 to 2006).

Faerman, S. R., L. N. DiPadova, and R. E. Quinn, "Judicial Leadership in Court Management" in *Court Management in the United States*, ed. Steven W. Hays and Cole Blease Graham. New York: Marcel Dekker Publishers, Inc. 1993.

DiPadova, L. N. and S. R. Faerman, "Managing Time in the Organizational Setting" in *Skills for Effective Human Services Management*, ed. Richard L. Edwards and John A. Yankey. Washington, D.C.: National Association of Social Workers. 1991.

DiPadova, L. N. and S. Faerman, "The Innovator Role" chapter in *Supervising New York State: A Framework for Excellence* by Sue R. Faerman, Robert E. Quinn, Michael P. Thompson, and Michael R. McGrath. Albany, New York: New York State Governor's Office of Employee Relations. 1990.

Reviews of Books

DiPadova, L. N., Review of: *At Liberty Under God: Toward a Baptist Ecclesiology* by E. Jeffrey Mask for *The Review of Religious Research*. Vol. 40, No. 3. March 1999.

DiPadova, L. N., "Service-Learning in Public Affairs" book review essay of four books: *Amazing Grace: The Lives of Children and the Conscience of a Nation* by Jonathan Kozol, *The Call of Service* by Robert Coles, *Service-Learning in Higher Education: Concepts and Practices*, ed. Barbara Jacoby and Associates, and *Experiencing Citizenship: Concepts and Models for Service-Learning in Political Science*, ed. Richard M. Battistoni and William E. Hudson, in *Journal of Public Affairs Education*, Volume 4, Number 4, pp. 305-316. Fall 1998.

DiPadova, L. N., "Margaret Mead: Anthropologist, Writer, Grandmother" in *American Notes and Queries*, Vol. II: *First Person Female American*. Troy, New York: The Whitson Publishing Co. 1980.

Published Instructional Modules and Materials

DiPadova-Stocks, L. Invited video on Chester Barnard's *The Functions of the Executive,* as part of new Video Collections Series by Sage Publishing. Released March 2016.

DiPadova, L. N. and Lynda S. St. Clair. *Instructor's Manual* to accompany *Becoming A Master Manager: A Competency Framework*., 4th ed. New York: John Wiley & Sons. 2006. Provides detailed processing instructions for the 105 activities in the text.

DiPadova, L. N., *Instructional Resource Guide*, to accompany *Becoming A Master Manager:*

A Competency Framework. 3rd ed. New York: John Wiley & Sons. 2002, as well as all previous editions of the text from 1990. Provides detailed processing instructions for the 104 activities in the text.

DiPadova, L.N. "Academy of Management Initiative for the Advancement of Civic Engagement and Community-Based Service-Learning," *Academy of Management Website.* 2000.

DiPadova, L. N., "What Matters Most: Enhancing the Quality of our Human Ties through Service-learning," All Academy Symposia handouts (110-pages), CD Proceedings of the Fifty-eighth Annual Meeting of the Academy of Management, San Diego, CA. August 1998.

DiPadova, L. N., "Human Growth and Development," *Special Topics for Workers: Dealing with Young and Elderly Clients*, Continuing Education Program, School of Social Welfare, SUNY-Albany. 1982.

DiPadova, L. N., "Who are the Elderly? A Societal View." *Special Topics for Workers: Dealing with Young and Elderly Clients*." Continuing Education Program, School of Social Welfare, SUNY-Albany. 1982.

National and Regional Conference Presentations (selected)

2016 Academy of Management Annual Meetings, Anaheim, CA August 2016

Organizer and Moderator: "A Community of Hope Facing Childhood Cancer: MaxLove Project as an Organization of Meaning", Live Case featuring the founders of the MaxLove Project, the CEO of Cloud b toy company, and a panel of expert responders. Peer reviewed; sponsored by Health Care Management and Public/Nonprofit Divisions.

Invited Panelist, "Faculty Careers, Academic Leadership, and PNP as an Organization of Meaning: Faculty Leadership and AOM"

Facilitator, "Community Service at International Arts Cultural Museum: Service at the Bowers Museum." The Public Nonprofit Division sponsored community service activity in Santa Ana, CA.

2015 International Leadership Association, Women's Affinity Group Conference, Pacific Grove, CA. "Stop Asking 'What's Wrong with Me?' The damage of systems/power/inequality" with Linda Moore.

American Society for Public Administration Annual Conference, Chicago, IL. "Minding Our Global Store" presentation on session titled: *Public Service Values in a Difficult Time* and moderator, "Midwestern Women Pushing the Boundaries: Historical Reflections on Leading Social Change".

2014 American Society for Public Administration 75th Annual Conference, Washington, D.C. "Partnerships and Practitioners: Preparing Leaders for 21st Century Public Service". Session organizer and moderator.

2013 Inaugural conference of the Women's Affinity Group of the International Leadership

Association. Pacific Grove, CA "Women Can't Wait: The Psychology of Power and Politics" with Linda Moore, and Beverley Bryant.

2012 American Society for Public Administration National Conference, Las Vegas, NV. "Two Nonprofits Making the Marriage Work: The Coro Kansas City Fellows Program and Park University", Chair and Moderator; and "Affirming Public Service Values through Civic Engagement: Pedagogical strategies for public affairs programs" panelist.

International Leadership Association Annual Conference, Denver, CO. Panel Presentation. "A Politician, A Psychologist, and An Academic Dean: Reflections on women as leaders" with Kay Barnes and Linda Moore.

2011 National Association of Schools of Public Affairs and Administration Conference, Kansas City, MO. "Public Service Values across the Curriculum" sessional organizer, panelist and moderator.

2010 National Association of Schools of Public Affairs and Administration Conference, Las Vegas, NV. "Public Administration Shaping the 'Unscripted Future'" panelist.

2009 Sloan-C Conference, Orlando, FL. "Providing Learning Opportunities for Leadership Development in Transformative Times: Service-learning and service-eLearning" Invited half-day workshop leader with Amber Dailey Hebert.

National Association of Schools of Public Affairs and Administration, Arlington, VA. "Advancing Public Service Values in Professional Programs: The Case of the Hauptmann School's MPA Program." Co-authored paper with presenter Rebekkah Stuteville.

Academy of Management Annual Meeting, Chicago, IL. Invited panelist: "Emerging Technologies and Community-Based, Service/Engagement Experiences: A Workshop Demonstration, Discussion, Deliberation, and Design for Moving Forward" invited panelist; roundtable participant: "Best Practices in Teaching Online", and paper session titled: "Public Administration Discourse and Theory" discussant.

2008 Academy of Management Annual Meeting, Anaheim, CA. "Responsibility of Leaders and Educators in Meeting the Challenges of the Unscripted Future". Chair and presenter.

Midwest Academy of Management Annual Meeting, St. Louis, MO. "Pedagogy and Distance Education" Invited Facilitator; "Classroom Management Issues and Incidents", invited symposium panelist; and "Frontiers in Service-Learning", moderator (with Marilyn Taylor).

National Association of Schools of Public Affairs and Administration Annual Meeting, Charleston, S.C. "Online and Face to Face Versions of the MPA Capstone Seminar" with Erik Bergrud.

2007 National Association of Schools of Public Affairs and Administration Annual Meeting,

Seattle, WA. "Developing Leaders for an Unscripted Future" panel organizer and presenter. Presentation titled: "The Unscripted Future Defined and its Role in Graduate Public Affairs Education."

Midwest Academy of Management Annual Meeting, Kansas City, MO. "The Unscripted Future and Management Education". Organizer and presenter, "Education for Life? The proposed role of the unscripted future in management education".

Academy of Management National Meetings, Philadelphia, PA. "Exploring the Theory and Practice of Management and the Values underlying the U. S. Constitution" organizer and facilitator; Presenter, "Service-learning and the Conspiracy of Courtesy" at session titled: "Creating Live Cases: Interactive and technology-friendly real world learning via service-learning" and Presenter, "Teaching Civic and Social Responsibility" at session titled: "Teaching 21st Century Management".

2006 Academy of Management National Meetings, Atlanta, GA. "Research and Teaching Opportunities with Service-Learning", presentation "How Service-Learning Enhanced Public Consciousness"; and "Generating Dynamic Learning Approaches Inside and Outside the Classroom" keynote presentation: "Using Service-Learning to Teach Organization and Management Theory."

World Association for Case Research and Application Conference, Brisbane, Australia. "Service-Learning and the Conspiracy of Courtesy (co-authored with Victor Brown) paper presentation; co-facilitated with colleagues from UMKC and Queensland University of Technology, a "LIVE CASE" session, featuring a local CEO and a business issue his company is facing; delivered plenary address titled "The Moral Responsibility of Higher Education and its Urgency."

American Society for Public Administration National Conference, Denver, CO. "A Comparison of the Use of Debates in Online and Face to Face Courses: The Case of the MPA Capstone Seminar" paper presentation.

2005 Academy of Management Annual Meetings, Honolulu, HI. "Politics & Goal Ambiguity in Public & Nonprofit Organizations" panel. Discussant.

2004 Midwest Regional Conference of the American Society for Public Administration, Sioux City, NE "Civic Responsibility of Faculty in American Higher Education" presentation on a panel titled: "From Information to Wisdom in Public Administration - the 'Get-It-All-Together' Profession".

Academy of Management National Meetings, New Orleans, LA. "Is the American Democracy working, and what is the associated responsibility of faculty in U.S. higher education?" Presentation at post-doctoral session on "Civic Engagement".

American Association of Colleges and Universities Conference on the Pedagogies of Engagement, Chicago, Illinois. "The Mayerson Student Philanthropy Project at Northern Kentucky University as a Pedagogy of Engagement" with Annie Dollins.

2003 Southeastern Conference for Public Administration Conference, Savannah, GA "The Role of Philanthropy in Civic Engagement: The Mayerson Student Philanthropy Project at Northern Kentucky University." Invited presentation panel titled “Public Administration and Civic Education".

Academy of Management National Meetings, Seattle, WA. “Student Philanthropy, Service-Learning, and Civic Engagement: The Mayerson Student Philanthropy Project at Northern Kentucky University” with Tracey Sigler; and “Making Service Work for Corporate and Social Responsibility”, co-organizer and co-chair with Joan Weiner and Gordon Rands.

Kentucky Council on Postsecondary Education Faculty Development Conference, Lexington, KY. “Student Philanthropy as a Service-Learning Approach to Civic Engagement: The Mayerson Student Philanthropy Project at Northern Kentucky University,” with Tracey Sigler.

American Society for Public Administration National Conference, Washington, D.C. “Student Philanthropy as a Service-Learning Approach to Civic Engagement” in session titled “The Power of Public Service Education” Session organizer and co-chair (with Michael Brintnall).

2002 American Association for Higher Education Conference on Faculty Roles and Rewards, Phoenix, AZ “Swinging Doors: Making College-Community partnerships Work” with Cathy Burack of the New England Resource Center for Higher Education.

American Society for Public Administration national conference, Phoenix, AZ. “The Impact of Welfare Reform on Charitable organizations: The Capacity of the Charitable Welfare Sector in Utah”.

2001 Association for Higher Education Assessment Conference, Denver, CO. "Assessing Service-Learning: Lessons from the Disciplines".

Academy of Management National Meetings, Washington, D.C. “Two Major Concerns about Service-Learning: What If We Do It, and What If We Don’t?”

National Association of Welfare Research and Statistics, Baltimore, MD. “An Evaluation of the Impact of Welfare Reform on Charitable Organizations in Utah” with Sara McCormick.

2000 American Society for Public Administration National Meeting, San Diego, CA. “Welfare Reform’s Impact on Charitable Organizations in Utah”.

Academy of Management National Meetings, Toronto, Canada. "Theoretical Foundations of Service-Learning". Organizer, chair, and presenter on topic. Session won Best Symposium Award from the Management Education and Development Division. Co-facilitated the fourth annual Academy service activity

National Association of Schools of Public Affairs and Administration Annual Conference, Richmond, VA. "Using Service-Learning to Prepare Public Administration Professionals for the Early 21st Century", panel convener and discussant

1999 Association for Research on Nonprofit Organizations and Voluntary Action, annual meetings, Crystal City, VA. "Utah's Charitable Organizations Face Welfare Reform: Concerns of Charitable Leaders"

Utah Advisory Committee on Intergovernmental Relations Summit. Salt Lake City, UT Concluding Speaker

Academy of Management National Meetings, Chicago, IL, "Reflection: The Critical Link Between Service and Service-Learning: Issues, Methods, and Pedagogy" session organizer and presenter; co-facilitated the third annual Academy service activity; "Studies of Organizational Change" session discussant; and organizer and co-facilitator, Academy of Management Post Meeting Service-Learning Planning Session: an invited-only two-day meeting, to configure the AoM Initiative on Civic Engagement and Service-Learning. Funded by Aspen Institute and Pew Charitable Trusts/Campus Compact.

1998 Academy of Management National Meetings, San Diego, CA. Organized and facilitated service activity for conference attendees, in partnership with nonprofit social service organizations in San Diego; session facilitated by Edward Zlotkowski of the American Association for Higher Education; Organized and moderated All-Academy Session: *What Matters Most: Enhancing the Quality of Our Human Ties through Service-Learning*; presented with David Hart and Larry Pate, "Toward the Moral Dimensions of Service-Learning in a Democratic Society"; Discussant on All-Academy Session: *A CEO's View of What Matters Most: A Discussion with David M. Browne, CEO of Lenscrafters*; "Trust and Distrust of Government: A View from the Trenches" panel discussant.

21st National Teaching in Public Administration Conference, Colorado Springs, CO. "Service-Learning at the University of Utah" with F. Ted Hebert. Paper included in Conference Proceedings. Moderated the conference panel "Experiences with Service-Learning" and Roundtable Panelist: "Integrating service-learning into a MPA program: Theory and Practice".

1997 Academy of Management Annual Meeting, Boston, MA. "A Higher Call: Managing in Religious Institutions" panel organizer, presented paper titled "Authority Relations and Religious Institutions"; organized and facilitated service experience at the New England Veterans Homeless Shelter. Boston, MA, the first annual service activity of the Academy of Management national meetings; "Service-Learning in Public Administration

Programs" paper presentation and organized series of sessions related to service-learning titled "Service-Learning in Management Education"; and paper presentation "Managerial Leadership and Organizational Hierarchy: An exploration of the similarities and differences in managerial roles at hierarchical levels" with Sue Faerman.

Fourth Annual International Conference for Advances in Management, Toronto, Ontario, Canada. "Service-Learning: The Real Classroom is on the Outside" paper with Susan Chesteen and Larry Pate.

Western Political Science Association, Tucson, AZ. "Educating public administrators to meet the challenges of societal and organizational change: An exploration of three pedagogical methods" with Renee Buchanan

Academy of Management annual meetings, Cincinnati, OH. "Managing Human Resources in Public, Private and Nonprofit Organizations" panel discussant.

1995 Mormons as Americans Conference, Department of American Studies, Boston University, Boston, MA. "The Problem of Max Weber's Value-Free Sociology and Social Activism: The Lives of Lowell Bennion and Max Weber."

Canadian Mormon Studies Association, John Whitmer Historical Association, and Mormon History Association Meeting, Kingston, Ontario, Canada. "Max Weber and Mormonism."

1992 Academy of Management Annual Meeting, Las Vegas, NV. "Using the Competing Values Framework to Facilitate Managerial Understanding Across Levels of Organizational Hierarchy", with Sue R. Faerman.

1991 18th Annual Organizational Behavior Teaching Conference, Bellingham, WA."Putting Diversity into University Doctoral Programs: Ideas for Enriching the Doctoral Experience" panel participant.

1990 17th Annual Organizational Behavior Teaching Conference, Richmond, VA. Vanguard session on *Becoming a Master Manager: A Competency Framework* with Sue R. Faerman.

TRAINING AND CONTINUING EDUCATION IN WOMEN'S LEADERSHIP

Multi-year agreement between Park University's Center for Leadership and the American Business Women's Association to offer a 12-course series at their national conferences, three per year, series completion in four years. Series is titled: Women as 21st Century Leaders. Each course is one full day of training and is awarded CEUs. Instructors are former Mayor Kay Barnes, Dr. Linda Moore, and Dr. Laurie DiPadova-Stocks. Participants number 260-300.

- 2011: DiPadova-Stocks, L. "Challenges and Opportunities for Women as Leaders" Year 1. Irving, TX. September 22-24.

  Courses: Challenges and Opportunities for Women as 21st Century Leaders; Beginning with the Inner You; Leading through Enhanced Communication Skills.

- 2012: DiPadova-Stocks, L. "A 21st Century Dilemma: Understanding Organizations" Year 2. Memphis, TN. October 11-13.
  Courses: Creative Problem-Solving: A Critical Skill; A 21st Century Dilemma: Understanding Organizations; The Care and Feeding of Women Leaders: Managing Time and Stress.
- 2013: DiPadova-Stocks, L. "Ethical Leadership, Purpose and Moral Courage" Year 3. Little Rock, AR. October 3-5.
  Courses: Adaptive Leadership; Ethical Leadership, Purpose and Moral Courage: Tools for Change; Managing the Whole Self
- 2014: DiPadova-Stocks, L. "Leading and Shaping the Unscripted Future" Year 4. Overland Park, KS October 30-November 1.
  Courses: Being Up Front; Leading and Shaping the Unscripted Future; Your Leadership Future
- 2015: DiPadova-Stocks, L. "Challenges and Opportunities for Women as Leaders" Year 1. Albuquerque, NM. October 15-17.
  Courses: Challenges and Opportunities for Women as 21st Century Leaders; Beginning with the Inner You; Leading through Enhanced Communication Skills.
  "Graduation" Speaker at the conference.
- 2016: DiPadova-Stocks, L. "A 21st Century Dilemma: Understanding Organizations" Year 2 Chattanooga, TN. October 27-29.
  Courses: Creative Problem-Solving: A Critical Skill; A 21st Century Dilemma: Understanding Organizations; The Care and Feeding of Women Leaders: Managing Time and Stress.
  "Graduation" Speaker at the conference.
- 2017: DiPadova-Stocks, L. "Ethical Leadership, Purpose and Moral Courage" Year 3. Lancaster, PA. October 11-14.
  Courses: Adaptive Leadership; Ethical Leadership, Purpose and Moral Courage: Tools for Change; Managing the Whole Self
  "Graduation" Speaker at the conference.

Courses: Repeat every 4 years with updated content and materials

Multi-year programming at the Central Exchange, Kansas City, MO. Created as a women's networking organization in 1980, it filled the need of allowing women to network professionally, as the men's organizations did not allow women as members. Central Exchange offers over hundreds of high quality programs a year in professional, leadership, and personal development.

The following Fall Women's Leadership Series were offered by the Center for Leadership at the invitation of Central Exchange. Speakers/facilitators were (former) Mayor Kay Barnes, Dr. Linda Moore, and Dr. Laurie DiPadova-Stocks.

- "Taking a Deep Dive: Addressing the Challenges of Female Leadership." October 19 and November 9, 2012 (two ½ days).
- "Innovative Engagement: How Successful Leaders Build More Effective Teams" September 27, October 18, November 8, and December 6, 2011.
- "Living the Questions, Creating the Answers: A New World Emerging for Women Leaders" September 28, October 26, November 9, and December 7, 2010.
- "Putting the Female Face of Leadership: Empathy-Insight-Creativity", four sessions 2009.

CONSULTANCIES, TRAINING, ORGANIZATIONAL DEVELOPMENT INTERVENTIONS

Albany Citizens Council on Alcoholism, Albany, NY
American Physical Therapy Association, New York State Chapter, Rochester, NY
Center for Women in Government, Albany, NY
Consortium for Utah Women in Higher Education, Salt Lake City, UT
Cooperstown Graduate Program Faculty Retreat: History Museum Studies, Cooperstown, NY
Donnelly College, Kansas City, KS
Evans and Sutherland, Inc., Salt Lake City, UT
Forum on Solid Waste Management in the Capitol Region, Albany, NY
Great Plains Energy Corporation, Kansas City, MO
HealthInsight, Inc. of Utah and Nevada, Salt Lake City, UT
Kentucky Wesleyan College, Owensboro, KY
Nelson A. Rockefeller College of Public Affairs and Policy, Professional Development Workshop for MPA Students, Albany, NY
Nevada State Bank, Las Vegas, NV
New York State Assembly Conference on the Future of Fire Protection in New York State, Albany, NY
New York State Education Department, School Library Systems Conference, Albany, NY
New York State Governor's Office of Employee Relations, Albany, NY
Presidents Park, Williamsburg, VA
Rise, Inc. Management Retreat, Park City, UT
Salt Lake City Council Staff, Salt Lake City, UT
Sue Shear Institute at the University of Missouri-Kansas City, MO
SUNY-Empire State College Graduate Programs, Saratoga Spring, NY
SUNY-Empire State College Forum/East Director and Faculty, Saratoga Spring, NY
The Ohio University College of Business Administration Faculty Congress, Columbus, OH
Truman Corporate Academy, Kansas City, MO
University of Lethbridge, Faculty of Management, Alberta, Canada
Utah Coalition for Tissue, Eye, and Organ Donation Retreat, Salt Lake City, UT
Utah Department of Corrections, Salt Lake City, UT
Western Governors' University, Salt Lake City, UT

INVITED LECTURES AND PRESENTATIONS

- "Preparing Learners for an Unscripted Future." Invited Keynote Address, 4th Annual Greater Kansas City Symposium on Teaching and Learning. Kansas City, MO. 2010
- Delivered the annual Phi Alpha Alpha Distinguished lecture at Mississippi State University. Title of lecture: "Preparing for an Unscripted Future." Mississippi State, MS. April 2007
- "Having it all without doing it all: The proper use of managerial competencies." Concluding speaker for the Third Annual Utah Managers' Conference, sponsored by the Utah Public Managers Association and the Utah Department of State Human Resource Management. Salt Lake City, UT. 2001
- "Service-Learning in Management Education" invited presentation, Eastern Academy of Management. New York, NY. May 2001

- "Service-Learning in Management Education" invited address to the Marriott School of Management Faculty, Brigham Young University, Service-Learning Conference. Provo, UT. September 2001
- "Organizational Hierarchy and Managerial Leadership," Leadership Classroom for New York State Managers, New York State Governor's Office of Employee Relations and The Maxwell School, Syracuse University. Lake Placid, NY. October 2000
- "Service-Learning in MPA Courses" invited paper at the National Association of Schools of Public Affairs and Administration Annual Meeting. Raleigh, NC. October 2000
- "Valuing Conflict as a Key Leadership Skill." Keynote address at the Utah City Managers' Association Spring Conference. St. George, UT. April 2000
- "Service-Learning in Management Education," invited speaker, Southern Management Association Meetings. Orlando, FL. November 1997
- "Social Responsibility of Business: Oxymoron or Self-Evident?" invited paper, Marriott School of Management, 2nd Annual Management Conference, Brigham Young University. Provo, UT. 1996
- "Oh The Places You'll Go—Together As A Group: Leadership and Group Dynamics", Utah Society of Fund Raisers Annual Conference. Salt Lake City, UT. March 1998
- "Leadership at every level: A look at hierarchical assumptions", University of Utah Chapter of Pi Alpha Alpha luncheon, Salt Lake City, UT. April 1996.
- "Spiritual Management: Is it possible in the Dilbert Age?" keynote address, State University of New York-Empire State College FORUM/East Program. The Sagamore, Bolton Landing, NY. 1996
- Guest lecturer, Comstock Maximum Security Prison. Lecture/discussion with inmates on "Labeling in organizations, hierarchy, and forgiveness" Ft. Ann, New York. 1994

ACADEMIC PROFESSIONAL AND BOARD SERVICE

- Deans' external reviewer for tenure and promotion credentials for faculty, as requested: Brigham Young University; Bond University (Australia); St. John's University; University of Arizona; University of Denver; Wright State University; Boston University.
- Board, MaxLove Project, Orange County, CA: helping children with cancer and their families.
- Board, Kansas City Consensus.
- Mid-America Regional Council Civic Engagement Committee
- National Advisory Committee, Business Ethics Education Initiative, Kansas State University.
- Committee for the Sterling M. McMurrin Lecture in Religion and Culture, Obert C. and Grace A. Tanner Humanities Center, University of Utah.
- Citizens' Association for Justice in Virginia: State Board of Directors.
- Park Place Community Mental Health Center, Norfolk, Virginia: Board of Directors.

Manuscript reviewer for (selected):

- Academy of Management: Public and Nonprofit Division, Critical Management Studies Division, Management Education and Development Division.
- International Board of Reviewers for InSite (Informing Science Institute)
- *Insight: A Journal of Scholarly Teaching*, a publication of Park University.

- *Journal of Business*, a publication of the Tobin School of Business, St. John's University. (Editorial Board)
- *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*
- *Journal of Public Affairs Education*
- *Academy of Management Journal of Learning and Education*
- *Public Management Review*
- *Journal of Management History*
- Reviewed book proposal for "Confronting Corruption", edited by Alan Belasen and Roxana Toma, for Routledge/Taylor & Francis, Business & Management Division.
- Assisted Wadsworth Publishing Company with a review of the proposed third edition of *Introduction to Sociology* by Judson Landis, and gave a general review of a proposed text: *Society and the Individual: An Introduction to Social Psychology*.

Service to national academic disciplinary associations and local chapters:

- Awarded $43,000 from Campus Compact/Pew Charitable Trusts for the first academic multi-disciplinary association service-learning partnership: *The Academy Partners Service Learning Fellows Program*. Participating disciplinary association partners: the Academy of Management, American Society for Public Administration, and the National Association of Schools of Public Affairs and Administration. Awarded mini-grants to faculty for service-learning initiatives, required match from their school or college. 1997-2001 total awards: $43,000, matched to over $85,000. Dozens of faculty fellow awards distributed nationwide.
- Established the *Academy of Management Initiative for the Advancement of Civic Engagement and Community-Based Service-Learning*, approved by the Board of Governors in April, 1999. Attracted $7,500 in funding from the Aspen Institute and Campus Compact/Pew Charitable Trusts to set up AOM Service-Learning Task Force and configure initiative, resulting in the AOM Service-Learning Fellows Program for 2000-2001, attracting an additional $10,000 in funding to support faculty projects on a matching basis. This program brought on two major partners: American Association of Public Administration and the National Association of Schools of Public Affairs and Administration.
- Initiated the *Academy of Management Service-Learning Network* to share information and interests among 50 scholars in the field, with support from the Center for Public Policy and Administration, the American Association for Higher Education and Academy of Management. It became Academy of Management Service-Learning in Management Education list serve.
- Designated as Academy of Management liaison with the American Association for Higher Education; appointed to team representing the Academy of Management at American Association for Higher Education workshop conference for national academic disciplinary associations and engaged campus issues.
- Chair of the Best Dissertation Committee of the Public and Nonprofit Division of the Academy of Management.
- Initiated the Emerging Scholars Development and Recognition endowment for the Public and Nonprofit Division of the Academy of Management.
- Public and Nonprofit Division of the Academy of Management: 2000-2005 top division elected leadership roles.
- Elected chair of the Best Dissertation Committee of the Public and Nonprofit Division of the Academy of Management.

- Academy of Management Teaching Committee
- Chair of the Academy of Management Task Force on Service-Learning in Management Education.
- Co-organized special Academy of Management post-conference meeting on service learning in management education (with Sandra Waddock of Boston College and Jeffrey Lenn of the George Washington University). Funded by Campus Compact and the Aspen Institute.
- Named to the National Council of the American Society for Public Administration, representing District VI, to complete a vacated term for one year; subsequently elected to the National Council of the American Society for Public Administration, representing District VI, for a three-year term.
- Faculty adviser to board of Greater Kansas City Chapter of the American Society of Public Administration.
- Program Committee, 1999 American Society for Public Administration Region VIII Conference, collaborating with the Center for Public Policy and Administration at the University of Utah to include the Public Policy Forum on Welfare Reform.
- Faculty adviser to board of Greater Kansas City Chapter of the American Society for Public Administration.
- Best Dissertation Award Selection Committee, National Association of Schools of Public Affairs and Administration (two consecutive years).

[Non-print] MEDIA APPEARANCES and PRESS CONFERENCES

2007: Press Conference to announce Mayor Kay Barnes' appointment to the Hauptmann School for Public Affairs at Park University. April 3 at the Commerce Tower Building in downtown Kansas City, MO.

2004: Press Conference to announce the presentation of Senate Resolution 80 into the Kentucky General Assembly with Secretary of State Trey Grayson and Senator Jack Westwood. February 5 at the State Capitol in Frankfort, KY.

2003: Discussion of Mayerson Student Philanthropy Project and other NKU engagement efforts on Insight 6, cable television, Covington, Kentucky.

2000-2001: Issue of Welfare Reform and Middle-Class Welfare, featured on KSL-TV the CBS affiliate in Salt Lake City, Utah and on KUER FM, the PBS station at the University of Utah in Salt Lake City.

LEGISLATIVE TESTIMONY

- Utah Workforce Services Interim Committee, "Welfare Reform and Religious Organizations: Update." July 21, 1999.
- Utah Government Operations Interim Committee, "Current Trends in Effective Human Resources Management Systems." June 16, 1999.
- Utah Workforce Services Interim Committee, "Welfare Reform and Religious Organizations." August 19, 1998.

OTHER PROFESSIONAL EXPERIENCE

1980-1983: New York State Department of Social Services, Office of Human Resources Development, Albany, New York. Training Associate and contract manager. Managed training contracts with colleges and universities in New York State, including responsibility for Preventing Sexual Harassment and for Affirmative Action training

PUBLIC SERVICE ACTIVITIES:

1999 – Ran as write-in candidate for Holladay (Utah) City Council and lost
1998 – Elected as a Councilwoman to the Holladay-Cottonwood Community Council (a district of Salt Lake County in Utah) for a four-year term

COMMUNITY SERVICE:

- Civic Engagement Sub-Committee of the KC Communities for All Ages Advisory Board
- ONE KC Voice Advisory Committee of the Mid-America Regional Council
- Education Committee of the Downtown Council of Kansas City, MO
- Saint Luke's Hospital North (Kansas City) Ethics Task Force Member
- Center for Civic Excellence Committee, Mid-America Regional Council and National Civic League
- Various responsibilities in local congregations and stakes, Church of Jesus Christ of Latter-day Saints: teacher, Institute Instructor, Stake Relief Society (women's charitable organization) President (trained congregational Relief Society Presidents in providing assistance to the poor and the disadvantaged, and intervened with Church leaders in advancing the interests of women); Congregation JustServe Coordinator
- Review committee to evaluate Inner City Project in Salt Lake City, as requested by Utah Area President Alexander Morrison
- Volunteer, Prison Program for Inmates, Utah State Prison
- Friends of the Norfolk Juvenile and Domestic Relations Court, Norfolk, Virginia: advisor to the Directors of Volunteers; planned training seminars; participated in programs and volunteer training sessions; wrote volunteer materials and handbook; served in various capacities: on the Board of Directors and on the Executive Committee
- Family Services/Travelers' Aid, Norfolk, Virginia: Family Life Education member; Plays for Living Discussion Leader, under a grant from the Virginia Foundation for the Endowment of the Humanities.

HONORS, RECOGNITIONS, AND AWARDS

- Greater Kansas City Chapter of ASPA: Most Contributions to Chapter Award. 2010
- Letter of Recognition and Commendation from Consulate de Mexico on behalf of the government of Mexico 2009
- Named Interfaith Dialogue Fellow, traveled to Turkey in association with the IFD Program of the Gulen Foundation. 2008
- Recognized in the University of Utah's *Continuum Magazine,* Spring 2007
- Recipient of *Distinguished Extended Learning Leadership Award of Excellence* Bestowed by the Rockefeller College of Public Affairs and Policy, University at Albany. Albany, NY, November 14, 2006
- Recipient of *Distinguished Service and Contributions to the Public and Nonprofit Division Award*, marking the first life-time achievement award bestowed by the Academy of Management's Public and Nonprofit Division. 2006

- Best Symposium Award, Management Education and Development Division of the Academy of Management, with Michael Brintnall of the National Association of Schools of Public Affairs and Administration, Edward Zlotkowski of the American Association of Higher Education, Paul Godfrey of Brigham Young University, James Fleming of Boston College, and David Hart of Brigham Young University. Symposium titled: "Theoretical Foundations of Service-Learning in Management Education" 2000
- Named by Utah Campus Compact as one of five Utah faculty charged with advancing service learning among faculty at higher education institutions throughout the state. 2000
- Dan Wendelboe Award for Continuous Community Service, presented by the University of Utah's Lowell Bennion Community Service Center, in recognition of efforts to advance civic engagement and service-learning nationally in higher education through work with professional academic associations. 1999
- Editor's Award for Best Article of the Year, *Dialogue: A Journal of Mormon Thought*, for "Max Weber and Lowell Bennion: Towards an understanding of hierarchy and authority." Vol. 30, No. 3, Fall 1997: 1-24.
- Nominated for the University of Utah Presidential Teaching Scholar Award. 1997
- Elected to the State University of New York Chapter of Pi Alpha Alpha, the National Honor Society for Public Affairs and Administration. 1995.
- Annual Award for Outstanding Contributions to Old Dominion University Women.

PROFESSIONAL AFFILIATIONS

Academy of Management: Critical Management Division; Public and Nonprofit Sector Division; Social Issues in Management Division; Management Education and Development Division.
American Society for Public Administration
International Leadership Association, Women's Affinity Group

OTHER KEEN INTERESTS: My family, which includes husband, Dr. Hugh Stocks, our children and their families. Also: Travel, Virginia and the Civil War, and Religious studies.

LIST OF REFERENCES: available upon request.

SUSAN KEIM, Ph.D.
625 Indiana
Lawrence, KS 66044
(816) 863-1144
keim.susan@gmail.com

Professional Profile

Jan. 2017 – Present **Park University,** Visiting Professor in the Hauptmann School of Public Affairs. Responsibilities include teaching, departmental duties and academic research.

Jan. 2010 – Present **Kansas Leadership Center**, Kansas Community Leadership Consultant. Consultant with community leadership programs throughout the state of Kansas for strategic planning, board development, program recruitment, curriculum design, financial and resource development, alumni relations and citizen engagement.

Aug. 2010 – Dec. 2015 **Donnelly College**, Assistant Professor (2010-11). Director of Organizational Leadership (2011- 2015). Responsibilities included teaching undergraduate courses in ethics, leadership, communication, organizational behavior as well as departmental administration. Also co-facilitated Leadership 2000 the community leadership program for Wyandotte County.

Jun. 2005 – Jun. 2010 **University of Kansas,** Fulltime Doctoral Candidate in School of Public Affairs and Administration. Graduate responsibilities included graduate research and teaching undergraduate courses at KU Edwards Campus and Donnelly College.

Aug.1988 – Jun. 2006 **Leadership 2000,** Kansas City, Kansas, Fulltime *Executive Director*
Provided coordination, training, facilitation, administration, curriculum and program development, and resource management of entire not-for-profit Leadership 2000 community leadership program for business, government, education, non-profit, and healthcare leaders. Reported to a working 23-member Board of Directors.

Business, Government, and Community Consultant
STRATEGIC PLANNING for business, government and non-profit organizations includes:

- ●Appreciated Advertising
- ●City of Edwardsville, KS
- ●City of Rockford, Illinois
- ●Mental Health Association
- ●Neighborhood Housing Services
- ●Shepherd's Center
- ●Turner House
- ●Wyandotte County RSVP
- ●United Way Douglas County
- ●United Way of Wyandotte County

TEAM-STAFF DEVELOPMENT with organizations includes:

- ●Board of Public Utilities
- ●El Centro, Inc.
- ●US District of Court of Nebraska Federal and Bankruptcy
- ●Episcopal Diocese of Western MO
- ●Fairbanks Morse Pump Corporation
- ●Free Kansas City Health Clinic
- ●Junior League of Wyandotte and Johnson Counties
- ●Kansas Speedway Corporation
- ●Kauffman Foundation
- ●KCK Housing Authority
- ●KS Department of Health & Environment
- ●Leadership Dryden, ON, Canada
- ●NE Johnson County Chamber
- ●Overland Park Chamber
- ●Polaris Project
- ●Rotary Youth Leadership Institute
- ●Shawnee Mission School District
- ●TLC
- ●University of Missouri at Kansas City
- ●US Department of Agriculture
- ●US District Court of Western District of Missouri Federal and Bankruptcy Courts
- ●City of Topeka

Community Project Development

Youth Leadership Institute sponsored by Overland Park Rotary Club Foundation—Director
Develop, coordinate and facilitate summer youth leadership program at Johnson County Community
College for high school juniors and seniors in metropolitan Kansas City.

Wyandotte County Economic Development Council
Citizen's Planning Committee—Chairman and Board Member
Promoted citizen-driven community planning and action. Advisory body to the County Economic Development Council. Guided implementation of the Wyandotte County Strategic Plan

All-American City Host Committee
Liaison for Kansas City, Kansas at first-ever National Civic League bi-state/bi-city conferences hosted by Kansas City, Kansas and Kansas City, Missouri.

The Best of Wyandotte Award - *Chairman*
Guided the local modified All-America City Award recognizing and rewarding organizations dedicated to the pursuit of civic excellence through cooperative action.

All-America City Steering Committee - *Chairman*
Led the Wyandotte County/Kansas City, Kansas team into the national spotlight to become one of 10 communities in the country to receive the coveted National Civic League's All-America City Award.

Civic Leadership

- Community Foundation of Wyandotte County –Founding Chair and Board Member
- Kansas City Consensus –Chairman of the Board and Board Member
- Kansas Leadership Forum –Founding Member and President
- United Way of Wyandotte County—Chairman of the Board, VP of Agency Relations, Board Member
- Junior League of Wyandotte and Johnson Counties—Vice President, Board Member, and Member
- Community Leadership Association--Member
- Kaw Valley Arts & Humanities--Board of Directors
- Friends of the Library--Board of Directors
- International Leadership Association--Member
- Lake Quivira Restrictions and Architectural Review Board--Member
- Quivira Recreation Association (summer day camp for youth)--Chair
- Franklin Center--Volunteer

Awards and Recognitions

- Distinguished Leadership Award presented by the Kansas Leadership Forum, Topeka, Kansas
- Distinguished Leader Award presented by the National Association for Community Leadership, Denver, Colorado
- Preceptor Award presented by the Community Leadership Association, San Diego, California
- Hearts of Gold Award presented by the YWCA
- Kansas Health Foundation, Kansas Community Leadership Initiative
- Leadership Kansas
- Leadership 2000, Kansas City, Kansas, Year I
- Master Facilitator presented by the Kansas Health Foundation
- Master Volunteer Award presented by Junior League of Wyandotte and Johnson Counties in Kansas
- Alumnus of the Year presented by Notre Dame de Sion High School, Kansas City, Missouri

Education

Doctor of Philosophy in Public Administration, University of Kansas	2013
Master of Public Administration, University of Kansas	1986

Susan Keim, Ph.D.
Curriculum Vitae
625 Indiana
Lawrence, KS 66044
Email: keim.susan@gmail.com
Phone: 816-863-1144

EDUCATION

PhD Public Administration, University of Kansas – Lawrence, KS (2013)
Specialization: Urban Policy
Cognate Field: American Studies
Committee: John Nalbandian (Chair), Holly T. Goerdel, Marilu Goodyear, Bonnie Johnson, and Kelly LeRoux
Dissertation: Following the Leader or Leading the Follower? Exploring the Effects of Mission-Driven vs. Leader-Driven Community Participation
My dissertation is a study of mission-driven and leader-driven follower motivation within the civic engagement context of neighborhood associations in Kansas City, Kansas.

MPA University of Kansas – Lawrence, KS (1986)

BA University of Kansas – Lawrence, KS (1979)

PROFESSIONAL EXPERIENCE

Professional Profile

2017 – present **Park University,** Visiting Professor. Responsibilities include teaching, departmental and professional research.

2010 – present **Kansas Community Leadership Initiative Consultant,** Kansas Leadership Center. Provides one-on-one board development, program curriculum and administration consulting to community leadership programs throughout the state of Kansas.

2010 – 2015 **Donnelly College**, Director of Organizational Leadership (2011- 2015).
Assistant Professor (2010-2015).
Responsibilities included teaching undergraduate courses in ethics, leadership, organizational behavior and departmental administration. Co-facilitated Leadership 2000, the community leadership program for Wyandotte County.

2005 – 2010 **University of Kansas,** Fulltime Doctoral Student in School of Public Affairs and Administration.
Graduate responsibilities included graduate research and teaching undergraduate courses at KU Edwards Campus.

1988 - 2006 **Leadership 2000,** Kansas City, Kansas, *Executive Director*
Provided coordination, training, administration and development of entire not-for-profit Leadership 2000 program for business, government, education, non-profit, and healthcare leaders. Reported to a working 23-member Board of Directors.

1990 - Present **Business, Government, and Community Consultant**
STRATEGIC PLANNING for business, government and non-profit organizations includes Appreciated Advertising, City of Edwardsville, KS, City of Rockford, Illinois, Mental Health Association, Neighborhood Housing Services, Shepherd's Center, Wyandotte County Retired Senior Volunteer Program and Turner House.

TEAM-STAFF DEVELOPMENT with organizations includes Board of Public Utilities, City of Topeka, U.S. District of Nebraska District and Bankruptcy Courts, Episcopal Diocese of Western Missouri, El Centro, Inc., Fairbanks Morse Pump Corporation, Free Kansas City Health Clinic, Junior League of Wyandotte and Johnson Counties, Kansas Speedway Corporation, Kauffman Foundation, KCK Housing Authority, KS Department of Health & Environment, Leadership Dryden District, ON, Canada, NE Johnson County Chamber, Polaris Project, Rotary Youth Leadership Institute, Shawnee Mission School District, TLC, University of Missouri at Kansas City, United Way of Douglas County, US Department of Agriculture, and U.S. District Court of the Western District of Missouri.

Community Project Development

2005 - 2016 **Youth Leadership Institute, Overland Park Rotary Club Foundation**
Coordinate and facilitate summer youth leadership program at Johnson County Community College for high school juniors and seniors in metropolitan Kansas City.

1989 - 2005 **Wyandotte County Economic Development Council**
Citizen's Planning Committee
Promoted citizen-driven community planning and action. Advisory body to the County Economic Development Council. Guided implementation of the Wyandotte County Strategic Plan.

1992 - 1994	Citizen's Planning Committee-- Chairman
1990 - 2005	Citizen's Planning Committee-- Member
1989 - 1990	Community Life Task Force/WYCO Strategic Plan—Co-Chairman

1997 and 2002 **All-American City Host Committee**
Liaison for Kansas City, Kansas at first-ever National Civic League bi-state/bi-city conference hosted by Kansas City, Kansas and Kansas City, Missouri.

1993 - 2000 **The Best of Wyandotte Award** - *Chairman*
Guided the local modified All-America City Award recognizing and rewarding organizations dedicated to the pursuit of civic excellence through cooperative action.

1992 **All-America City Steering Committee** - *Chairman*
Led the Wyandotte County/Kansas City, Kansas team into the national spotlight to become one of 10 communities in the country to receive the coveted National Civic League's All-America City Award.

Community Service

American Red Cross, Wyandotte County Chapter, Board Member (2010-present)
Overland Park Rotary Club Foundation Youth Leadership Institute facilitator (2005 – present)
Community Foundation of Wyandotte County, Founding Chair (2000-2002),
Board Member (2000 – 2008)
Kansas City, Kansas Rotary Club (2000 – 2005)
Kansas City Consensus Board Member (1997 – present), Chair (2001-2005)
Kids Voting Kansas (1996-1998)
Kansas Leadership Forum, Founding Member (1993), President (1995), Board Member (2012-present)
Lake Quivira Recreation Association Chair (1990-1992)
Lake Quivira Restrictions Committee and Architectural Review Board (1988-2006)
United Way of Wyandotte County Board Member (1988 – 1996), Chair (1992)
Kaw Valley Arts and Humanities (1987-1993)
Junior League of Wyandotte and Johnson Counties in Kansas (1985 – 1994)
Franklin Center Volunteer (1984-2007)

RESEARCH & TEACHING INTERESTS

Communication, Civic Engagement, Ethics, Leadership, Nonprofit Policy and Administration, Organizational Theory and Behavior, Public Policy, Public Service Leadership, Team Building and Urban Policy

ACADEMIC EXPERIENCE

Administration Experience
Donnelly College
Position: Director of Organizational Leadership (12/2011 – 12/2015).

Faculty Experience
Position: Hauptmann School of Public Affairs Visiting Professor (1/2017-present)
Position: Organizational Leadership and Liberal Arts Faculty Member (8/2010 – 12/2011).

Research Experience
Park University, Hauptmann School of Public Affairs
Position: Co-Principal Investigator on What Minecraft Can Teach Public Administration with graduate student (6/2017-present)

Park University, Hauptmann School of Public Affairs
Position: Co-Principal Investigator on Wanted: Women in City Management with James Vanderleeuw, Ph.D. and graduate students (5/2017-present)

University of Kansas, Department of Public Administration
Position: Principal Investigator on Mission-Driven vs Leader-Driven Followership (2/2010 –11/2013).

Position: Graduate Research Assistant (8/2008-5/2009)
Coordinated program development and facilitation of the Emerging Leader's Academy with the Public Management Center.

Position: Graduate Research Assistant (8/2007 – 12/2008)
Research assistant for Dr. Marilu Goodyear, Chairman, Department of Public Administration. Participated in undergraduate, master's, and doctoral level research project, "Theoretical Foundations for Organizational Change."

Position: Co-Principal Investigator on Phase IV of the National Administrative Studies Project (1/2007 – 12/2007).

Position: Graduate Research Assistant (6/2005 – 10/2007)
Community Outreach Partnership Center grant from the Department of Housing and Urban Development. Duties included assisting in creating community needs assessment survey, training and supervising community fellows who conduct survey, coding survey, writing and presenting survey report.

TEACHING EXPERIENCE

Park University, Hauptmann School of Public Affairs (Graduate Courses)
Position: Visiting Professor, PA 508 – Research Methods (8/2017 – 10/2017)
Position: Visiting Professor, PA 509 – Leadership Development and Organizations (6/2017 – 7/2017)
Position: Visiting Professor, PA 501 – Public Affairs Concepts and Theories, PA 511 – Public Management, PA 512 – Environment of Public Organizations (1/2017 – 5/2017)
Position: Adjunct Professor, PA 501 – Public Affairs Concepts and Theories and PA 512 – The Environment of Pubic Organizations (8/2016-12/2016)
Position: Adjunct Professor, PA 594 – Financial Management for Nonprofit/Community Organizations and PA 512—The Environment of Public Organizations (1/2016 – 5/2015)
Position: Adjunct Professor, PA 511 – Public Management (8/2014 – 10/2014)

Park University, Hauptmann School of Public Affairs (Undergraduate Courses)
Position: Visiting Professor, PA 330 – Introduction to Public Administration (8/2017 – 12/2017)

University of Kansas, Department of Public Administration
Position: Adjunct Professor, PUAD 824-Public Policy and Administration (8/2016-12/2016)
Position: Adjunct Professor, PUAD 432-Conducting the People's Business Ethically (8/2016-12/2016)
Position: Adjunct Professor, PUAD 330-Introduction to Public Administration (1/2016-5/2016)
Position: Adjunct Professor, PUAD 330-Introduction to Public Administration (8/2015-12/2015)
Position: Adjunct Professor, PUAD 330-Introduction to Public Administration (1/2014-5/2014)
Position: Lead Instructor, PUAD 330 – Introduction to Public Administration (8/2011-12/2011)
Position: Instructor, PUAD 694 – Civic Engagement (1/2009 – 5/2009)
Position: Instructor, PUAD 432 – Conducting the People's Business Ethically (8/2008 – 12/2008)
Position: Instructor, PUAD 641 – Public Service Leadership (6/2007 – 7/2007), (6/2008 – 7/2008) and (6/2009 – 7/2009)
Position: Instructor, PUAD 330 – Introduction to Public Administration (1/2010 – 5/2010)
Position: Graduate Teaching Assistant, PUAD 841 – The Role, Context and Ethics of Public Administration in American Society (1/2008 – 5/2008)
Position: Graduate Teaching Assistant, PUAD 436 – Managing People at Work (1/2009 – 5/2009)
Position: Graduate Teaching Assistant PUAD 824 – Public Policy (1/2010 – 5/2010)

Donnelly College, Department of Organizational Leadership
Position: Adjunct Professor, OL 405—Senior Integrative Experience I (8/2016-12/2016)
Position: Adjunct Professor, OL 406—Senior Integrative Experience II (8/2016-12/2016)
Position: Adjunct Professor, OL 403—Advanced Organizational Theory and Behavior (1/2016-5/2016)
Position: Director of Organizational Leadership, OL 304—Communication Processes, OL 340—The Art and Practice of Community Leadership, OL 404—Multicultural Leadership (8/2015-12/2015)
Position: Director of Organizational Leadership, OL 310—Nonprofit Leadership (6/2015-8/2015)
Position: Director of Organizational Leadership, OL 301—Leadership Fundamentals I, OL 403 Advanced Organizational Theory (1/2015-5/2015)

Position: Director of Organizational Leadership, OL 400—Leadership Fundamentals II and OL 406—Senior Integrative Experience, Part II (1-2014-5/2014)
Position: Director of Organizational Leadership, OL 340—The Art and Practice of Community Leadership, OL 405—Senior Integrative Experience, Part I, OL 406—Senior Integrative Experience, Part II (8/2013-12/2013)
Position: Director of Organizational Leadership, OL 310—Nonprofit Leadership (6/2013-8/2013)
Position: Director of Organizational Leadership, OL 400—Leadership Fundamentals II, OL 405—Senior Integrative Experience, Part I, OL 406—Senior Integrative Experience, Part II (1/2013-5/2013)
Position: Director of Organizational Leadership, OL 340—The Art and Practice of Community Leadership, OL 405—Senior Integrative Experience, Part I, OL 406—Senior Integrative Experience, Part II (8/2012-12/2012)
Position: Director of Organizational Leadership, OL 400—Leadership Fundamentals II, OL 405—Senior Integrative Experience, Part I, OL 406—Senior Integrative Experience, Part II (1/2012-5/2012)
Position: Director of Organizational Leadership, OL 340—The Art and Practice of Community Leadership, OL 301 Leadership Fundamentals I, OL 405—Senior Integrative Experience, Part I, OL 406-Senior Integrative Experience, Part II (8/2011-12/2011)
Position: Director of Organizational Leadership, OL 400—Leadership Fundamentals II, OL 405—Senior Integrative Experience, Part I, OL 406—Senior Integrative Experience, Part II (1/2011-5/2011)
Position: Assistant Professor, EN 100—Freshman Seminar, PS 111—American Government, PS 101—Introduction to Political Science, OL 305—Organizational Theory and Behavior, Faculty Director of Senior Integrative Experience OL 405 and 406 (8/2010 – 12/2010)
Position: Faculty Advisor, OL 405 and 406 – Senior Integrative Experience (8/2008 – 5/2009) Position: Adjunct Faculty, OL 301 – Leadership Fundamentals (8/2006 – 10/2006)
Position: Adjunct Faculty, OL 305 – Organizational Theory and Behavior (10/2006 – 12/2006), (1/2008 – 3/2008) and (1/2010 – 3/2010)
Position: Adjunct Faculty, OL 403 – Advanced Organizational Theory and Behavior (3/2008 – 5/2008), (6/2008 – 8/2008) and (3/2010 – 5/2010)
Position: Adjunct Faculty, OL 404 – Multicultural Leadership (3/2007 – 5/2007), (10/2007 – 12/2007) and (6/2010 – 8/2010)
Position: Adjunct Faculty, PS 111 – American Government (8/2009 – 12/2009)

EXTRACURRICULAR ACADEMIC ACTIVITIES & COMMUNITY SERVICE

Extracurricular Academic Activities
ASPA-KC Board Member (2017-present)
Park University Undergraduate Curriculum Committee Member (2017-present)
Donnelly College Curriculum Committee Member (2014) Chair (2015)
Donnelly College Rank and Promotion Committee Chair (2015)
Donnelly College Faculty Senate President (2013-2014)
Donnelly College Student Senate Advisor (2011-2015)
Graduate Students of Public Administration, Vice President, University of Kansas (5/2008 – 5/2009)
Graduate Students of Public Administration, Secretary, University of Kansas (5/2006-5/2008)

PUBLICATIONS

Keim, Susan. (2016). A Match Made of Mission. In R. Koonce, M. Bligh, M. Carsten, and M. Hurwitz (Eds.) *Followership in Action: Cases and Commentaries* (15-21). Bingley, UK: Emerald Group Publishing Limited.

Keim, Susan. (2014). "Mission-Driven Followership and Civic Engagement: A Different Sustainable Energy." *Journal of Leadership Educators* (13), 77-87.

Keim, Susan and Justin Marlowe. (2010). From Company Town to Consolidated Government: The Western Style Consolidation of Butte and Silver Bow County. In S. Leland and K. Thurmaier (Eds.) *Promises Made, Promises Kept* (161-177). Washington, D.C.: Georgetown University Press.

PRESENTATIONS

Academic Conferences

Situational Followership Theory Panel with Ira Chaleff, Eugene Dixon Ph.D., and Rusty Ricketson, Ph.D., presentation to the 2014 International Leadership Association conference, San Diego, CA.
Mission Driven Followers and Civic Engagement: Sustainable Energy presentation to the Followership Symposium at the 2014 International Leadership Association conference, San Diego, CA.
The Engagement of Followers: An Empirical Consideration of Followership Orientation and Civic Engagement presentation to the 2013 International Leadership Association conference, Montreal, Canada.
Civic Engagement in Local Communities Panel presentation to the 2011 American Society for Public Administration conference, Baltimore, MD.
Is Followership Dead? Panel presentation to 2010 International Leadership Association conference, Boston, MA.
Diversity in Local Government Personnel Decisions: A Study of the Effects of Managerial Values. Paper presented to the 2008 American Society for Public Administration conference, Dallas, TX.
From Company Town to Consolidated Government: The Western Style Consolidation of Butte and Silver Bow County. Paper presented during to the 2007 Urban Affairs conference, Seattle, WA.
Citizen Perceptions the Consequences of City-County Consolidation: The Case of Wyandotte County, Kansas. Paper presented with Thomas Longoria, Texas Tech University, to the 2007 Midwest Political Science Association Meeting, Chicago, IL.

Professional Conferences

Transforming Your Community Leadership Program. Presented during the 2008 Community Leadership Association Conference, Denver, CO.
Community Leadership Programs Under Pressure. Presented during the 2008 Community Leadership Association Conference, Denver, CO.
Effective Neighborhood Leadership Programs. Presented during the 2006 Community Leadership Association Conference, Hartford, CT.
Creating Successful Community Leadership Programs for Unusual Suspects. Presented during the 2001 Community Leadership Association Conference, Greensborough, NC.
Community Leadership is not for the Faint of Heart. Presented during the 2001 Community Leadership Conference, Greensborough, NC.
Civic Engagement in Community Leadership Programs. Presented during the 1997 Community Leadership Association Conference, Mobile, AL.
Leadership Goes to the Movies. Presented during the 1993 National Association for Community Leadership Conference, Tulsa, OK.

HONORS, AFFILIATIONS AND MEMBERSHIPS

Honors

Alumnus of the Year Award, Notre Dame de Sion High School, 2016
Dr. Susan Keim Leadership 2000 Day Proclamation in Wyandotte County, September 24, 2016
Paula Gottdenker Scholarship (2009-2010)
Thomas Page and Barbara Kester Scholarship (2005-2006; 2007-2008)
Scholarship Department of Public Administration (2006-2007; 2008-2009)
Master Facilitator Certification, 2008
U.S. Army War College, Annual Strategy Conference participant, Carlisle, Pennsylvania 2006
Distinguished Leadership Award presented by the Kansas Leadership Forum, Topeka, Kansas 2005
Preceptor Award presented by the Community Leadership Association, San Diego, California 2002
Hearts of Gold Award presented by the YWCA, Kansas City, Kansas 1993
Distinguished Leader Award presented by the National Association for Community Leadership, Denver, Colorado 1991
Master Volunteer Award presented by the Junior League of Wyandotte and Johnson Counties in Kansas, 1991

AFFILIATIONS AND MEMBERSHIPS

Associations and Memberships

American Political Science Association
American Society for Public Administration
Community Leadership Association
Kansas Community Leadership Initiative,
sponsored by the Kansas Health Foundation and the Kansas Leadership Center
Kansas Leadership Center
Kansas Leadership Forum
International City/County Management Association
International Leadership Association
Urban Affairs Association

James M. Vanderleeuw

11.28.17

PROFESSIONAL BACKGROUND

EDUCATION

Ph.D., Political Science, 1988, University of New Orleans
M.A., Political Science, 1980, University of Nevada-Reno
B.A., Political Science, 1976, Ramapo College, Mahwah, NJ

EXPERIENCE

Park University:

Chair/Associate Dean, Hauptmann School of Public Affairs, 2016-present
Director, Master of Public Administration Program, 2016-2017
MPA Area Coordinator, Public Management, 2016-present
Full Professor, 2016-present

Lamar University:

Jack Brooks Chair in Government and Public Service, 2009-2016
Director, Master of Public Administration Program, 2008-2009; 2011
Director, Center for Public Policy Studies, 2003-2016
Full Professor, 1999-2016
Associate Professor, 1993-1999
Assistant Professor, 1988-1993

University of New Orleans:

Research Associate, UNO Poll, 1986-1988
Instructor/Teaching Assistant, 1985-1986
Research Assistant, 1982-1985

University of Nevada-Reno:

Research/Teaching Assistant, 1979-1980

TEACHING

Research and Analysis (graduate) (Park; traditional and online via Canvas)
Urban Politics and Policy (graduate; undergraduate)
Administrative Theory (graduate)
Nonprofit Organizations (graduate)
Local Economic Development (graduate)
Applied Research Methods (graduate)
Community Research (graduate; undergraduate)
Minority Politics (graduate; undergraduate)
Organization Theory and Behavior (undergraduate)
Directed Readings/Special Topics (graduate; undergraduate; Lamar & Park)
Coordinator for MPA Internships
Introduction to American Government I [constitution/political inputs, national & Texas] (undergraduate; Honors)
Introduction to American Government II [institutions/policy, national & Texas] (undergraduate; Honors)

SCHOLARSHIP

CURRENT RESEARCH

A study of the acquisition of housing after a major storm from the perspective of emergency responders and victims – “The Provision of Temporary Housing after a Natural Disaster” (with Shawn Oubre and Melanie Smith).

A study of city managers’ attitudes regarding the use of city websites as a strategic tool for economic development – "Stop Thinking Small: City Websites and Accidental Strategy in Local Economic Development" (with Jason Sides, Harold Griffin and Alla Adams).

A study of city-level economic development corporation effectiveness in reducing unemployment and stimulating business activity – "Economic Development in Small Communities: A Comparison of Two Approaches" (with Greg Moore and Jason Sides).

A study of the attitudes of women city managers and administrators in Missouri regarding career options – “Wanted: Women in City Management” (with Zseraldina Ferenczi, Colombe Iyeze, Elizabeth Pauley, Ronna Weyland and Susan Keim)

PUBLICATIONS

Book:

Race Rules: Electoral Politics in New Orleans, 1965-2006. 2007. Lexington Books division of Rowman and Littlefield publishers (with Baodong Liu).

Articles/Chapters/Reviews:

"Institutionalized Differences in Economic Development Perspective." Forthcoming. In *Handbook of International Local Government* (Pam Dunning, Richard Kerley and Joyce Liddle, eds.), Blackwell Publishing (with Melanie Smith). *

"A Major Storm Hits a Forgotten Region and a Feeding Frenzy Fails to Materialize: Hurricane Rita, News Coverage, and Southeast Texas." Spring 2017. *East Texas Historical Journal* (with Jason Sides and Tina Capeles).

"Quality of life Amenities as Contributors to Local Economies: Views of City Managers." 2016. *Journal of Urban Affairs*, 38 (5): 661-675 (with Jason Sides).

Review of *Election Administration in the United States: The State of Reform after Bush v. Gore.* (Michael Alvarez and Bernard Grofman, eds.). 2016. *American Review of Politics*, 35(2).*

"An Advanced Degree in Public Administration – is it Valued by City Councils?" 2015. *Public Administration Quarterly*, 39(3): 453-483 (with Jason Sides and Brian Williams).

"The Failure of 'Operation Fast and Furious' and the Complexity of Firearms Trafficking into Mexico." 2015. In *Guns and Contemporary Society*: *The Past, Present, and Future of Firearms and Firearm Policy* (Glenn Utter, ed.). ABC-CLIO Praeger. Volume 1, Chapter 9: 197-220 (with Jason Sides and Joanna Joseph).*

"City Web Sites: Do They Promote Economic Development, or Branding, or Anything at All?" 2014. *Information Polity*, 19: 207-224 (with Jason Sides).

"City Leaders and Quality of Life Amenities." 2014. *Journal of City Development*, Issue #4 (with Jason Sides).*

"The Impact of City Socioeconomic Context on the Economic Development Priorities of City Leaders: The Importance of Quality of Life Concerns." 2013. *Midsouth Political Science Review, 14:19-44* (with Thomas Sowers).

"The Role of Economic Development Corporations in City Economic Development." 2012. *Economic Development Quarterly,* 26(2): 124-137 (with Christopher Jarmon, Michael Pennington and Thomas Sowers).

"The Economic Development Strategy Preferences of Community Leaders in Texas: A Comparative Study of Leaders in Suburbs and Central-Cities. 2012. *SAGE Open*, October-December: 1-14 (with Thomas Sowers, Terri Davis, Jason Sides and Michael Pennington).

"City Leaders and Economic Development Networks: The All-Channel Star Network." 2011. *Journal of Political Science*, 39: 1-32 (with Christopher Jarmon).

"Economic Development Perspective and City Leadership." 2011. *Urban Studies Research*, Volume 2011: 1-11 (with Christopher Jarmon, Michael Pennington, Thomas Sowers and Terri Davis).

"Women City Leaders and Post-Materialist Values." 2011. *Journal of Women, Politics & Policy*, 32(3): 211-236 (with Elena Maria Sandovici and Christopher Jarmon).
Reprinted in "Women City Leaders and Postmaterialist Values." 2017. In *Women in Architecture* (Sumita Singha, ed.). Routledge.*

"The 2006 New Orleans Mayoral Election: The Political Ramifications of a Large-Scale Natural Disaster." 2008. *PS: Political Science and Politics*, 46(4): 795-801 (with Baodong Liu and Erica Williams).

"Ethnicity, Economics and Electoral Coalitions in a Multiethnic/Multiracial Setting: Three Mayoral Elections in the City of Port Arthur, Texas." 2008. *Urban News*, 21(2): 2-5 (with Thomas Sowers, Shanna Chance, Kathy Hanlon and Nina Raab).*

"Race, Roll-Off and Racial Transition: The Influence of Political Change on Racial Group Voter Roll-Off in Urban Elections." 2007. *Social Science Quarterly*, 88(4): 937-952 (with Thomas Sowers).

"Racial Coalition or Biracial Coalition? An Empirical Analysis of the Electoral Coalition of Winning Candidates in Urban Elections." 2006. *American Review of Politics*, 27:319-344 (with Baodong Liu).

"Applying Black-Threat Theory, Urban Regime Theory, and Deracialization: The Memphis Mayoral Elections of 1991, 1995 and 1999." 2004. *Journal of Urban Affairs*, 26(4): 505-519. (with Baodong Liu and Gregory Marsh).

"Economic Development Priorities and Central City and Suburb Differences." 2004. *American Politics Research*, 32(6): 698-721 (with Baodong Liu).

"Growth Imperative, Postmaterialism and Local Decision-Makers." 2003. *Journal of Political Science*, 31: 173-196 (with Baodong Liu).

"Local Policymakers and Their Perceptions of Economic Development: Suburbs, Central Cities and Rural Areas Compared." 2003. *Wisconsin Political Scientist*, 9(1): 4-7 (with Baodong Liu).*

Expanded/revised biobibliography of Daniel J. Elazar. 2002. *American Political Scientists: A Dictionary* (Glenn Utter and Charles Lockhart, eds.). Westport, Connecticut: Greenwood Press. Pages 101-104.*

Expanded/revised biobibliography of Robert C. Wood. 2002. *American Political Scientists: A Dictionary* (Glenn Utter and Charles Lockhart, eds.). Westport, Connecticut: Greenwood Press. Pages 444-446.*

"Political Empowerment, Mobilization, and Black Voter Roll-Off." 2002. *Urban Affairs Review*, 37(3): 380-396 (with Baodong Liu).

"Inexperienced Majority Parties in the U.S. House of Representatives: The Consequences of Long-Term Dominance." 2001. *Texas Journal of Political Studies*, 21(2): 53-73 (with David Castle and Colleen Barry).

"Racial Transition and White-Voter Support for Black Candidates in Urban Elections." 2001. *Journal of Urban Affairs*, 23(3/4): 309-322 (with Baodong Liu).

Review of *Culture Wars and Local Politics*, by Elaine Sharp (ed.). 1999. *American Review of Politics*, 20: 111-114.*

"White-Voter Response to Black Political Power: The Case of New Orleans, 1981-1998." 1999. *Southeastern Political Review*, 27(1): 175-188 (with Baodong Liu).

"Incumbency and Runoff Elections: Race as a Limiting Factor." 1996. *Southeastern Political Review*, 24(3): 581-591 (with Christopher Markwood).

"Local Economic Development in a Texas Town: A Case for Participatory Decision-Making." 1995. *Texas Journal of Political Studies*, 17(1): 22-36 (with Robert Demary, Joseph Elwell, Larry Kelly, Clois Marsh and Duncan Woodford).

"Voter Roll-Off and the Electoral Context: A Test of Two Theses." 1993. *Social Science Quarterly*, 74(3): 664-673 (with Glenn Utter).

Biobibliography of Daniel J. Elazar. 1993. *American Political Scientists: A Dictionary* (Glenn Utter and Charles Lockhart, eds.). Westport, Connecticut: Greenwood Press. Pages 76-78.*

Biobibliography of Robert C. Wood. 1993. *American Political Scientists: A Dictionary* (Glenn Utter and Charles Lockhart, eds.). Westport, Connecticut: Greenwood Press. Pages 342-344.*

"The Influence of Racial Transition on Incumbency Advantage in Local Elections." 1991. *Urban Affairs Quarterly*, 27(1):36-50.

"Election Predictions: Theory and Social Science." 1991. *Midsouth Political Science Journal*, 12: 114-131 (with Glenn Utter).

"Economic Effects on State Governors." 1990. *American Politics Quarterly*, 18(2): 158-168 (with Susan Howell).

"A City in Transition: The Impact of Changing Racial Composition on Voting Behavior." 1990. *Social Science Quarterly*, 71(2): 326-338

"A Social Cleavage Model of Ideological Identification." 1990. *Southeastern Political Review*, 18(2): 1-15 (with Susan Howell).

"Race, Referendums and Roll-Off." 1987. *Journal of Politics*, 49(4): 1081-1092 (with Richard Engstrom).

"What Do Key Votes Measure?" 1987. *Legislative Studies Quarterly*, 12(4): 573-682 (with Steven Shull).

Note: * Editor reviewed; all others are peer-reviewed.

ASSOCIATION/CONFERENCE PARTICIPATION/SERVICE

"Institutionalized Differences in Economic Development Perspective: A Comparison of City Managers, Mayors and City Council Members in Texas." 2017. American Society of Public Administration meeting, Atlanta, Georgia (with Melanie Smith, Jason Sides and Jeremy Waller).
Modified version also presented at the 2017 Midwest Political Science Association meeting, Chicago.

"Finding Florida in the Mountains: Understanding the Role of the "Creative Class" in Appalachian Economic Development." 2016. Southwestern Political Science Association meeting, Las Vegas, Nevada (with Jason Sides).

"Quality of life Amenities as Contributors to Local Economies: Views of City Managers." 2015. Southern Political Science Association meeting, New Orleans, Louisiana (with Jason Sides).

"An Advanced Degree in Public Administration: Does it make a Difference for Cities and City Managers?" 2013. Louisiana Political Science Association meeting, Natchitoches, Louisiana (with Jason Sides and Brian Williams).

"The Economic Development Strategy Preferences of Community Leaders in Texas: A Comparative Study of Leaders in Suburbs and Central-Cities." 2012. Southern Political Science Association meeting, New Orleans, Louisiana (with Thomas Sowers, Terri Davis, Jason Sides and Michael Pennington).

"City Leaders and Economic Development: Convergence and Divergence in Priorities." 2011. Southern Political Science Association meeting, New Orleans, Louisiana (with Christopher Jarmon, Michael Pennington and Thomas Sowers).

Panel Moderator, Nonprofits in an Era of Increased Demand. 2011 Brooks Conference, Beaumont, Texas.

Panel Chair, Local Economic Development. 2010 Brooks Conference, Beaumont, Texas.

"The Economic Impact of City Economic Development Corporations in Texas." 2010. Brooks Conference, Beaumont, Texas (with Christopher Jarmon and Michael Pennington).

"Hurricane Rita: Mass and Elite Reaction to a Large-Scale Natural Disaster." 2007. East Texas Historical Association meeting, Beaumont, Texas (with Thomas Sowers).

"The 2006 New Orleans Mayoral Election: The Political Ramifications of a Large-Scale Natural Disaster." 2006. American Political Science Association meeting, Philadelphia, Pennsylvania (with Baodong Liu and Erica Williams).

"Divided Leadership and Racial Reflexivity in Memphis: An Analysis of the 1991, 1995 and 1999 Mayoral Elections." 2003. Southwestern Political Science Association meeting, San Antonio, Texas (with Baodong Liu and Gregory Marsh).

"Economic Development Priorities and Central City/Suburban Differences." 2003. Midwest Political Science Association meeting, Chicago, Illinois (with Baodong Liu).

Panel Chair/Discussant, Voting Behavior. 2003. Southwestern Political Science Association meeting, San Antonio, Texas.

"Party Behavior and the Quest for Dominance in the U.S. House of Representatives, 1960-2001." 2001. Southwestern Political Science Association meeting, Fort Worth, Texas (with David Castle and Colleen Barry).

"Economic Development Priorities of City Administrators." 2001. Louisiana Political Science Association meeting, Beaumont, Texas (with Baodong Liu and John Johnson).

President, 2001-2002, Louisiana Political Science Association.

Vice President, 2000-2001, Louisiana Political Science Association.

Program Chair, 2001 Louisiana Political Science Association meeting, Beaumont, Texas.

"Racial Transition: Explaining a Curvilinear Relationship Between Black Density and White Crossover Voting." 2000. American Political Science Association meeting, Washington, D.C. (with Baodong Liu).

"Rolling Off in the Context of Context: Political Empowerment, Mobilization, and Black Voter Rolloff." 2000. Southwestern Political Science Association meeting, Galveston, Texas (with Baodong Liu).

"Inexperienced Majority Parties in the U.S. House of Representatives." 2000. Southwestern Political Science Association meeting, Galveston, Texas (with David Castle and Colleen Barry).

"New Majority Parties in the U.S. House of Representatives." 1999. Louisiana Political Science Association meeting, Shreveport, Louisiana (with David Castle and Colleen Barry).

"Administrative Hearings, Use of Counsel, and Hearing Outcomes." 1998. Mississippi-Louisiana Political Science Association joint meeting, Vicksburg, Mississippi (with David Castle and Sandra Riley).

Chair, Best Undergraduate Paper Award Committee. 1996. Southwestern Political Science Association meeting, Houston, Texas.

Member, Best Undergraduate Paper Award Committee. 1995. Southwestern Political Science Association meeting, Dallas, Texas.

"Voter Mobilization Efforts and Minority Electoral Participation." 1993. Louisiana Political Science Association meeting, Shreveport, Louisiana (with Glenn Utter).

Panel Discussant, Issue Voting. 1993. Southwestern Political Science Association meeting, New Orleans, Louisiana.

Panel Discussant, Race and Elections. 1993. Southwestern Political Science Association meeting, New Orleans, Louisiana.

"The Effects of State Fiscal Policy on Voter Preference." 1992. Southwestern Political Science Association meeting, Austin, Texas (with Glenn Utter).

"Minority Candidate Success and the Runoff Requirement." 1992. Louisiana Political Science Association meeting, Lake Charles, Louisiana.

"Assessing Nonlinear Relationships in Electoral Behavior: A Study of Racially Polarized Voting in Municipal Elections." 1992. Louisiana Political Science Association meeting, Lake Charles, Louisiana (with David Castle).

Panel Discussant, Race, Gender, and Party in Urban Political Behavior. 1992. Midwest Political Science Association meeting, Chicago, Illinois.

"Racial Change and Urban Voter Participation." 1991. Southwestern Political Science Association meeting, San Antonio, Texas (with Glenn Utter).

"Why Presidential Election Predictions Succeed: Theory and Social Science." 1990. Southwestern Political Science Association meeting, Fort Worth, Texas (with Glenn Utter).

"The Impact of Race and Incumbency on Voting Behavior in Local Elections." 1989. American Political Science Association meeting, Atlanta, Georgia.

"A City in Transition: The Impact of Changing Racial Composition on Voting Behavior." 1989. Southwestern Political Science Association meeting, Little Rock, Arkansas.

"Race, Roll-Off and Referenda." 1985. Mississippi-Louisiana Political Science Association joint meeting, Gulfport, Mississippi.

FUNDING/AWARDS/HONORS

South East Texas Regional Planning Commission, Community Services Division, funding for assistance with a three county needs assessment survey, Summer 2015 ($1,450).

City of Nederland funding for analysis of citizen service satisfaction survey, Spring 2015 ($960).

Awarded Lamar University Development Leave for a study of city-level economic development corporations, forthcoming, Spring 2015.

Recipient, Honors Professor of the Year Award, Spring 2014.

Entergy funding for a nine county needs assessment study, Fall 2012-Fall 2014 ($12,000).

United Way funding for a tri-county needs assessment study, Spring 2011 ($1,600).

Appointed Jack Brooks Chair in Government and Public Service, Fall 2009; reappointed, Fall 2013.

South East Texas Regional Planning Commission funding for a survey of attitudes regarding substance abuse among citizens in Hardin, Jefferson and Orange counties, Texas, Fall, 2008 ($1,250).

Appointed Director, Master of Public Administration Program, Spring 2008; reappointed Fall 2011.

Nominee, Lamar University Scholar Award, 2007, 2005.

Nominee, Lamar University Professor Award, 2007.

Awarded Lamar University Research Enhancement Grant for a study of the economic development concerns of Chamber of Commerce presidents and Economic Development Corporation directors in Texas cities, Spring 2006 ($4,400) (with Thomas Sowers).

Awarded Lamar University Development Leave with funding for a study of the economic development concerns of mayors, council members, and city managers in Texas cities, Fall 2005 ($2,600).

ExxonMobil grant for a study of the career and educational goals of high school seniors in Jefferson County Texas, Spring 2005 ($4,000).

Appointed Director, Lamar University Center for Public Policy Studies, 2003.

Recipient, College of Arts and Sciences Research and Creative Activity Award, 2001.

Awarded Lamar University Research Enhancement Grant for a study of race as an influence on urban electoral behavior, Spring 2001 ($4,100).

Louisiana Political Science Association Best Paper Competition, second place award for "New Majority Parties in the U.S. House of Representatives," 1999 (with David Castle and Colleen Barry).

Recipient, 1998 Lamar University Excellence in Teaching Award (award discontinued after 1999).

Recipient, 1996 Lamar University Excellence in Teaching Award.

Nominee, College of Arts and Sciences Research and Creative Activity Award, 1998, 1997, 1995.

Oklahoma State Board of Elections grant for the study of Roll-Off and Ballot Format, 1993 ($5,000) (with Robert Darcy).

Nominee, Regent's Merit Award, College of Arts and Sciences, 1991.

Awarded Lamar University grant for research on predicting presidential election outcomes, Spring 1990 ($500) (with Glenn Utter).

Awarded Lamar University grant for research on voting behavior and electoral coalitions in communities undergoing racial transition, Spring 1989 ($500).

PROFESSIONAL SERVICE TO THE DISCIPLINE, COMMUNITY & UNIVERSITY

REVIEWER

Administration & Society: 2015
African Journal of Political Science and International Relations: 2014
American Politics Research/Quarterly: 2014, 2013, 2011, 2008, 2006, 2005, 2004, 2003, 2001, 2000, 1999, 1998, 1990
American Journal of Political Science: 2010, 2009, 2008
American Review of Politics: 2002, 2000, 1999
British Journal of Education, Society & Behavioral Sciences: 2015, 2014, 2013
Journal of Global Research in Education and Social Science: 2017
Journal of Politics: 2010, 2000, 1999, 1998
Journal of Public Affairs Education: 2014
Journal of Public and Nonprofit Affairs: 2017
Journal of Urban Affairs: 2013, 2012, 2011, 2010, 2009, 2008, 2006, 2004, 2003, 2002
Journal of Women, Politics & Policy: 2015
Midsouth Political Science Review: 2014
Political Research Quarterly: 1999

Politics & Policy/Southeastern Political Review: 2017, 2015, 2008, 1999, 1992, 1991
Public Opinion Quarterly: 2003
Social Science Quarterly: 2000, 1993
State Politics & Policy Quarterly: 2008
Texas Journal of Political Studies: 1995, 1993
Urban Affairs Review/Quarterly: 2016, 2015, 2014, 2013, 2011, 2008, 2007, 2006, 2005, 2004, 2002, 1999, 1997, 1996, 1995

LAMAR UNIVERSITY CENTER FOR PUBLIC POLICY STUDIES REPORTS

Completed Technical Reports Archived in the John Gray Library at Lamar University:

Community Needs Assessment 2015
A report funded by and presented to the Community Services Division, South East Texas Regional Planning Commission. A survey of community leaders, agency personnel and citizens, the report addressed community needs in Hardin, Jefferson and Orange counties, Texas, in the areas of education, employment, healthcare, housing, and crime (study began April 2015 and findings released September 2015).

2012/2013 Community Needs Assessment Study: Survey Results for Residents of Hardin, Jefferson and Orange Counties
A report presented to Texas Workforce Solutions on the attitudes and service needs of community residents across three Texas counties in the areas of employment, education and housing (November 2014).

2014 Survey of the Political Opinions of Lamar University Students
Surveyed results were released to the local media in October and received coverage in the *Beaumont Enterprise* on the *KFDM* TV website.

2012/2013 Community Needs Assessment Study: Results of a Survey of Residents in Nine Texas Counties
A study that assessed the needs of communities across nine Texas counties regarding housing, education, transportation, health, nutrition, and family financial planning. The study was conducted in collaboration with Entergy, Catholic Charities of Greater Beaumont, and the Lamar University Community Outreach Office (study began 2012; findings released Fall 2014).

2012 Survey of the Political Opinions of Lamar University Students
Survey results were released to the local media in October and received coverage by the *Beaumont Enterprise* and the *University Press*.

2011 United Way Needs Assessment Study
A study of public attitudes and nonprofit agency leadership opinion on issues relating to youth, education, financial stability and health issues across Hardin, Jefferson and Orange counties. Undertaken as part of a graduate seminar on *Community Issues* (study began Fall 2010; final report released Spring 2011)

2010 Survey of the Political Opinions of Lamar University Students
Survey results were released to the local media in October and received coverage by the *Port Arthur News* and the *University Press*.

Downtown Revitalization in Silsbee Texas
A study that assessed revitalization options for historic downtown Silsbee, Texas. Undertaken as part of a graduate *Seminar in Urban Policy*; in collaboration with the Silsbee Economic Development Corporation (study begun Fall 2008; data collected Spring 2009; final report presented October 2009).

Alcohol Use among College Students
A study that assessed alcohol use patterns. In collaboration with the Substance Abuse Division of the Southeast Texas Regional Planning Commission (study begun Fall 2008; data collected Spring 2009; findings released to Substance Abuse Division November 2009).

Southeast Texas Substance Abuse Survey
Released Spring 2009 to the Substance Abuse Division of the South East Texas Regional Planning Commission and to the local media.

Economic Development Decision-Making in Texas Cities: Results of a Survey of City Managers, Mayors and Council Members
Distributed Fall 2007 to city managers, mayors and city council presidents state-wide (with Anthony Foster and Jacob Mullins).

Economic Development in Texas Cities: The Concerns and Priorities of Chamber of Commerce and Economic Development Corporation Leaders
Distributed Fall 2006 to Chamber of Commerce presidents and Economic Development directors state-wide, and to the local media (with Cissie Owen and Erica Williams).

Evacuation and Recovery from Hurricane Rita
Distributed Spring 2006 to Jefferson County Commissioners, city mayors in Jefferson, Hardin and Orange counties, and to the local media (with Thomas Sowers).

The Attitudes of Jefferson County Youth on Career and Life Goals in Southeast Texas
Distributed Spring 2006 to Jefferson County school superintendents, high school principals, city mayors and managers, Lamar University officials and to the local media.

2004 Jefferson County Quality of Life, and Presidential and Congressional Election Survey
Released Fall 2004 to the local media.

Critical Issues Facing Citizens and Their Community
Released Spring 2004 to the Texas Agricultural Extension Service-Texas A&M University, and to the local media.

2003 Quality of Life Survey
Released Fall 2003 to the local media.

> As Director of the Lamar University Center for Public Policy Studies I conducted most of the above-referenced studies in collaboration or consultation with local agencies/offices – these included the Area Agency on Aging of Southeast Texas, the Substance Abuse Division of the Southeast Texas Regional Planning Commission, United Way, Catholic Charities of Greater Beaumont, the Environmental and Transportation Division of the Southeast Texas Regional Planning Commission, the Texas Agricultural Extension Service-Texas A&M University, and the Office of the Jefferson County Judge. I prepared reports for general release, as well as for specific agencies. The reports for agencies included the written report and presentations. In addition to the entities mentioned above, results of these reports were shared with the regional office of the U.S. Coast Guard, the League of Women Voters, the Jefferson County Council on Alcohol and Drug Abuse, Catholic Charities, mayors and city managers in Jefferson, Orange, and Hardin counties (Texas), Jefferson County Commissioners, Jefferson County school superintendents and high school principals, and city-level Chamber of Commerce presidents and Economic Development Corporation directors across Texas. I have interviewed in a number of media outlets regarding Center for Public Policy Studies reports, and the Center's activities have received extensive local coverage – this includes local television (KBMT, KFDM, KJAC), newspapers/publications (*Beaumont Enterprise*, *Port Arthur News*, *Silsbee Bee, The Examiner*, *Hardin County News*, *Southeast Texas Business Monthly*, *University Press)*, radio (KLVI, KVLU, Fox News Radio), and the *Gulf Coast E-News*.

BROOKS CHAIR CONFERENCES

Coordinated the *2014 Brooks Conference,* Lamar Institute of Technology, Multi-Purpose Center, April 17. The conference featured four panels, morning speaker former State Senator Carl Parker and luncheon keynote speaker Sgt. Eliu Rojas, Texas Challenge Academy. The conference theme was the reintegration of the incarcerated. The conference attracted about 150 participants. These included present and former prison wardens, representatives from county sheriff departments, corrections officers, counselors, ex-offenders, social workers, prison ministers and various service providers, along with students and faculty. Assisting with the conference was Dr. Jason Sides, Waldine Small (LCDC, Unity Treatment Center) and Chester Jourdan (Executive Director, South East Texas Nonprofit Development Center).

Coordinated the *2013 Brooks Conference,* Lamar Institute of Technology, Multi-Purpose Center, April 18. The conference featured five panels, morning speaker Karen Riggs, South East Texas Regional Planning Commission, and luncheon keynote speaker Dawn Mathis, U.S. Drug Enforcement Agency. The conference theme was substance abuse. This issue was discussed from a life-cycle perspective, from the onset of abuse and addition to exit and sobriety. The conference attracted about 140 participants. These included substance abuse counselors, treatment center representatives, law enforcement officials, ex-users, along with students and faculty. Assisting with the conference were Dr. Jason Sides, Himanshi Raizada, Sara Gubala, Cissie Owen and Crystal Petry (Substance Abuse Division, South East Texas Regional Planning Commission).

Coordinated the *2012 Brooks Conference*, Lamar University Montagne Center, April 19. The conference featured three panels, keynote speaker former Texas State Senator Carl Parker, a Pi Sigma Alpha awards ceremony and an MPA Mixer. With its theme of civic engagement and its emphasis on student attendance, the conference attracted about 130 students, faculty, staff, political and civic leaders across Southeast Texas. Assisted by Program Co-Directors Dr. Jason Sides and Sara Gubala, and Panel Coordinators Himanshi Raizada and Joanna Joseph.

Coordinated the *2011 Brooks Conference*, John Gray Center, Lamar University, May 5. The conference featured eight panels and key note speaker Emelie Irving, Executive Director, Southeast Texas Food Bank. The conference attracted about 110 leaders across Southeast Texas in the nonprofit and public sectors, along with students and faculty, and focused on the role of nonprofits in providing social services. The conference also highlighted some of the problems that confront nonprofit organizations in a time of fiscal austerity. The conference was in collaboration with the Substance Abuse Division of the South East Texas Regional Planning Commission, Crystal Petry, Community Outreach Coordinator. Assisted by Dr. Jason Sides, Program Director, Sara Gubala, Cissie Owen and Himanshi Raizada.

Coordinated the *2010 Brooks Conference*, John Gray Center, Lamar University, March 25. The conference featured seven panels and key note speaker Jefferson County Sheriff Mitch Woods. A combination of practitioners and experts in the region, and faculty and graduate students who presented research results, the conference attracted about 120 individuals and focused on substance abuse issues and issues pertaining to the administration of public services. The conference was in collaboration with the Regional Alcohol and Drug Abuse Advisory Coalition, and was by invitation. Assisted by Dr. Terri Davis, Program Director, Dr. Michael Pennington, Assistant Program Director, Amanda McLaughlin, Substance Abuse Division, South East Texas Regional Planning Commission.

OTHER COMMUNITY SERVICE

Interviewed by KFDM TV for a segment on the Donald Trump candidacy for president, November 2015.

Consultant on a community needs assessment study for the Community Services Division of the South East Texas Regional Planning Commission, June 2015 ($1,000).

Presented nine-county needs assessment results at Catholic Charities of Greater Beaumont Board of Directors meeting, December, 2014.

Presented community needs assessment study findings on residents of Hardin, Jefferson and Orange counties, Texas, to November board meeting of Workforce Solutions of South East Texas. 2014.

Interviewed with Eric Besson for a Beaumont Enterprise story on non-voting, “Most don’t vote,” A1-A5, November 3, 2014.

Featured speaker at a press conference to discuss results of a nine county community needs assessment study, September, 2014.

Interviewed for a *University Press* regarding public opinion and the 2012 presidential election. 2012.

Presentation of community needs assessment study findings to the governing board of the United Way of Mid & South Jefferson County (May), the United Way of Beaumont & North Jefferson County (July), and the United Way of Orange County (August). 2011.

Interviewee, Jack Piper Show, Radiotalk1300, regarding the emerging field of Republican presidential candidates. 2011.

Presentation of community needs study findings to the United Way of Beaumont, May, 2011, to the United Way of Mid & South Jefferson County, June, 2011, and to the United Way of Orange County, August, 2011.

Presentation of preliminary downtown Silsbee revitalization study findings to the Silsbee Economic Development Corporation and Chamber of Commerce, May, 2009; presentation of final report to Silsbee Economic Development Corporation and Chamber of Commerce, October, 2009.

Host, symposium on economic development in Port Neches, Texas. Meeting held at Lamar University, guest speaker Port Neches Mayor Glenn Johnson, attended by local officials, University faculty, students and other interested members of the community. 2005.

Guest Speaker, Texas Cooperative Extension-Texas A&M University System luncheon. Spoke on findings from a study on issues facing Jefferson County, Texas, residents and methodological issues in conducting survey research. 2004.

Interviewee, *KBMT* television evening news segment on the 2004 presidential election. 2004.

Interviewed for *Beaumont Enterprise* article on race and city council politics, "Pt. Arthur Grapples With Race, Politics." 2002.

Coauthor, report prepared for the Oklahoma State Board of Elections, *Ballot Format and Voter Roll-Off*, with Robert Darcy. 1993 (archived at the Oklahoma State University Library).

Interviewed for Beaumont *KJAC* television evening news segment on Ross Periot's influence on the 1992 presidential election. 1992.

Panel discussant, Beaumont *KBMT* television's weekly political analysis show, *Interactions*. Discussed the Clarence Thomas United States Supreme Court nomination. 1991.

Interviewed for Beaumont *KVLU* radio on the 1988 presidential election. 1988.

RESEARCH COLLABORATION WITH STUDENTS

Wanted: Women in City Management. Coauthored with MPA students Zseraldina Ferenczi, Colombe Iyeze, Elizabeth Pauley and Ronna Weyland. Accepted for presentation at the 2018 ASPA meeting.**

Pathway to the Office of City Manager. Paper to be presented by Park MPA students Zseraldina Ferenczi, Colombe Iyeze, Elizabeth Pauley and Ronna Weyland at the 2017 Student Research and Creative Arts Symposium, Park University. Based on a class survey of city managers and administrators in Missouri. Students wrote survey questions, administered the survey, performed data analysis and wrote final paper, all under my supervision.**

The Failure of 'Operation Fast and Furious' and the Complexity of Firearms Trafficking into Mexico. Coauthored with MPA student Joanna Joseph.****

Survey of Student opinion on the 2014 Congressional and Texas gubernatorial elections. A survey coordinated with 22 undergraduate Honors students. Students helped write survey questions and assisted with data analysis. Survey results published in the *Beaumont Enterprise* and *KFDM* TV website.

An Advanced Degree in Public Administration – is it Valued by City Councils? Coauthored with MPA student Brian Williams.****

An Advanced Degree in Public Administration: Does it make a Difference for Cities and City Managers?** Coauthored with MPA student Brian Williams.

Survey of Student Opinion on the 2012 Presidential Election. A survey coordinated with 19 undergraduate Honors students. Students helped write survey questions, administered the survey, and assisted with data analysis. Survey results published in the *Port Arthur News* and *University Press*.

2011 United Way Needs Assessment Study. Coauthored with MPA students Mark Boyd, Kenny Dukes, Kaltrina Harbuzi, Maureen Lo and LaDonna Sherwood, and undergraduate students Taylor Smith and Lisa Stegall. The result of a survey conducted during a spring 2011 course on community research, these students helped write survey questions, administered the survey, interviewed nonprofit agency leaders, assisted with data analysis, wrote drafts of the final paper and presented findings at the 2011 Brooks Conference.

Survey of Student Opinions on the 2010 Texas Gubernatorial Election. A survey coordinated with 17 undergraduate Honors students. Students helped write survey questions, administered the survey, and assisted with data analysis. Survey results published in the *Beaumont Enterprise, Port Arthur News* and *University Press*.

The Role of Economic Development Corporations in City Economic Development. Coauthored with MPA student Christopher Jarmon.****

The Economic Impact of City Economic Development Corporations in Texas. Coauthored with MPA student Christopher Jarmon.**

City Leader Economic Development Networks. Coauthored with MPA student Christopher Jarmon.****

Downtown Revitalization in Silsbee Texas. Coauthored with undergraduate Stephan Bender and MPA students Crystal Campbell, Donald English, Dominic Esperat, Trina Francis, Lisa Gray, Danielle Husband, Keith Irvine, Tala Karkar, Andrea Lewis and Alecsandra Merlo.

Women City Leaders and Post-Materialist Values. Coauthored with Political Science undergraduate Christopher Jarmon.****

The 2006 New Orleans Mayoral Election. Coauthored with Political Science undergraduate Erica Williams.****

Economic Development Decision-Making in Texas Cities: Results of a Survey of City Managers, Mayors and Council Members. Coauthored with MPA students Anthony Foster and Jacob Mullins.

Ethnicity, Economics and Electoral Coalitions in a Multiethnic/Multiracial Setting: Three Mayoral Elections in the City of Port Arthur, Texas. Coauthored with MPA students Shanna Chance, Kathryn Hanlon and Nina Raab.****

Economic Development in Texas Cities: The Concerns and Priorities of Chamber of Commerce and Economic Development Corporation Leaders. Coauthored with Political Science undergraduate Erica Williams.

The 2006 New Orleans Mayoral Election: The Political Ramifications of a Large-Scale Natural Disaster. Coauthored with Political Science undergraduate Erica Williams.****

Applying Black-Threat Theory, Urban Regime Theory, and Deracialization: The Memphis Mayoral Elections of 1991, 1995 and 1999. Coauthored with MPA student Gregory Marsh.****

Divided Leadership and Racial Reflexivity in Memphis: An Analysis of the 1991, 1995 and 1999 Mayoral Elections. Coauthored with MPA student Gregory Marsh.**

Comparing the Attitudes of Elected Leaders and Citizens. Paper presented at the Great Plains Honors Council Meeting, 2004, San Antonio. Presented by undergraduate Honors students Elizabeth Chapman, Jolie Franzen, Jeffery Kendall and Divya Verma (students in an Honors section of Introduction to American Government). (I set up student interviews with Beaumont city council members; guided students in composing a list of questions; provided data from a survey of registered voters I had conducted; guided students in writing the final draft and advised students on their presentation.)**

Economic Development Priorities of City Administrators. Coauthored with MPA student John Johnson.**

New Majority parties in the U.S. House of Representatives. Coauthored with Political Science undergraduate Colleen Barry.**

Inexperienced Majority parties in the U.S. House of Representatives. Coauthored with Political Science undergraduate Colleen Barry.****

Party Behavior and the Quest for Dominance in the U.S. House of Representatives, 1960-2000. Coauthored with Political Science undergraduate Colleen Barry.**

Administrative Hearings, Use of Counsel, and Hearing Outcomes. Coauthored with MPA student Sandra Riley.**

Local Economic Development in a Texas Town. Coauthored with MPA students Robert Demary, Joseph Elwell, Larry Kelly, Clois Marsh and Duncan Woodford.****

Note: **** Published/Accepted for publication; *** Currently under review/Revise and resubmit; ** Conference paper; * Manuscript in progress/not presented/not under review/not published; Others are Lamar University Center for Public Policy Studies reports.

COMMITTEE SERVICE

University:

Student Research and Scholarship Awards Committee [Park University]
Search Committee for Registrar [Park University]
Search Committee for Assistant Registrar [Park University]
Graduate Council [Park University]
Student-Veteran Needs Assessment Taskforce
University Search Committee for founding Dean of Honors College
University Ad-Hoc Committee on Student Success and Retention
University Committee on First year Freshman Success Seminar
Faculty Senate/Faculty Senate committee on Faculty Development
Faculty-Student Relations Committee
Graduate Faculty Council
Graduate Faculty Review Committee
Promotion Committee

College:

Associate Dean Business Graduate Programs Search Committee [Park University]
College of Management Assessment Committee [Park University]
Arts & Sciences Faculty Council
Faculty-Student Relations Committee
Promotion Committee
Tenure Committee
College Best Scholar Award Committee

Department:

Search Committee
Chair Evaluation Committee
Peer Review of Tenured Faculty Committee
Personnel Committee
Program Improvement Review Committee (lead author on department's 2008 Program Improvement Review report)
American Government Textbook Adoption Committee

PARK UNIVERSITY SHARED GOVERNANCE COMMISSION'S WORKING DEFINITION

At Park University, we define Shared Governance as both process and outcome. In a culture of collaboration, open and honest communication, and mutual trust, all constituents have an opportunity to shape decisions in accordance with the mission and vision of the University.

Inclusion, a spirit of interdependence, and a shared sense of the mission and purpose of the institution are considered as key criteria in all decisions.

SOURCE: *Chair of Commission on Shared Governance. Approved by the Commission on Shared Governance and the Board of Trustees, May 2007.*

NINE BEHAVIORAL INDICATORS INTENDED TO PROMOTE THE IMPLEMENTATION OF SHARED GOVERNANCE

1. The decision/proposal has been assessed in terms of its consistency with Park's mission, vision, core values, policies, agreements, procedures, strategic plan, and its contribution to the greater good of the University.

2. The decision/proposal has been shared with colleagues on both sides of the decision-making organizational chart.

3. The proposal/decision and desired outcomes have been formulated in writing.

4. The written proposal has been made available to stakeholders who will be most directly impacted.

5. Feedback from stakeholders regarding potential costs, benefits, unanticipated consequences and concerns has been discussed, reviewed, and recorded.

6. Research has been done to promote an informed decision.

7. The rational for the final decision has been shared and discussed with stakeholders.

8. A comprehensive strategy has been developed that reflects collaboration in implementing the decision.

9. A plan has been developed to evaluate the decision to assess the extent to which it accomplished the desired outcomes.

SOURCE: *Shared Governance Commission Chair. Approved by the Commission on Shared Governance, November 2007.*

BPA SWOT Analysis

Strengths	**Weaknesses**
• Dedicated faculty/adjuncts • Competent and enthusiastic faculty and staff • Professional community engaged in teaching • Focus on andragogy • Personal attention to students • Tuition/Competitive Cost • Contracts w/the Department of Defense • Increasing enrollment • Online instruction/Availability and strength of online platform • Good planning • Adjunct training for new adjuncts • Faculty training for new faculty • Reputation & legacy of Hauptmann School • Excellent curriculum/Quality program • Structure of the curriculum • Diversity and mix of the student population • Accessibility and flexibility • Face to face, blended & online • Multiple locations • Evening classes • Excellent KC area facilities • Unique and innovative program design with multiple avenues • Interdisciplinary and intersectoral curriculum • Still one of a limited market of NASPAA BPA programs online	• Transitions within HSPA, College of Management, Park Executive Team • Lack of clarity regarding target students • Inadequate resources/pay • Limited civic and public profile • Limited focus on local topics
Opportunities	**Threats**
• Earned income/Contract Revenue • Grants • Marketed as 21st century education organization • Expanded Service, experiential and transformational, learning • BPA Internship offerings	• Academic institutions with more advertising money • Continued pressure to place economic priorities over education priorities (including student expectations re: what they are getting for their money) • Direct competition from local PA programs

• Current controversy over private for profit “schools” • Formal networks between colleges within Park • Leverage curriculum by developing external partnerships and joint ventures (e.g., dual diplomas) • Marketing potential • Non-military Govt. agencies • Expanded certificate programs for professionals • Reach out to more and different audiences through greater emphasis on online/ blended instruction • Increase variety of course offerings • Area community assistance projects • Civic /Community Engagement Plan • Research / applied research potential for MPA • Funding from area philanthropies • There is a strong market for new, young, entrepreneurial, experienced professionals, with a strong background, flexibility and an ethical foundation. • Need for leaders who can size up an industry or market rather rapidly and who can work collaboratively with others to achieve positive results in that industry or market. • Need for graduates who are both critical thinkers and effective doers. • Local communities with needs for good managers in things like Project Management (both IT and construction) • Chance to provide additional concentrations • Peace Corps Prep Program recruitment • The opportunity to leverage the business school’s curriculum through cross-listed courses	• Students may pursue more attractive programs (accelerated, cost effective, etc.) • Retention (and enrollment) may go down due to tax cut/reform bill • Greater interest in applied knowledge and relevant skills • Professional development course/competition • Continued economic stagnation, recessionary pockets of markets, uncertainty among investors. • Increasing fragmentation in the social, cultural and technical environment; individualism to protect what “I” have with little sense of social justice; deep cultural divide in society and in political parties; increasing fragmentation of concentration through use of “social media” (Facebook, Twitter, etc. where one checks the handheld device a dozen of times a day) • Change in the role of military with decreased numbers of military personnel. • Fewer organizations paying for education for employees (perhaps the university could make agreements with different municipalities for favorable tuition in exchange for a number of employees enrolled in various disciplines) • Free online courses from top educational institutions

• Relationship with City of Lenexa—their employees get a tuition discount from Park • Ability to teach innovative courses. • Nonprofit Leadership Alliance partnership preparing the next generation of nonprofit leaders, demonstrating the best practices of the sector. • Development of Internships for pre-service and in-service BPA students • Development and promotion of BPA Certificates • Seeking International Accreditation of the BPA program • Increase Faculty Pay • Advocate and secure dedicated resources-including faculty, Diversity and Inclusion Plan • Increase Full-Time Faculty Across the University • Expand Experiential Learning opportunities • Expand new faculty into course development, ensuring they will be available moving forward, hiring new faculty with both MPA and BPA in mind.	

BPA Specialization Course Counts	2015-16					
	F2F	Blended	Online	C. Center	Parkville	Total
Business Relations Emphasis						
CS 300 Technology in a Global Society (3 cr.)	12	3	15	13	2	30
EC 401 History of Economic Thought (3 cr.)	2	0	2	0	2	4
IB315 International Business Perspectives (3 cr.)	18	1	24	15	4	43
MG260 Business Law I (3 cr.)	28	2	29	26	4	59
MG354 Small Business Management (3 cr.)	3	3	5	5	1	11
MG 371 Management and Organizational Behavior (3 cr.)	54	15	34	64	5	103
MK351 Principles of Marketing (3 cr.)	37	11	30	44	4	78
PA 360 Special Topics in Public Administration (3 cr.)	1	0	0	1	0	1
PA430 Research in Public Administration (3 cr.)	3	0	2	3	0	5
Criminal Justice Emphasis						
CJ 231 Introduction to Law Enforcement (3 cr.)	6	0	8	7	1	14
CJ 232 Introduction to Corrections (3 cr.)	4	0	5	4	0	9
CJ 233 Introduction to Security (3 cr.)	7	2	7	8	1	16
CJ 313 The Law of Evidence (3 cr.)	4	1	5	10	0	10
CJ 332 Institutional, Industrial, & Commercial Security (3 cr.)	1	0	3	1	0	4
CJ 345 Criminal Justice and the Community (3 cr.)	3	0	5	2	1	8
CJ 400 Constitutional Law in Criminal Justice (3 cr.)	7	1	6	7	1	14
PA 360 Special Topics in Public Administration (3 cr.)	1	0	0	1	0	1
PA 430 Research in Public Administration (3 cr.)	3	0	2	3	0	5
Fire Service Management Emphasis						
CJ 353 Emergency Management (3 cr.)	4	2	5	6	0	11
CJ 355 Homeland Security (3 cr.)	8	3	6	9	2	17
GGH 310 Geography of Terrorism (3 cr.)	1	0	4	0	1	5
PA 331 Public Organizations (3 cr.)	1	0	1	1	0	2
PA 342 Administrative Politics (3 cr.)	1	0	1	1	0	2
PA 345 Media and Public Administration (3 cr.)	1	0	1	1	0	2
PA 360 Special Topics in Public Administration (3 cr.)	1	0	0	1	0	1
PA 430 Research in Public Administration (3 cr.)	3	0	2	3	0	5

Homeland Security						
CJ 353 Emergency Management (3 cr.)	4	2	5	6	0	11
CJ 355 Homeland Security (3 cr.)	8	3	6	9	2	17
GGH 310 Geography of Terrorism (3 cr.)	1	0	4	0	1	5
HIS 319 Russia in the 20th Century (3 cr.)	0	0	3	0	0	3
HIS 333 The Modern Middle East (3 cr.)	0	0	3	0	0	3
PA 360 Special Topics in Public Administration (3 cr.)	1	0	0	1	0	1
PA 430 Research in Public Administration (3 cr.	3	0	2	3	0	5
Public Service						
EC 315 Quantitative Research Methods (3 cr.)	49	6	25	51	4	80
PA 331 Public Organizations (3 cr.)	1	0	1	1	0	2
PA 342 Administrative Politics (3 cr.)	1	0	1	1	0	2
PA 345 Media and Public Administration (3 cr.)	1	0	1	1	0	2
PA 360 Special Topics in Public Administration (3 cr.)	1	0	0	1	0	1
PA 430 Research in Public Administration (3 cr.)	3	0	2	3	0	5
PO 210 Comparative Political Systems (3 cr.)	0	0	4	0	0	4
PO 320 American Foreign Policy (3 cr.)	0	0	5	0	0	5

*Note, PA360 has not been offered online yet, as needed.

**Note, All BPA courses, PA and non-PA offered online, including yearly currently at least once, except PA360.

BPA Specialization Course Counts	**2016-17**					
	F2F	**Blended**	**Online**	**C. Center**	**Parkville**	**Total**
Business Relations Emphasis						
CS 300 Technology in a Global Society (3 cr.)	8	0	14	6	2	22
EC 401 History of Economic Thought (3 cr.)	2	0	3	0	2	5
IB315 International Business Perspectives (3 cr.)	19	8	31	23	4	58
MG260 Business Law I (3 cr.)	23	11	30	30	4	64
MG354 Small Business Management (3 cr.)	1	2	5	2	1	8
MG 371 Management and Organizational Behavior (3 cr.)	40	17	40	52	5	97
MK351 Principles of Marketing (3 cr.)	21	17	29	34	4	67
PA 360 Special Topics in Public Administration (3 cr.)	1	0	0	1	0	1
PA430 Research in Public Administration (3 cr.)	1	0	2	1	0	3
Criminal Justice Emphasis						
CJ 231 Introduction to Law Enforcement (3 cr.)	4	3	7	6	1	14
CJ 232 Introduction to Corrections (3 cr.)	5	1	5	5	1	11
CJ 233 Introduction to Security (3 cr.)	5	3	8	7	1	16
CJ 313 The Law of Evidence (3 cr.)	4	1	5	5	0	10
CJ 332 Institutional, Industrial, & Commercial Security (3 cr.)	0	0	1	0	0	1
CJ 345 Criminal Justice and the Community (3 cr.)	3	0	3	1	2	6
CJ 400 Constitutional Law in Criminal Justice (3 cr.)	4	0	9	4	0	13
PA 360 Special Topics in Public Administration (3 cr.)	1	0	0	1	0	1
PA 430 Research in Public Administration (3 cr.)	1	0	2	1	0	3
Fire Service Management Emphasis						
CJ 353 Emergency Management (3 cr.)	4	4	6	7	1	14
CJ 355 Homeland Security (3 cr.)	6	3	6	9	0	15
GGH 310 Geography of Terrorism (3 cr.)	1	0	4	0	1	5
PA 331 Public Organizations (3 cr.)	0	0	1	0	0	1
PA 342 Administrative Politics (3 cr.)	1	0	1	1	0	2
PA 345 Media and Public Administration (3 cr.)	0	0	2	0	0	2
PA 360 Special Topics in Public Administration (3 cr.)	1	0	0	1	0	1
PA 430 Research in Public Administration (3 cr.)	1	0	2	1	0	3

Homeland Security						
CJ 353 Emergency Management (3 cr.)	4	4	6	7	1	14
CJ 355 Homeland Security (3 cr.)	7	3	5	10	0	15
GGH 310 Geography of Terrorism (3 cr.)	1	0	4	0	1	5
HIS 319 Russia in the 20th Century (3 cr.)	0	0	2	0	0	2
HIS 333 The Modern Middle East (3 cr.)	0	0	2	0	0	2
PA 360 Special Topics in Public Administration (3 cr.)	1	0	0	1	0	1
PA 430 Research in Public Administration (3 cr.	1	0	2	1	0	3
Public Service						
EC 315 Quantitative Research Methods (3 cr.)	32	11	25	38	5	68
PA 331 Public Organizations (3 cr.)	0	0	1	0	0	1
PA 342 Administrative Politics (3 cr.)	1	0	1	1	0	2
PA 345 Media and Public Administration (3 cr.)	0	0	2	0	0	2
PA 360 Special Topics in Public Administration (3 cr.)	1	0	0	1	0	1
PA 430 Research in Public Administration (3 cr.)	1	0	2	1	0	3
PO 210 Comparative Political Systems (3 cr.)	0	0	2	0	2	4
PO 320 American Foreign Policy (3 cr.)	0	0	4	0	0	4

*Note, PA360 has not been offered online yet, as needed.

**Note, All BPA courses, PA and non-PA offered online, including yearly currently at least once, except PA360.

Park University
Adjunct Remuneration Schedule
(Effective Spring I 2017)

Undergraduate Adjunct Faculty Level 1 – Taught fewer than 9 courses* for Park University.

Undergraduate Adjunct Faculty Level 2 – Taught 10 or more courses for Park University.

Undergraduate Adjunct Faculty Level 3 – Taught 20 or more courses for Park University.

Undergraduate Adjunct Faculty Level 4 – Taught 40 or more courses for Park University.

*****includes courses enrolling 1 or more students

> **Note**: Undergraduate adjunct faculty levels are adjusted annually each summer and go into effect the fall I term following the adjustment.

Undergraduate Courses meeting Minimum Enrollments (all modalities)^

Course Enrollment	Level 1	Level 2	Level 3	Level 4
8-12 Students	$2,500	$2,600	$2,650	$2,700
13-18 Students	$2,700	$2,808	$2,862	$2,916
19-24 Students	$3,000	$3,120	$3,180	$3,240
25-31 Students	$3,300	$3,432	$3,498	$3,564
32-35 Students	$4,000	$4,160	$4,240	$4,320

^As of Census Date

Low-Enrollment Undergraduate Courses (all modalities)^

Course Enrollment	Level 1	Level 2	Level 3	Level 4
1 Student	$300	$312	$318	$324
2 Students	$600	$624	$636	$648
3 Students	$900	$936	$954	$972
4 Students	$1,200	$1,248	$1,272	$1,296
5 Students	$1,500	$1,560	$1,590	$1,620
6 Students	$1,800	$1,872	$1,908	$1,944
7 Students	$2,100	$2,184	$2,226	$2,268

^As of Census Date

Graduate Remuneration (all modalities)^

Number of students	Graduate
1	$300
2	$600

3	$750
4	$1,000
5	$1,250
6	$1,500
7	$1,750
8	$1,980
9	$2,214
10	$2,430
11	$2,640
12	$2,844
13	$3,042
14	$3,234
15	$3,420
16	$3,600
17	$3,774
18	$3,942
19	$4,104
20	$4,200
21	$4,200
22	$4,200
23	$4,200
24	$4,200
25	$4,200

^As of Census Date

Academic Director Pay Schedule

PRIOR FISCAL YEAR CENTER CREDIT HOURS	ANNUAL
0 - 2,000	$2,540.00
2,001 - 4,000	$3,940.00
4,001 - 6,000	$4,110.00
6,001 - 8,000	$4,890.00
8,001 - 10,000	$5,680.00
10,001 and over	$6,460.00

NOTES:

1. The remuneration schedule amounts are based on a 3 credit hour course. The calculation is proportionately modified for courses with more or less associated credit hours.
2. Each scheduled laboratory (including natural and physical science laboratory hours) or studio hour will be considered to be equal to three-quarters (.75) of a credit hour and calculated as such.
3. Course enrollment is calculated upon conclusion of enrollment adjustment period.
4. With the exception noted below for military campus centers, course caps are set at the discretion of the College Dean in consultation with the academic program leadership.

In compliance with local MOU's, a proposed course taught at a military campus center will be limited to 30 students; over 30 students may be split into two (2) sections. If courses with more than 30 students are not split into two sections, an overload of $100 per credit hour will be paid. Running a course with more than 30 students must have approval of the Education Services Officer, if applicable. (This policy does not apply to online courses or courses offered at non-military campus centers).