

# NASPAA

## Public Service Indicators

### Badging Initiative



**CIVIC ENGAGEMENT**  
**INCLUSION**  
**SUSTAINABILITY**  
**GLOBALIZATION**

# Data Committee on NASPAA Badging

The NASPAA Data Committee, at the request of the Executive Council, has developed a NASPAA Badging recognition program to identify member programs that demonstrate exemplary commitment in four possible areas.

**Civic Engagement,  
Inclusion,  
Sustainability  
and Globalization,**

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This process, including eligibility requirements, program self-evaluation, and publication of information on the program's website, ensures a commitment to continuous improvement and transparency. **Only NASPAA accredited programs are eligible for badging.**

NASPAA Badging Threshold Standards were built on the principles of **public service education**: training the next generation of students pursuing the public interest **ethically** and **effectively**. The areas of recognition were built using the blueprints set by the UN Sustainable Development Goals, specifically SDG 16, which advocates for **strong institutions** that are accountable and transparent.

Our programs have a demonstrable impact on professional **public service** and **public policy**. NASPAA Badging seeks to recognize these efforts.

**Note:** Except in the case of the 2 required indicators (the provision of 3 pieces of relevant scholarship and 3 relevant courses), programs will select an additional 2 indicators from a list of several options and do not need to meet each of the following criteria for eligibility. These distinctions are separable, and schools may choose to seek recognition for any combination of these four areas.

# Civic Engagement Indicators

Recognizing programs with exceptional focus on student engagement with the community and service learning.

For Eligibility:

**Required Indicator**

Choose two from remaining indicators for a total of four

## SCHOOL/PROGRAM LEVEL

- Concentration offered, scholarships, fellowships, and other opportunities aimed towards encouraging civic-minded students. Provide examples.
- Substantive partnerships with local organizations/government (i.e. not just on paper)
- Publicly provide list of recent (within last two years), relevant speakers/campus events.

## COURSE LEVEL

- Significant number of courses centering civic engagement. Provide 3 syllabi for public consumption.**



## FACULTY LEVEL

- Min. 10% faculty with relevant research interests (for example, community engagement)
- Provide link to 3 relevant pieces of scholarship that best exemplify program's commitment to civic engagement**

## STUDENT LEVEL

- Significant focus on service: examples may include capstone projects, service learning experiences, internships, etc. Provide examples publicly.

# Sustainability Indicators

Recognizing programs with exceptional focus on the future of sustainability through the lens of public service, with partnerships and other opportunities for students to engage in sustainable service.

For Eligibility:

- Required Indicator
  - Choose two from remaining indicators for a total of four
- ## SCHOOL/PROGRAM LEVEL

- Specialization, concentration, or certificate in area.
- Program-wide efforts to reduce waste/encourage sustainable mindfulness ("Living Green"), resources for students to learn more (provide website link).
- Substantive (ie., not on paper only) partnerships/collaboration with local organizations/government. Relevant specialization.
- NASPAA simulation site host, or part of SIM network.

## COURSE LEVEL

- Significant content focused on sustainability. Provide 3 syllabi for public consumption.**
- Use of sustainability simulations in the classroom.



## FACULTY LEVEL

- Min 10% faculty with relevant research interests (for example, water).
- Provide link to 3 relevant pieces of scholarship that best exemplify program's commitment to sustainability.**
- Relevant service (such as participation in NASPAA Sustainability working group)

## STUDENT LEVEL

- Significant focus on service in sustainability: examples include capstone projects, service learning experiences, internships, etc. Provide examples publicly.
- Significant number of students/alumni employed/interning with organizations with focus on sustainability.
- Student participation in NASPAA simulation competition.

# Inclusion Indicators

Recognizing programs with exceptional focus on inclusiveness and diversity in their curriculum, as well as their faculty and student body.

For Eligibility:

- Required Indicator
  - Choose two from remaining indicators for a total of four
- ## SCHOOL/PROGRAM LEVEL
- Specialization or concentration with significant engagement in area of diversity and inclusion such as Social Policy
  - Opportunities for scholarships and fellowships aimed towards supporting diverse students
  - Student support services offered
  - Relevant speakers to campus/panels
  - Substantive (ie., not on paper only) partnerships with offices of diversity and inclusion, etc.  
Training for GAs/ Graduate students to ensure climate of cultural competency
  - Provide NASPAA Diversity Plan for public consumption

## COURSE LEVEL

- Provide the syllabi of the 3 courses that best exemplify your program's commitment to inclusion.



## Public Service

## FACULTY LEVEL

- Provide the 3 pieces of faculty scholarship that best exemplify your program's commitment to inclusion for public consumption.
- Relevant service (such as participation in PPIA/NASPAA Diversity weekend, or committee)

## STUDENT LEVEL

- Significant number of historically underrepresented students in a cohort (min. 25%)
- Provide persistence/completion rates for underrepresented students publicly
- Significant focus on service in diversity and inclusion: examples include capstone projects, service learning experiences, internships, etc. Provide examples publicly.

# Globalization Indicators

Recognizing programs with exceptional focus on globalization, international relations and services, while fostering an inclusive environment for international students.

For Eligibility:

- Required Indicator
- Choose two from remaining indicators for a total of four

## SCHOOL/PROGRAM LEVEL

- Specialization, concentration, or certificate in area such as international affairs, development, international relations, global affairs.
- Opportunities for study in other countries (individual courses or full semesters)
- Substantive (ie., not on paper only) partnerships with international universities or organizations
- Internship or capstone opportunities regularly available with globally-focused organizations

## COURSE LEVEL

- Significant global content within 2 or more required courses. Provide syllabi for public consumption. Courses are encouraged to provide materials acknowledging the potential negative impacts of globalization.**



## FACULTY LEVEL

- Significant number of faculty (min. 10%) with primarily global or comparative research interests
- Provide 3 pieces of scholarship that best exemplify your program's commitment.**
- Regular faculty exchange or visiting faculty programs

## STUDENT LEVEL

- Significant number of international students in a cohort (min 5%).
- Significant number of graduates employed by international agencies or internationally focused domestic entities/government departments
- Significant focus on service in globalization: examples include capstone projects, service learning experiences, internships, etc. Provide examples publicly.

# Definitions

**School/Program level** - Refers to NASPAA Membership unit.

**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 Integrated Postsecondary Education Data System (IPEDS) categories for US-based programs, Non US-based programs will define their own diversity categories based upon their own context.

**Sustainable Development Goal 16** - NASPAA is a member of the Transparency, Accountability & Participation (TAP) Network, which engages organizations around Goal 16 of the UN Sustainable Development Goals to “promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.”

**Course** - The courses chosen for public provision **must have been offered at least once in the last 3 years, or will be offered in the next academic year.**



# NASPAA Badging Indicators Form

## Globalization distinction

List **required** indicators program satisfies, along with explanation and documentation for each:

1) Indicate the titles and upload the syllabi of the 3 courses that best exemplify your program's commitment to area. Use space below to explain:

2) Provide 3 pieces of scholarship that best exemplify your program's commitment. Include links to where this scholarship is available for public consumption. Use space below to explain:



List all optional indicators program satisfies, along with explanation for each and links/documentation (if required by indicator). Min. 2, use space below:



Required: Provide link to where on your website information on the above indicators is provided, programs may also list additional indicators above and beyond the minimum 4 there.

