

**MASTER OF PUBLIC POLICY ADMINISTRATION  
UNIVERSITY OF MISSOURI-ST. LOUIS  
SELF STUDY – VOLUME 1**

**TABLE OF CONTENTS**

**STANDARD 1.0--ELIGIBILITY FOR PEER REVIEW AND ACCREDITATION – p. 3**  
**STANDARD 2.0--PROGRAM MISSION – p. 4**  
**STANDARD 3.0--PROGRAM JURISDICTION – p. 8**  
**STANDARD 4.0—CURRICULUM – p. 11**  
**STANDARD 5.0--THE FACULTY – p. 29**  
**STANDARD 6.0--ADMISSION OF STUDENTS – p. 44**  
**STANDARD 7.0--STUDENT SERVICES – p. 49**  
**STANDARD 8.0--SUPPORT SERVICES AND FACILITIES – p. 52**  
**STANDARD 9.0--OFF-CAMPUS AND DISTANCE EDUCATION – p. 57**

**PROGRAM SUMMARY**

Provide summary information on the program to set the context for responses to the individual standards. The data should be the normal degree program; exceptions will be handled in the discussion of each standard.

**PROGRAM SUMMARY**

ITEM	DATA
1. Title of degree (1.3)	Master of Public Policy Administration
2. Off-Campus locations (9.1)	Ft. Leonard Wood, Missouri
3. Number of credits normally required for degree (4.3-A)	40
4. Total credits in required courses (4.21-B)	28
5. Total credits in elective courses (4.22-A)	12
6. Specializations advertised as available (4.22-C)	5
7. Number of credits which can be reduced for prior undergraduate education (4.3-B)	0
8. Number of credits which can be reduced for significant professional experience (4.3-B)	0
9. Number in faculty nucleus (5.1-B)	17
10. Number of students in degree program (6.3-D)	Full-time=26, Part-time=47, Total=73
11. Is a thesis or major professional report required? (4.3-C)	Yes
12. Is a comprehensive examination required? (4.3-C)	No
13. Is an internship available? Is it required? (4.4-B)	Yes. Required for pre-service students.

**STANDARD 1.0--ELIGIBILITY FOR PEER REVIEW AND ACCREDITATION****1.1 Eligibility**

Application for Accreditation: The Master of Public Policy Administration program at the University of Missouri-St. Louis is eligible for peer review and accreditation and it is hereby applying for peer review and accreditation.

**a. Institutional Accreditation**

The University of Missouri-St. Louis is accredited by the North: Central Association of Colleges and Schools. The date of the most recent accreditation was 1996.

**1.3 Professional Education****A. Leadership and Management Objective:**

The University of Missouri-St. Louis Master of Public Policy Administration degree is designed to provide graduate professional education in policy analysis and public administration. Its core curriculum provides substantial coursework in both areas. The program faculty has substantial experience in both the theory and practice of policy analysis and public administration. Through close and continuing contact with area practitioners, the program seeks to ensure that it continues to offer relevant training in these fields.

**B. Degree Specification:** The Master of Public Policy Administration is the only degree program offered by this unit.

**1.4 Program Length**

Initiation Date: The first student admissions into the program were the Winter 1976 semester. The first program graduations (which were of students with significant numbers of credits already earned) occurred in May, 1977.

## **STANDARD 2.0--PROGRAM MISSION**

### **2.1 Mission Statement**

#### A. Background:

##### **Program Historical Development**

Graduate work in Public Policy Administration began with the initiation of the MPPA in 1976. In its original form, the MPPA was a cooperative arrangement of the Departments of Economics and Political Science in the College of Arts and Sciences, and the School of Business Administration. The Deans of Arts and Sciences and Business Administration provided financial support for the creation of a Public Policy Administration program office, headed by a one-third time Director, and the Departments of Economics, Political Science, and the College of Business Administration jointly agreed on the course requirements for the new graduate degree program, and pledged to offer the required courses on at least an annual basis, and to ensure that they had content appropriate for graduate students in public policy and administration. The new degree program, entitled, Master's in Public Policy Administration, was approved by UM-St. Louis Senate action, and put into effect by the University of Missouri Board of Curators.

This structural form continued unchanged until 1980, when the Director of the program, feeling that more faculty continuity was needed in order to meet student needs, proposed (and secured adoption of) a revised structure under which six faculty members (two each from Economics, Political Science, and Business Administration) whose teaching responsibilities and research interests best fit with the requirements of a Public Policy and Public Administration program, would receive part-time appointments directly in Public Policy Administration. None of these appointments were for more than one-third time, they were not tenure-bearing, and they were subject to annual renewal. Units varied in the extent to which faculty appointments to the MPPA actually fit with those assigned teaching responsibilities for MPPA-related courses in the following years. As the Director of that period described the structure, it resembled the UM-St. Louis "Evening College" model, under which departments make commitments of fractions of faculty time to staff undergraduate evening courses. The departments are committed to offer the courses, the faculty listed as having evening college appointments might be the ones to actually teach the courses committed to, but departments were under no obligation to staff courses in this way, or to necessarily assign the same individuals to evening college appointments over successive years. In actual practice, appointments were the most stable, and most closely reflected actual teaching assignments, in the Department of Political Science, and least reflected actual assignments for Economics Department faculty. (The School of Business Administration occupied a middle ground in this regard.)

While this arrangement guaranteed the regularity of required course offerings, and somewhat improved faculty continuity for student advising purposes, actual program control was unclear. During the period from 1980 through 1983 it was never explicitly clear as to who controlled the MPPA and its curriculum, the founding units, Economics, Political Science, and Business Administration, or the faculty members holding formal MPPA appointments in any given academic year.

In order to clarify this situation, and in response to suggestions made in the 1983 review of the program by the UM-St. Louis Chancellor's Committee on Academic Review (CCAR), a decision was made to restructure the program during the course of the 1983-84 academic year. This restructuring, which created the current model (described in detail in later sections of this document), gave the MPPA autonomy as a freestanding unit of the Graduate School, with an independent budget, tenure-bearing faculty lines, and

explicit control of its curriculum through the creation of a new "Public Policy Administration" rubric for required course work. This new structure was approved by all relevant campus units and placed into effect at the beginning of the 1984-85 academic year. The program received accreditation in 1987 and again in 1994.

Since our last accreditation the MPPA program has added several significant elements: the Nonprofit Management and Leadership Program of the University has become a component of Public Policy Administration; we have added a Local Government Management and Leadership Program (in collaboration with our regional planning body and with University Outreach/Extension; and we have refined our degree specializations. We have also added an off-campus program (with identical core content and taught by our regular on-campus faculty) for Engineering School officers at Ft. Leonard Wood, Missouri.

#### B. Mission Statement

The formal mission statement of the Master of Public Policy Administration program may be found in the University of Missouri-St. Louis Bulletin:

The Master's Program in Public Policy Administration (MPPA) is an interdisciplinary program designed to prepare students for managerial positions in the public sector or in agencies having substantial interaction with the public sector. The program is a unit of the Graduate School and is accredited by the National Association of Schools of Public Affairs and Administration. Core faculty are on joint appointment in public policy administration and in either economics, political science, sociology, or business administration. The program includes courses in policy analysis, public administration, management, accounting, and economics in the basic curriculum. The University of Missouri-St. Louis' MPPA program differs from existing programs available in the Missouri-Illinois region in its interdisciplinary nature and emphasis on the development of analytic and administrative skills. It is designed to meet the needs of prospective full-time students, as well as those who wish to earn a degree in the evening while continuing to work. (UM-St. Louis Bulletin, Undergraduate, Graduate and Professional Catalog, 2001-2002, p. 446).

From the outset, the MPPA program has been based on an integration of policy and administration in the core. This is based on the longstanding program premise that students preparing for careers in administration need to be educated consumers of policy analysis, and that students preparing for careers in policy analysis need to be sensitive to the administrative contexts in which their recommendations will (or will not be) acted upon.

Accordingly, the program has a heavier component of policy-analytic courses than is true for many "pure" public administration programs. For example, the program requires a year of graduate work in economics.

While the program has successfully sought to increase the number of full-time students, the program was initiated to make high-quality graduate education available to already-working students in the St. Louis metropolitan area. Accordingly, all course work is taught in the evenings or on the weekend.

#### C. Mission Process:

The core of mission process definition is the program faculty. This is very much a faculty-run program. It's location in a public research university, and its continuing commitment to joint faculty appointments, always involving another discipline in tenure-track appointments, means that the program will regularly be infused by intellectual developments in the disciplines that jointly appoint our tenure-track faculty.

The longstanding interdisciplinary tradition of the program and its faculty have made the program open to an innovative set of joint activities. It's Nonprofit Management and Leadership Program has been a leader in inter-university cooperation in this field. It's Local Government Management and Leadership Program was designed from the outset to be a partnership of the UM-St. Louis public policy administration program, the east-west gateway coordinating council (our regional council of governments), and university outreach/extension.) The program serves as an editorial home of the American Review of Public Administration, itself a cooperative effort of three university public administration/public policy programs.

D. Deviation from Standards

NONE

## 2.2 Assessment

### Assessment Procedures:

The program uses a variety of assessment procedures for assessing student performance and accomplishment of program objectives. These include student and alumni surveys, review of required student exit projects by faculty committees, and ongoing consultation with other academic departments on campus. Teaching evaluations are required for all courses. Internships, which are required for pre-service students, require the completion of evaluations by both faculty and practitioner supervisors.

The program's external links through its Nonprofit and Local Government activities provide additional settings for practitioner and community feedback regarding the program and its content. These feedback procedures, which include both formal surveys and informal discussions with practitioners, form an important external check on the program's ability to meet its mission-driven goals.

Responses to surveys are shared with program faculty and will be available for review by the Site Visit Team.

## 2.3 Guiding Performance

A. Guiding Performance

The assessment process, which also includes internal faculty reviews, played a significant role in the refinement of program specializations. These changes have received final approval at all necessary levels, and take effect for the 2001-2002 academic year. They are reflected in the new campus catalog.

A review of student experience with the program's first set of specializations demonstrated that the organization of required courses, and student need for additional economics preparation, produced a pattern of course enrollment which led relatively few students to complete the specified degree specializations. Instead, students were enrolling in the individualized option for the completion of elective coursework. The

assessment process led to a revision of both core and elective requirements to produce a pattern of specialization requirements that will be more conducive to the completion of specified specializations. Revised specializations were designed by faculty committees which reviewed each specialization, and then reported to the entire Public Policy Administration faculty. These reviews also took account, where appropriate, of specific NASPAA guidelines for the field, e.g. in nonprofit administration.

(The individualized option will be retained for those students with appropriate needs for elective work not provided for in the program's specializations.)

#### B. Program Changes:

External feedback was particularly important in the development of the new Local Government Management specialization. The development of this specialization was made possible by the additional teaching resources made available to the program by the institution of the Local Government Management and Leadership Program. The Local Government Program's first Director, a very experienced former City Manager, engaged in extensive consultation with the professional local government community in the St. Louis Metropolitan Area, as well as with on-campus program faculty. (The initial Local Government Program director was co-author of an ICMA study on teaching by local government professionals in public administration programs. This report was one of the activities of the joint ICMA/NASPAA Task Force on Local Government Management Education.)

The Nonprofit specialization was designed in consultation with nonprofit administrative professionals. Regional collaborations in this field, led by our Nonprofit Program's Director, have received national and international attention.

Both the Local Government and the Nonprofit specializations tie in closely with the program's mission to:

“prepare students for managerial positions in the public sector or in agencies having substantial interaction with the public sector.”

## **STANDARD 3.0--PROGRAM JURISDICTION**

### **3.1 Administrative Organization**

#### Administrative Arrangement

The Public Policy Administration Program is a unit of the Graduate School of the University. The Program Director reports to the Graduate Dean. It has an independent budget.

Public Policy Administration now has three components: the Master of Public Policy Administration (MPPA) degree program, the Nonprofit Management and Leadership Program, and the Local Government Management and Leadership Program.

Since its inception in 1976, the MPPA program has been committed to interdisciplinary work. This commitment is reflected in the unit's structure. All tenured and tenure-track faculty are on joint appointments with other academic units. New faculty hiring is done jointly and concurrent approval of both jointly appointing units is required for a new hire offer to be made. In similar fashion, the tenured faculty of the MPPA program review and vote separately on tenure and promotion recommendations. MPPA recommendations are then submitted to the Graduate Dean. A core of MPPA faculty are on the MPPA payroll for a portion of their salaries (typically one-half), but additional faculty have from time to time been appointed to the MPPA faculty by its membership. These individuals participate and vote fully in faculty deliberations.

As a consequence of its independent budget, those jointly appointed faculty on the MPPA payroll receive separate evaluations of their performance and independent salary adjustments for the MPPA portion of their appointment. The MPPA Director makes recommendations for these adjustments to the Graduate Dean. These are approved by the Graduate Dean, subject to review by appropriate campus and university administrative authorities.

In recent years, the development of the Nonprofit and Local Government programs, and the expansion of off-campus activities, have led to the appointment of full-time non-tenure-track personnel. The Nonprofit Program Director and the Associate Director for the Ft. Leonard Wood program both have appropriate Ph.D. degrees and substantial experience. They vote as regular members of the faculty for all purposes except tenure and promotion decisions.

The Local Government Program Director is a joint hire of the Public Policy Administration program, the East West Gateway Coordinating Council (the regional planning body for the St. Louis Metropolitan Area), and University Outreach/Extension. The current director, our second, has substantial local government management experience, and holds an MBA degree. She also votes as a regular member of our faculty for all purposes except tenure and promotion.

### **3.2 Recognized Program**

#### Program Structure:

As described above, the Program Director reports to the Dean of the Graduate School, and the program is a unit of the Graduate School. This structure was put in place to recognize both the independence and the



interdisciplinary nature of the program. (Tenured and tenure-track faculty hold joint appointments in the College of Arts and Sciences and the College of Business Administration.)

The Program Director is on a .75 appointment in this position.

The 17 individuals in the faculty nucleus, eight are joint tenure-track appointments (with MPPA portions ranging from one-sixth to three-quarters), four are MPPA faculty on joint appointments (but without MPPA budgetary authority), two are MPPA faculty with full-time campus administrative appointments (but who remain active in MPPA teaching responsibilities), and three are the non-tenure-track appointees who direct Public Policy Administration activities in Local Government Management, Nonprofit Management, and our off-campus program.

### **3.3 Program Administration**

Program Management:

The Program Director reports to the Graduate Dean. When vacancies occur the Graduate Dean appoints a Search Committee. This committee contains substantial, but not exclusive, representation by MPPA faculty. After the identification of a short list and required campus interviews, the MPPA faculty makes a separate recommendation to the Dean regarding the Director position. The Graduate Dean appoints the Director.

Program decisions regarding hiring, curriculum, student standards, etc. are made by the program faculty.

### 3.4 Scope of Influence

#### Determining Influence

- A. General program policy and planning.
- B. Degree requirements.
- C. New courses and curriculum changes.
- D. Admissions.
- E. Certification of degree candidates.

For each of the topics above, the program faculty vote and decide. (The program has delegated responsibility for carrying out its admission guidelines to the Program Director.)

While the entire faculty is the nominal decision maker for the certification of degree candidates, as a practical matter completion of the Exit Project, and certification of its acceptability by the three-faculty-member review committee, completes the significant portion of degree certification. The Program Director, and Graduate Dean, review and certify that degree requirements have been met.

- F. Course scheduling and teaching assignment.

Course scheduling is determined by discussion between the Program Director and the relevant faculty member, and also by discussion with other campus units which are cross-listing courses. It is understood that course teaching needs of the MPPA degree will be met in this process.

- G. Use of financial and other resources.

The financial resources of the program are administered by the Program Director, under the supervision of the Graduate Dean. The faculty vote on significant policies, such as the use of program funds for graduate assistantships and for faculty research needs.

- H. Appointment, promotion and tenuring of program faculty.

Tenured and tenure-track faculty vote on new faculty hires (including non-tenure-track positions.) Tenured faculty vote on tenure. Faculty of higher rank vote on promotion.

**STANDARD 4.0--CURRICULUM****4.1 Purpose of Curriculum**

The MPPA curriculum is designed to provide a good fit in its required components between its public administration/management components and its policy analysis components. This is consistent with the program mission to prepare administrators able to make effective use of policy analysis and analysts sensitive to the needs and context in which recommendations will be utilized.

The program has a computer proficiency requirement, which is separate from required coursework.

Internships, for pre-service students, are designed to expose them to active and effective professionals in the field. Interns are required, through faculty-designed assignments, to integrate their internship experiences with the remainder of their degree program work.

Degree specializations, which have recently been revised, are designed to further prepare students for specific specialties. Students may, with the consent of the Program Director, also design individualized elective work, which must come from the Graduate Curriculum of the University.

**4.2 Curriculum Components****A. Background Information:**

1. Credit System: Semester
2. Length of Term: 16 weeks
3. Number of Terms: 2 per academic year (not including summer semester.)
4. Full-Time Status: Full time graduate students register for at least 9 hours. Normal graduate student registration is 9-12 hours. Registration for over 15 hours requires special consent from the Dean of the Graduate School.
5. Time Limitation: 6 years
6. Class Contact Hours: 1 credit – 16 hours; 3 credits – 48 hours
7. Numbering System: 100 - Lower Division; 200 - Upper Division; 300 - Upper Division and Graduate; 400 - Exclusively Graduate

**B. Course Distribution:**

**Table 4.2.B – Course Distribution**

<b>Common Curriculum Distribution</b>				
<b>COURSE LEVEL</b>	<b>REQUIRED PREREQUISITES</b>	<b>REQUIRED GRADUATE</b>	<b>ADDITIONAL CURRICULUM COMPONENTS</b>	<b>TOTAL</b>
<b>Lower Division</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Upper Division</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Upper Division &amp; Graduate</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Exclusively Graduate</b>	<b>3*</b>	<b>25-28</b>	<b>12-15</b>	<b>40</b>
<b>Total</b>	<b>3*</b>	<b>25-28</b>	<b>12-15</b>	<b>40</b>

**Please Note:**

- **Prerequisite PPA 408 is now a required course. This change increased total of required graduate courses to 28 credit hours. Additional curriculum components were simultaneously reduced to 12 credit hours. Total credits for degree remained unchanged at 40.**

## 4 Capable Professionals:

The synthesis of public administration/management and policy analysis in the program core is designed to produce professionals capable of intelligent, creative analysis and communication, and action in public service. Specializations are designed to enhance the ability of students in the specific areas covered by each specialization.

## 5 Assessment and Guiding Performance:

The program receives feedback on its curriculum in a variety of different ways, and then uses this information to review program structure.

Exit Projects, which are reviewed by a three-person faculty committee, form an important indicator of student work. They are particularly useful in understanding the extent to which students are successfully integrating material from various parts of the curriculum. Among the consequences of interdisciplinary service on such committees has been a greater integration of related courses: faculty with backgrounds in economics are integrating their coursework with faculty from political science. Relationships between our

two beginning quantitative courses, PPA 401 - Introduction to Policy Research, and PPA 408 - Microeconomics for Policy Analysis, has resulted from this process, as has greater integration between PPA 421 - Public Sector Microeconomics and PPA 418 - Governmental Budgeting.

Feedback from local government practitioners was critical in structuring the content of our new specialization in Local Government Management and Leadership, as was feedback from nonprofit practitioners in the structuring of our Nonprofit Management specialization.

Student surveys are required in all courses in the University of Missouri-St. Louis. Both instructors and the Program Director receive this material, and it is used in reviewing the appropriateness of specific course content. Discovery that students needed additional preparation and evaluation before beginning our quantitative sequence led to a program assistance procedure, initially structured as a “short course,” and more recently in a system where more experienced students, with partial assistantships in our Advanced Quantitative Analysis lab, are available to guide newer students through the beginnings of their quantitative course work.

The program periodically surveys all students and alumni, and has received positive feedback. One recent, and somewhat unexpected finding, was the interest shown by alumni in federal government opportunities. The program will be using this finding in its continuing discussions of curricular content.

In conjunction with the program’s 25<sup>th</sup> anniversary during the self-study year, the program commissioned the editor of the Public Administration Review to review and comment on the past quarter century, and the next, in public policy and administration. We wanted to use this material as a check on the continuing validity of our program’s basic structure. Our commentator had particularly positive things to say about the interdisciplinary nature of the program, and the interaction among its faculty. We regarded this as useful external feedback regarding our basic program form.

The Public Policy Administration program serves as an Editorial Home of the American Review of Public Administration, and the Program Director is an Editor of the journal. The regular flow of manuscripts contributes to the program’s ability to understand new trends in the field. In addition, the availability of the Journal of Public Affairs Education to faculty provides another useful vehicle for assessing program performance, and in alerting administrators as well as faculty to its findings.

#### E. Graduate Classes:

All core courses are limited to graduate students. (Senior undergraduates may petition the Graduate Dean for admission into a graduate course. Only a handful of such cases arise in practice.)

#### F. Required Prerequisites:

Students are required to demonstrate undergraduate competency in college algebra. They would be required to achieve this (without graduate credit) if they did not already possess this at admission.

### **4.21 Common Curriculum Components**

A. Required Graduate Courses – All courses are required. If, after consultation with Program Director and relevant faculty, specific coursework appears to have been covered earlier in a student’s academic career, a more advanced course in the same area is substituted. The number of credits required for the degree is not reduced, however.

B. Ethical Action: Ethical issues are covered in a wide variety of places in the required curriculum:

As examples: PPA 440 – Public Administration -discusses the “banality of evil,” the argument that “I was just doing my job.” Kettl’s Sharing Power is used to illustrate the ethics of business and contractors.

PPA 421 – Public Sector Microeconomics – discusses the uses and abuses of analysis and how they can be rigged by policy advocates. This discussion is particularly responsive to the current standard’s requirement for the inclusion of the issue of ethics in analytic techniques.

PPA 499 – Cases in Public Policy Analysis – This capstone course always contains substantial ethical content in the cases selected. At least one case (two weeks) primarily focuses on ethical concerns, but the issue is raised in virtually every case studied.

C. Curriculum Coverage:

#### Management of Public Service Organizations

Human resources – This is a main component of PPA 460 – Organizational Behavior and Administrative Processes;

Budgeting and financial processes - This is the main component of PPA 418 – Governmental Budgeting and Financial Control

Information, including computer literacy and applications – The program’s computer proficiency requirement requires meeting this standard. PPA 401 requires the students to design substantive questions that can be addressed using data and computer statistical techniques. PPA 418 requires facility with spreadsheets for budgeting. Students again demonstrate these skills in their exit project, PPA 499.

#### Application of Quantitative and Qualitative Techniques of Analysis

Policy and program formulation, implementation and evaluation – Program coursework in PPA 401, Introduction to Policy Research, PPA 410 – Introduction to Policy Analysis, and PPA 475 – Introduction to Evaluation Research Methods, all have this topic as a primary focus of coursework. PPA 418 – Governmental Budgeting, and PPA 421 – Public Sector Microeconomics also emphasize the importance of analysis.

Decision-making and problem solving – While all MPPA coursework is design to develop student abilities in problem solving and decision making, the coursework in administrative processes (PPA 460), public policy administration (PPA 440), and policy analysis (PPA 410) particularly emphasize this, as does the capstone course (PPA 419) and the required exit project (PPA 499.)

### Understanding of the Public Policy and Organizational Environment

Political and legal institutions and processes – This is a main component of PPA 440 – Proseminar in Public Policy Administration. It is returned to at the end of the program in PPA 419 – Cases in Policy Analysis.

Economic and social institutions and processes – The two-semester economics sequence – PPA 408 – Microeconomics for Policy Analysis and PPA 421 – Public Sector Microeconomics deal extensively with economic institutions, and their connections with other institutions in the policy process. PPA 418 – Governmental Budgeting - also deals significantly with economic institutions, and their political context. Social processes are a key element of PPA 460 – Organizational Behavior and Administrative Processes and PPA 470 – Introduction to Evaluation Research Methods.

## **4.22 Additional Curriculum Components**

A. Elective Design: The MPPA degree requires 12 elective credits. With the reformulation of degree specializations, it is anticipated that most new students will complete one of the specified degree specializations. Students will still be able to design an individualized set of electives, subject to approval of the Program Director.

B. Elective Courses for Broad Advanced Training: While Graduate School regulations only require that a majority of degree coursework be completed in courses limited to graduate students, the vast majority of elective coursework completed by MPPA students is in such courses.

C. Elective Courses for New MPPA Specializations:

### MANAGING HUMAN RESOURCES AND ORGANIZATIONS

#### **a. Required - 3 hours**

**PPA 449**, Human Resources in the Public Sector

#### **b. Electives - 9 hours chosen from:**

**Management 462**, Advanced Organizational Behavior And Administrative Processes

**Management 463**, Organizational Training

**Economics 480**, Labor Economics

**PPA 468**, Negotiating Workplace Conflict

**Sociology 424**, Conflict Management in Organizations

**Pol. Sci. 341**, Collective Bargaining

**PPA 495**, Internship - 3 hours (in assignment relevant to specialization)

POLICY RESEARCH AND ANALYSIS

**a. Required - 6 hours:**

**PPA 365**, Econometrics **OR**

**Pol. Sci. 402**, Intermediate Techniques in Policy Research

**AND one of the following:**

**Pol. Sci. 411**, Seminar in Policy Analysis **OR**

**Soc. 331**, Qualitative Methods in Social Research **OR**

**Soc. 366**, Applied Econometrics **OR**

**Pol. Sci. 403**, Advanced Techniques in Policy Research

**b. Electives - 6 hours** Chosen from (may include courses listed above but not counted towards specialization requirement)

**Economics 317**, Public Finance

**Economics 360**, Natural Resource Economics

**Economics 480**, Labor Economics

**Economics 490**, Advanced Topics in Economic Analysis

**Pol. Sci. 404**, Multi-Method Research

**Pol. Sci. 422**, Law, Courts, and Public Policy

**PPA 495**, Internship (in assignment relevant to the specialization)

NONPROFIT ORGANIZATION MANAGEMENT

**a. Required 9 hours:**

**PPA 391A,B,C**, Management Issues in Nonprofit Organizations (Staff Management; Legal Issues; Financial Issues)

**PPA 394**, Leadership and Management in Nonprofit Organizations

**PPA 396**, American Philanthropy and Nonprofit Resource Development

**b. Electives 3 hours (chosen from):**

**PPA 449**, Human Resources in the Public Sector

**PPA 455**, Strategic and Program Planning for Nonprofit Organizations

**Soc. 424**, Conflict Management in Organizations

**Soc. 426**, Community and Regional Conflict Intervention

**Soc. 430**, Policy Mediation Processes

**Soc. 444**, Social Policy and Community Planning

**Bus 343**, Accounting for Governmental and Nonprofit Entities

**Bus 405**, Managerial Communication

**Bus 412**, Public Policies Toward Business



**Bus 470**, Contemporary Marketing Concepts

**Psych. 412**, Social Psychology

**PPA 495**, Internship (in assignment relevant to the specialization)

### HEALTH POLICY

**a. Required 9 hours:**

**PPA 443**, Health Care Policy

**PPA 446**, Selected Topics in Health Care Policy: Comparative Health Policy

**Econ. 471**, Political Economy of Health Care **OR**

**Econ. 472**, Health Economics

**b. Electives 3 hours (chosen from):** (may include courses listed above but not counted toward specialization requirement)

**PPA 446**, Selected Topics in Health Care Policy (with different substantive area from comparative health policy)

**Soc. 447**, Health Policy and the Elderly

**Gerontology 376**, Mental Health and Aging

**Gerontology 401**, Health and Wellness in the Elderly

**Gerontology 441**, Aging and Health Behavior

**PPA 495**, Internship (in assignment relevant to the specialization)

### LOCAL GOVERNMENT MANAGEMENT

**a. Required 6 hours:**

**PPA 434**, Seminar in City Administration

### **AND EITHER**

**Pol. Sci. 470**, Proseminar in Urban Politics **OR**

**Pol. Sci. 471**, Seminar in Urban Politics

**b. Electives 6 hours:** Chosen from:

**PPA 449**, Human Resources in the Public Sector

**PPA 394**, Leadership and Management in Nonprofit Organizations

**PPA 451**, Urban and Regional Planning and Public Policy

**PPA 435**, Issues in Urban Management

**Economics 317**, Public Finance: State and Local

**Economics 470**, Political Economy of Metropolitan Areas

**Soc. 426**, Community and Regional Conflict Intervention

**Pol. Sci. 432**, Intergovernmental Relations

**PPA 495, Internship (in assignment relevant to the specialization)**

**NOTE:** Students interested in careers in local government management are strongly encouraged to take

PPA 449, Human Resources in the Public Sector, as one of their electives

**4.23 General Competencies**

Each specialization is designed to respond to expressed student interest and faculty competency. The specializations complement the core degree requirements by adding specialized work, either in policy analysis, management, or in specific topical areas such as local government management, nonprofit management, and health policy. These specializations fit the program mission of ensuring that policy analysts are well-trained in management issues, and that management specialists are well-trained in policy analysis.

The specializations ensure that each MPPA graduate has substantive competence in his or her particular area of interest. As with the degree core, specializations provide for an integration of quantitative and qualitative technique, and the utilization of English in an appropriate form for meeting professional assignments.

**4.3 Minimum Degree Requirements****A. Degree Credit Hours:**

40 credit hours. This number of credits is not reduced, except for appropriate other graduate work. Three hours of internship are required for pre-service students, as part of the 40 hour degree requirement. Students with significant public or nonprofit experience have this requirement waived, but add an additional elective course.

**B. Degree Length:**

Full-time students complete the degree in two years. There is no difference in time requirements for pre-service or in-service students. Three credits of internship are required for pre-service students. 300 hours of internship work are required for these 3 credits (in addition to academic requirements of the faculty supervisor.)

**C. Concluding Requirements:**

All students are required to enroll in PPA 419 – Cases in Policy Analysis toward the end of their degree work. This is the capstone course of the program, and requires that students demonstrate the range of analytic abilities they have developed in the course of the program.

The MPPA degree is concluded by the completion of PPA 499 – Exit Project. This one-credit course requires the completion of a substantial paper, usually conceived of as a staff paper but designed to meet the student’s individual academic and professional needs. A faculty supervisor works individually with the student in the design and completion of the project. After a draft which is satisfactory to the faculty supervisor has been completed, a three-person faculty committee meets with the student to review the paper. While the paper may be accepted “as is” after that meeting, it is common for the exit project meeting to suggest some additional revisions prior to final submission and approval.

#### D. Course Formats:

All required coursework is available in evening or weekend format. Typically, more quantitative courses meet twice a week for an hour and fifteen minutes each time. More qualitative courses, and most advanced seminars, meet once a week for two hours and forty minutes (including built-in break.) There are some one-credit intensive two day courses in the nonprofit program. Several elective courses are given in all-day Saturday format, meeting on five Saturdays from 9 to 5.

The summer seminars presented in conjunction with the St. Louis Area City Managers Association meet on Saturday mornings in off-campus locations, relevant to the specific topic of that week’s seminar. These courses meet from 9 to 12.



<b>MGMT 463</b>																
<b>ECON 360</b>									<b>C</b>							
<b>471</b>																
<b>472</b>				<b>A</b>												
<b>480</b>				<b>B+</b>	<b>B+</b>							<b>B</b>			<b>A</b>	











**❖ COMMENTS – Please Note:**

- **Student 1 took 5749 at Washington University as an elective credit transfer course.**
- **Students 2, 6, 20, 26, 28 and 32 are in the MPPA/Ft. Leonard Wood program. These were shared courses taken at UMR.**
- **Student 5 took MSA 620 at Central Michigan University as transfer credit in place of PPA 460. PSC 711, MSA 646 and MSA650 were all accepted for transfer elective credit.**
- **Student 10 took SOC 311 at UMC and it was accepted for transfer elective credit. NSG 400, NSGE522 was accepted for transfer elective credit.**
- **Student 12 covered subject matter for PPA 408 in a noncredit tutorial and took an additional elective credit instead.**
- **Student 22 took ED REM 421 instead of PPA 401. UMC 451 was accepted as transfer credit for PPA 449 and UMC 457 was accepted as transfer credit for PPA 460.**
- **Student 17 enrolled in BA 410, predecessor of PPA 408.**
- **Students who didn't take PPA 495 (Internship) were in-service students who had their internship participation waived. They took an additional elective course instead.**

**4.4 Internships**

A. Internship Design: Internships are designed to complement student coursework and give the student more intensive exposure to practitioners and their work environments, in the area of the student's career interests.

The program typically has more requests for interns than available students.

B. Internship Status – Internships are required for pre-service students, and are optional for in-service students. For pre-service students a 300-hour internship is required. Curricular changes adopted by the MPPA faculty and put in place during the self-study year reduced the number of credits awarded by a 300-

hour internship from 6 credits to 3 credits. The curricular change also made explicit a requirement that internships fit a student's area of specialization.

Students must have completed the bulk of their degree coursework before being eligible for an internship assignment. At the conclusion of the internship assignment, the faculty supervisor receives the evaluation of the professional supervising the internship. The faculty supervisor then uses this evaluation, in conjunction with academic work (typically a paper) which the faculty supervisor has required, and assigns a grade.

C.Internship Supervision: Internships require both a faculty and a workplace supervisor, and a signed agreement regarding the scope of work, both at the internship and academically, is required at the outset. A very experienced faculty member serves as internship coordinator, and meets regularly with workplace supervisors. Internship assignments are developed by the internship coordinator, who does the matching.

The program has placed 24 students over the past four years with government agencies such as mental health, forest service and city's manager's offices and with local nonprofit organizations such as FOCUS, United Way, and Edgewood Children's Center

Although the program did not have paid internships during the self-study period, we are actively working to develop such arrangements. Campus fee waiver provisions will encourage the use of agreements, already developed by the Graduate School, where the internship assignment location reimburses the University for the intern's work, and the University then pays the intern a regular graduate assistantship stipend.

D.Internship Placement:

#### **Table 4.4.D – Internship Placements**

Number of intern placements past four years:

1997-1998 – 3

1998-1999 – 2

1999-2000 – 3

2000-2001 – 3

## **STANDARD 5.0--THE FACULTY**

### **5.1 Faculty Nucleus**

#### **A. Critical Mass:**

The MPPA faculty is cross-disciplinary in nature, and includes individuals with significant academic and practitioner experience. A key feature of MPPA faculty life is the interaction of faculty across traditional academic disciplines. The program promotes the involvement of faculty in joint research and in short course interactions. The size of the faculty has grown over time, as the number of MPPA students has grown and the range of the overall responsibilities assigned to Public Policy Administration has also increased.

**Table 5.1.B – Faculty Nucleus**

<b>Name</b>	<b>Rank &amp; Title</b>	<b>Tenure Status</b>	<b>Admin. Unit</b>	<b>Degree &amp; Field</b>
Alan Artibise	Director Public Policy Research Center; Professor Public Policy Administration and History	Tenured	Public Policy Research Center	Ph.D. History
*Deborah B. Balsler	Assistant Professor Public Policy Administration and Business Administration	Tenure Track	Public Policy Admin; Business	Ph.D. Organizational Behavior
* Gerald Blasi	Affiliate Assistant Professor of Public Policy Administration and Assistant Director Public Policy Administration/Ft. Leonard Wood	Non Tenured	Public Policy Admin	Ph.D./ Political Science
*Brady Baybeck	Assist. Prof. Public Policy Administration and Political Science	Tenure Track	Public Policy Admin; Political Science	Ph.D. Political Science
*Andrew Glassberg	Director Public Policy Administration and Associate Professor Public Policy Administration and Political Science	Tenured	Public Policy Admin; Political Science	Ph. D. / Poli Sci
*Jean Germain Gros	Assoc. Professor of Public Policy Administration and Political Science	Tenured	Public Policy Admin; Political Science	Ph. D. /Poli Sci
E. Terrence Jones	Professor of Public Policy Administration and Political Science	Tenured	Political Science	Ph.D. Political Science
Carol W. Kohfeld	Professor of Public Policy Administration and Political Science	Tenured	Public Policy Admin; Political Science	Ph.D. Political Science
James M. Krueger	Vice Chancellor Managerial and Technological Services;	Tenured	Managerial and Technological	Ph.D. Business Administration

	Assistant Professor of Public Policy Administration and Accounting		Services	
*Timothy McBride	Associate Professor of Public Policy Administration and Economics	Tenured	Public Policy Admin; Gerontology; Economics	Ph.D. Economics
*George McCall	Professor Public Policy Administration and Sociology	Tenured	Public Policy Admin; Sociology	Ph.D./Sociology
*John McClusky	Director Nonprofit Management & Leadership & Affiliate Assoc. Professor in Public Policy Admin	Non Tenured	Public Policy Admin	Ph.D./Political Science
*T. Michael McDowell	Director Local Government Management and Leadership Program	Non Tenured	Public Policy Admin	Master Public Administration
Donald Phares	Professor Public Policy Administration and Economics	Tenured	Econ.	Ph.D. Economics
Lana Stein	Associate Professor Public Policy Administration and Political Science	Tenured	Political Science	Ph.D. Political Science
*Anne Winkler	Associate Professor Public Policy Administration and Economics	Tenured	Public Policy Admin; Econ.	Ph.D./Economics
*Anne Zerr	Director Local Government Management and Leadership Program`	Non Tenured	Public Policy Admin.	Master Business Administration

NOTE – All listed faculty are voting members of the MPPA faculty. Starred faculty are on the MPPA payroll. All tenure-track faculty on the MPPA payroll are on joint appointment (and partially on the payroll of the jointly appointing unit.)

Prof. Carol Kohfeld is now retired. Michael McDowell returned to a City Manager's position during the self-study year and was replaced by Anne Zerr.

**Table 5.1. C. – Courses Taught By Faculty Nucleus**

<b>Name of Faculty</b>	<b>Academic Year</b>	<b>Course #</b>	<b>Course Credits</b>	<b>Title</b>
Alan Artibise	WS00 WS01	PPA 451	3	Urban and Regional Planning and Public Policy
Deborah Balsler	FS99 WS00 FS00 WS01	PPA 460	3	Organizational Behavior Administrative Process
	Fs99	PPA 468	3	Negative Workplace Conflict
Brady Baybeck	FS00 WS01	PPA 410 PPA 401	3 3	Intro to Policy Analysis Intro to Policy Research
Gerald Blasi	FS99 FS00	PPA 394	3	Leadership/Management Nonprofit Organization
	FS99	PPA 410	3	Intro to Policy Analysis
	WS00 WS01	PPA 419	3	Case Public Policy Analysis
	WS00 WS01	PPA 449	3	Human Research Public Sector
	WS00 WS01	PPA 455	3	Strategic and Program Planning Nonprofit Organization
Andrew Glassberg	FS99 FS00	PPA 418	3	Government Budget and Financial Control
Jean Germain Gros	WS00	PPA 440	3	Prosem Public Administration
Carol Kohfeld	FS99 WS00	PPA 401	3	Intro to Policy Research
Timothy McBride	FS99 FS00	PPA 443 PPA 401	3 3	Health Care Policy Intro to Policy Research
George McCall	FS99 WS00 FS00			



	WS01	PPA 475	3	Intro to Evaluation Research Methods
John McClusky	WS00 WS01	PPA 394	3	Leadership /Management Nonprofit Organization
T. Michael McDowell	SS99 SS00	PPA 435	3	Issues in Urban Management
	SS00	PPA 434	3	Seminar in City Administration
Lana Stein	FS99 FS00 WS01	PPA 440	3	Prosem Public Administration
Anne Winkler	WS00 WS01	PPA 421	3	Public Sector Micro Economics

#### D. Course Load

The faculty handbook indicates that the normal faculty workload is 9 credit hours per semester.  
<http://www.umsl.edu/services/academic/5fwp.htm>

Faculty with active research records receive reduced teaching loads.

The Public Policy Administration Director teaches one course each semester, and one course (or the equivalent) in the summer.

#### E. Other Full-time Faculty

**Table 5.1.G – Additional Full Time Faculty**

Faculty Name	Rank & Title	Tenure Status	Administrative Unit	Degree & Field
Mary Lacity	Associate Professor	Tenured	Business Administration	Ph.D. Business Administration
Michael Harris	Professor	Tenured	Business Administration	Ph.D. Business Administration
Sharon Levin	Professor	Tenured	Economics	Ph.D. Economics



## 5.2 Professional Qualifications

Doctorate – All faculty, except for the Director of the Local Government Management and Leadership Program hold doctoral degrees.

## 5.3 Practitioner Involvement

**Table 5.3. A. – Instruction by Practitioners**

<b>Faculty Name</b>	<b>Year</b>	<b>Job Title/Agency</b>	<b>Course Title</b>	<b>Degree &amp; Field</b>
Jennifer Coats	WS2001	Assistant Adjunct Professor	PPA 408 – Microeconomics	Ph.D. Economics
Murphy, Judy	WS2000 WS2001	Part-time Instructor	PPA 391 (C) Management Issues – Financial	B. S. Accounting; CPA
Valerie Grasser	SS1999	Part-time Instructor	PPA 480 Management Information Systems	MBA
Ruger, Peter	WS2000 WS2001	Part-Time Instructor	PPA 391(B) Management Issues – Nonprofit Legal	JD

### A. Practitioner Involvement:

The program has several unique links to the practitioner community. Our Local Government Management and Leadership Program and our Nonprofit Management and Leadership Program each provide extensive opportunities for faculty and student interaction with major area practitioners in each of these fields, through short courses, informal appearances, etc.

Our ongoing arrangement for summer seminars, organized in conjunction with the St. Louis Area City Managers Association (and a direct outgrowth of the ICMA/NASPAA initiative) provides another opportunity, this time in a structured course setting, for students to not only meet with practitioners, but also to see firsthand a wide variety of local public sector work environments.

## 5.4 Faculty Quality

A. Faculty Data Sheets: This material will be found in Volume II of this report.

## B. Promotion and Tenure:

### 1. Institutional Criteria for Promotion and Tenure of Faculty:

The institutional criteria for promotion and tenure of faculty are described in the UM-St. Louis Faculty Handbook. These require evaluation of:

"teaching record, as evidenced in student questionnaires, peer and alumni evaluations, course syllabi, student achievement data, classroom visitations, letters of commendation, awards, etc."

"record of achievement in research, publication, papers read to professional societies, literary or artistic work, critiques and/or reviews including evaluations by outside scholars, at least some of which are not suggested by the nominee,"

"service record, with assessment of its nature and quality including university service such as committee work, community service of a professional nature, and service to the discipline or profession."  
UM-St. Louis Faculty Handbook, Section 02-06, Page 6

Program criteria especially emphasize the importance of external evaluations. Faculty make recommendations about potential sources for such evaluations, but the ad-personam committee (described below) and the tenured Public Policy faculty make independent judgments regarding external referees.

### 2. Procedures for Promotion and Tenure:

When a candidate for tenure is in his/her sixth year of service toward tenure, the tenured faculty form an "ad-personam" committee to gather material relevant to the tenure case. This committee must be comprised of at least three tenured faculty members. In the case of the MPPA, where all faculty are on joint appointment with another academic unit, a special arrangement has been made to avoid duplication in the collection of material. The two units agree on a joint ad-personam committee. While the number of Public Policy Administration faculty on this committee might vary the MPPA (as well as the other appointing unit) is guaranteed at least one of three places on the committee. The MPPA has decided that it will require that at least one committee member be an MPPA faculty member whose joint appointment is from a different discipline than the joint appointment of the faculty member being considered for tenure. The ad-personam committee gathers material which it submits to the tenured faculty. It has the option of making a recommendation as a part of its submission, but it is not required to do so.

In the UM-St. Louis system, promotion to Associate Professor is normally considered as a part of the tenure-granting process, though it is possible to be tenured without being promoted. A similar procedure is used with regard to promotion to full Professor, except for the absence of any time limit on making such a recommendation.

After receipt of a report from the ad-personam committee, tenured Public Policy Administration faculty make a recommendation on these questions (promotional recommendations are limited to those faculty holding the rank to which promotion is being considered.) The MPPA Director receives the faculty recommendation, adds comments, and submits a report, including the faculty vote, to the Dean of the

Graduate School. The Graduate Dean then submits a report, including any additional comments, to the Appointments, Tenure and Promotion Committee of the UM-St. Louis Senate. Since faculty are on joint appointment, the APT Committee will also be receiving comparable reports from the other tenure-bearing unit. The APT Committee has been instructed to give equal weight to the two reports. The APT Committee submits its recommendations to the UM-St. Louis Chancellor. After action at that level, they are submitted to the University President, for action and submission to the University of Missouri Board of Curators.

Special arrangements have been made in case the two units in which the faculty member holds a tenure-bearing appointment disagree with regard to their tenure recommendations. In such a case, both reports, the negative and the positive, would go forward to the APT Committee. If tenure were ultimately granted by the University, the unit that recommended tenure would have the responsibility for absorbing the entire appointment (or making arrangements for a different joint appointment) after the usual terminal year contract. Under this procedure, it would be possible for an individual to be awarded tenure even though one of the two tenure-bearing units opposed it, but the opposing unit would not have a faculty member tenured within it against its will. In fact, no such “split decisions” regarding tenure have arisen in the history of the program.

#### **5.41 Instruction**

##### **A. Quality of Instruction:**

The MPPA program continually monitors the quality of its instruction. Course evaluations are required in all courses, and faculty review of Exit Projects provides an opportunity for comprehensive review of student performance.

Advisement by students’ individual advisors, or by the MPPA Program Director, is required before registration for each semester’s coursework. This allows the program to monitor student progress toward the degree, and affords an opportunity for student feedback regarding coursework already completed.

Faculty evaluations, which determine salary increases, place significant weight on evaluations of instructional quality.

##### **B. Workload Policy:**

Normal faculty workload is 9 hours per semester, but this is reduced for active research. Responsibility for directing Exit Projects, and serving on Exit Project committees, is divided among the faculty.

##### **C. Class Sizes:**

#### **Table 5.41 C – Class Sizes**

<b>NUMBER OF COURSE SECTIONS</b>
----------------------------------

Class Size	Year 1997-1998	Year 1998 – 1999	Year 1999 - 2000	Year 2000 - 2001
1-9	23	29	21	24
10-19	5	2	9	7
20-29	2	4	3	2
30-39		4		
40-49				
Over 50		1		

D. Actual Credit-Hours Taught:

**Table 5.41 D – Actual Credit Hours Taught**

FACULTY NUCLEUS MEMBER	YEAR 1999-2000				YEAR 2000-2001			
	GR AD CR HO UR S	GR AD UN DG RA D CR HO UR S	UN DG RA D CR HO UR S	TO TA L CR HO UR S	GR AD CR HO UR S	GR AD UN DG RA D CR HO UR S	UN DG RA D CR HO UR S	TO TA L CR HO UR S
Alan Artibise	3			3	6			6
Deborah Balsler	6	3		9	6		6	12
Gerald Blasi	12	3		15	9	3		12
Brady Baybeck	3			3	3	3		6
Andrew Glassberg	6	3		9		3		3
Jean Germain Gros	6		9	15	3	3	3	9
E. Terrence Jones		6		6			3	3
Carol Kohfeld	9		3	12				
Timothy McBride	3		3	6	3			3
George McCall	6		3	9	6	3		9
John McClusky	3			3	3			3

<b>T. Michael McDowell</b>	<b>6</b>			<b>6</b>	<b>6</b>			<b>6</b>
<b>Donald Phares</b>	<b>3</b>		<b>6</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>9</b>
<b>Lana Stein</b>	<b>3</b>		<b>3</b>	<b>6</b>	<b>6</b>			<b>6</b>
<b>Anne Winkler</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>9</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>12</b>

### 5.42 Research

#### Research Summary:

As faculty members in a research-oriented university, MPPA faculty have a significant record of ongoing research and publication.

The interdisciplinary nature of the faculty means that this research covers a wide variety of policy and administrative areas. The program has directly administered grant and contract work examining welfare reform in Missouri, and has participated in the evaluation of program impact for the St. Louis County Housing Authority and for the regional planning body's Initiative for a Metropolitan Community.

As would be expected in a metropolitan setting, much, but by no means all of faculty research focuses on metropolitan issues. Topics have included the impact of a proposed new baseball stadium, and growth forecasting for the region. Several faculty books have focused on governance (and fragmentation) in the St. Louis region.

Faculty research has also examined immediate relevant topics such as performance measurement and accountability, and nonprofit contracting.

Ongoing faculty research also includes broad work on topics of importance to public administration and public policy, such as organizational routines and organizational identity, environmental justice and conflict prevention.

Health policy research has included issues in comparative health policy, health policy developments in the St. Louis metropolitan area, and rural health policy.

Faculty work has also examined the role (and income) of women in the workforce, and the role of public policy in this regard.

### 5.43 Experience and Service

#### Service Summary:

Faculty have substantial service experience. Faculty members have served as chairs of the St. Louis sections of the American Planning Association and the American Society for Public Administration, as Board Co-Chair of the St. Louis Nonprofit Services Consortium. Several faculty have extensive experience as consultants on local initiatives, such as the St. Louis Regional Report Card, the St. Louis Empowerment Zone Initiative,

Faculty have significant experience in other settings as well. One faculty member served as Executive Director of the Broome County (NY) YMCA, and another as Chair of Leadership Vancouver, and another with the San Francisco Housing Authority. The Program Director served as Director of the Office of University Relations in the Office of the Mayor of New York City, and as a NASPAA Fellow in the Office of Economic Adjustment of the Department of Defense.

Faculty serve on numerous journal editorial boards and on committees of their disciplinary academic associations.

## **5.5 Faculty Diversity**

### **A. Diversity Plans:**

The MPPA program operates within the University's Affirmative Action Plan. When there is an external search for a new faculty member, one faculty member is designated as the affirmative action advocate on the search committee. There is a campus affirmative action office and all searches are done in consultation with this individual. The affirmative action officer aids in obtaining candidates for the pool and suggesting alternative sources for advertising.

Since the last self-study, the program has added a full-time tenure-track African American faculty member, and that individual has subsequently been granted tenure and promotion to Associate Professor. In the past three years, the program (in conjunction with jointly appointing units in Political Science and Business Administration), has appointed three new tenure-track faculty members, one White Male and two White Females.

The program also takes steps to ensure student exposure to the full diversity of public administration and public policy practitioners through guest speakers. The keynote speaker (and program evaluator) in conjunction with our 25<sup>th</sup> anniversary celebrations was an African-American, as is the head of our Alumni group, who also spoke.

Our summer courses on local government management, taught in conjunction with the St. Louis Area City Managers Association, always include significant numbers of minority and female practitioners among the presenters.



B. Diversity Data:

FACULTY DIVERSITY

Tenured Professors – 4 White Males, 2 White Females

Tenured Associate Professors – 2 White Males, 1 African-American Male, 1 White Female

Tenured Assistant Professor – 1 White Male

Non-tenured Assistant Professors – 1 White Male, 1 White Female. (One new hire beginning in Fall 2001 is White Female.)

Non-Tenure Track Faculty – 2 White Males, 1 White Female

B. Faculty Searches:

For the three tenure-track searches, affirmative data on each is as follows:

Search One – 52 Total Applicants, including 14 female and five “gender unknown.” A short list of two individuals was created, including one female. The female candidate was hired.

Search Two – 41 Total applicants, including 10 females, 1 African American, and 3 other minorities. A short list of three individuals was created, including two females. Two individuals were interviewed, including one female. A male candidate was hired.

Search Three – 28 Total applicants, including 8 females, 1 African American. A short list of three individuals was created, including two females and one African American. A white female was hired.

NOTE – Provision of ethnic identification is optional on university forms, and race is unknown for many applicants.

**STANDARD 6.0--ADMISSION OF STUDENTS****6.1 Admission Goals and Standards****A. Admission Goals and Standards**

## 1. Admission Policies in Relation to Program Mission:

MPPA and Graduate School admission policies are consistent with the program mission and philosophy. Admissions requirements are set at a level that will support a demanding and rigorous course of study. However, multiple criteria are utilized and procedures are flexible enough to allow a balanced look at the overall record of achievement. There are procedures that allow students who are marginal in academic criteria to take course work and gain admittance after demonstrating the ability to successfully meet academic requirements. In summary, admissions procedures are sufficiently stringent to avoid undermining the intellectual quality of the program, but sufficiently flexible to provide opportunities for mid-career or other non-traditional students.

**B. Admission Process**

- a. Admission of full-time graduate students
- b. Admission of part-time graduate students

UM-St. Louis standards for admission of prospective graduate students are the same for full-time and part-time students. Regular admission into the Graduate School requires an undergraduate grade point average of at least 2.75 and the submission of GRE scores. (Although GRE scores are required as part of the admissions process, the Public Policy Administration faculty has voted to use them for placement purposes, especially in the program's quantitative sequence, rather than as the basis for admission decisions.) Students with undergraduate grade point averages between 2.5 and 2.75 may be admitted on a "restricted" basis. Such students must have their records reviewed after no more than 12 credit hours of graduate work, and must maintain at least a 3.0 average in that work.

Successful completion of graduate work at UM-St. Louis requires that courses included in the degree program for graduation must produce at least a 3.0 average. Degree work must be completed within six years of admission, but special circumstances, e.g. temporary transfer out of town, can be used to justify a request to the Dean of the Graduate School for a waiver of this time limitation requirement.

## c. Special admission policies

Students with undergraduate grade point averages below 2.5 are not normally admitted into the Graduate School. Exceptions can be made on two bases: for mature individuals with substantial and successful work experience since completion of undergraduate degree work, a request can be made to the Dean of the Graduate School for special permission to enroll the student. Such admissions are always made on a Restricted basis. Students who have more recently completed undergraduate work with a grade point average below 2.5 may be permitted to enroll in the University as unclassified undergraduate students. Such students usually also lack preparation in prerequisite course work which would be needed as part of

MPPA work. These students are advised of the possibility that if they register for and successfully complete this undergraduate work, they can again be considered for admission into the MPPA. Normally the program would want to see such work completed with at least a 3.0 average before making a request to the Graduate Dean for consideration for special admission. (The provisions described in this paragraph are used very infrequently, and always require special, personal approval by the Graduate Dean.)

### C. Representation:

#### a. Recruiting and retention

The MPPA, consistent with UM-St. Louis policy, has a particular concern with recruitment and retention of African American students who constitute by far the largest minority group in the St. Louis metropolitan region. Efforts are made to reach out to African American undergraduates at UM-St. Louis and elsewhere, and to mid-career African Americans. The flexibility in admissions policies mentioned above allows us to extend opportunity to students who may need additional preparation to succeed in the program.

Faculty recruitment, use of distinguished minority guest speakers, and recognition of minority alumni all contribute further to this effort.

#### b. Program environment

Faculty are committed to supporting all students in their pursuit of the degree. The program environment is very open and congenial. Students frequently comment on the pleasant atmosphere in the Program office and the courteous and efficient way their questions are answered. All students are treated well and any student that is having trouble receives extra attention to resolve the problem.

## 6.2 Baccalaureate Requirement

Undergraduate Degree:

All students are required to have a completed undergraduate degree.

## 6.3 Admission Factors

### A. Admission Factors:

Data on admissions is provided in tabular form below. As indicated above, the program follows the structure of the Graduate School in its GPA admission standards, but then provides students with additional opportunities for demonstrating, to the program and to the Graduate Dean, that they can be successful in the program.

B. Admissions Record:

As can be seen in the tabular data below, the program has been successful in the recruitment of a wide variety of different types of students. This is true with regard to full-time/part-time status, as well as gender and ethnicity.

**Table 6.3.B – Admissions by Year**

**ADMISSIONS YEAR: 1997-1998**

	Minority Female		Minority Male		White Female		White Male		Total	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Applicant	2	5	3	5	5	10	1	12	11	32
Regular Admission	1	2	2	2	5	8	1	8	9	20
Restricted	1	3	1	3	0	2	0	4	2	12
Provisional	2	4	2	5	4	8	1	9	9	26

**ADMISSIONS YEAR: 1998-1999**

	Minority Female		Minority Male		White Female		White Male		Total	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Applicant	5	3	3	1	2	10	2	11	12	25
Regular Admission	5	1	3	1	2	8	0	4	10	14
Restricted	0	2	0	0	0	2	2	7	2	11
Provisional	3	3	2	1	1	9	1	6	7	19

**ADMISSIONS YEAR: 1999-2000\***

	Minority Female		Minority Male		White Female		White Male		Total	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Applicant	6	5	8	1	3	19	10	16	27	41
Regular Admission	5	2	8	0	2	14	9	12	24	28
Restricted	1	3	0	1	1	5	1	4	3	13
Provisional	4	3	5	1	1	13	8	13	18	30

**ADMISSIONS YEAR: 2000-2001\***

	Minority Female		Minority Male		White Female		White Male		Total	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

	<b>FT</b>	<b>PT</b>	<b>FT</b>	<b>PT</b>	<b>FT</b>	<b>PT</b>	<b>FT</b>	<b>PT</b>	<b>FT</b>	<b>PT</b>
<b>Applicant</b>	<b>5</b>	<b>8</b>	<b>8</b>	<b>2</b>	<b>7</b>	<b>11</b>	<b>20</b>	<b>8</b>	<b>40</b>	<b>29</b>
<b>Regular Admission</b>	<b>4</b>	<b>6</b>	<b>6</b>	<b>2</b>	<b>6</b>	<b>9</b>	<b>18</b>	<b>4</b>	<b>34</b>	<b>21</b>
<b>Restricted</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>8</b>
<b>Provisional</b>	<b>3</b>	<b>6</b>	<b>5</b>	<b>1</b>	<b>6</b>	<b>10</b>	<b>18</b>	<b>5</b>	<b>32</b>	<b>22</b>

Please Note:

\*Includes students who participated in the Public Policy Administration program at Ft. Leonard Wood.

### C. Probationary Student Assessments:

Students are admitted on restricted basis if their undergraduate GPA falls between 2.5 and 2.75. Some additional students, with GPA's just above 2.75, may be admitted on a restricted basis if they have weaker undergraduate records in quantitative skills needed in the program.

Students who do not meet 2.5 GPA admission standards are advised that they can still qualify for the program by making a demonstration that they now have the skills needed to be successful in the program. Students are frequently advised to enroll in additional undergraduate algebra and/or economics courses. If two such courses, specifically recommended by the MPPA program, are completed with B's or better, the program then recommends special restricted admission to the Graduate Dean, who has normally allowed such registration. As an alternative, students are advised that although the GRE is not a program requirement, successful completion of the GRE with both verbal and quantitative scores in the 50<sup>th</sup> percentile or better will allow the program to recommend restricted admission to the Graduate Dean, despite a low undergraduate GPA.

Restricted admission requires successful completion of 6 or 12 hours of MPPA work with a 3.0 average or better.

“Provisional” admission means that a student appears to qualify for admission, but some piece of information is lacking at the time when an admission decision must be made. This might be a missing transcript or letter of recommendation, or might mean that a pre-service student is applying directly from undergraduate school, and admission is provisional until undergraduate graduation.

### 6.3 D Program Size

**Table 6.3. D – Program Size – Number of Students registered in Fall Term**

YEAR	FULL-TIME	PART-TIME	TOTAL	MINORITY	FEMALE	DISABILITIES
1997-1998	10	42	52	7	22	0
1998-1999	11	46	57	14	35	0
1999-2000*	16	56	72	18	45	0
2000-2001*	26	47	73	19	39	2

Please Note:

\*Includes students who participated in the Public Policy Administration program at Ft. Leonard Wood

**.STANDARD 7.0--STUDENT SERVICES****7.1 Advisement and Appraisal**

A. Advising System: All students must receive advising each semester in order to be permitted to register for the following semester. This advice is provided by the student's advisor and/or the Program Director. After completion of the advising process, the program's Administrative Assistant clears students for registration, using the University's computerized registration system. Students cannot register without completing this process.

## B. Financial Assistance:

Although the MPPS program receives no direct financial assistance from the University for student financial assistance, the program uses its own revenues, generated by grants and contracts, and its off-campus program, to support graduate assistantships for students. In each of the last several years this has produced support for three full-time students. The University supplements this by waiving tuition charges for students receiving graduate assistantships. In addition to assistantships directly provided by the program, the Public Policy Research Center has been able to support one or two students each academic year. Additional support is provided by assistantships that place students with appropriate skills in assignments in the Advanced Quantitative Lab used by MPPA and other graduate social science students.

## C. Student Attrition:

**Table 7.1. C – Students Who Are No Longer Active**

	<b>FULL TIME NUMBER</b>	<b>FULL TIME PERCENT</b>	<b>PART TIME NUMBER</b>	<b>PART TIME PERCENT</b>	<b>TOTAL NUMBER</b>	<b>TOTAL PERCENT</b>
<b>MINORITY FEMALE</b>	2	0	4	0		0%
<b>MINORITY MALE</b>	2	0	9	4	4	37%
<b>WHITE FEMALE</b>	4	0	11	3	3	20%
<b>WHITE MALE</b>	1	0	16	7	7	42%
<b>TOTAL NO LONGER ACTIVE</b>	0		40	35%	14	35%

## 7.2 Placement Service

### A. Placement Assistance:

Because most MPPA students are part-time and are not immediately seeking employment after graduation, the MPPA is able to provide individualized assistance to students needing placement. This is done by program faculty, including the Program Director. Students also have access to campus-wide placement services provided by the Career Services Office.

The program maintains an active student listserv. One of the responsibilities of a graduate assistant is the regular posting of information on job opportunities. The program's Local Government Management and Leadership Program also provides a useful vehicle through the weekly e-mail "Local Government Briefings" of the regional planning body. This briefing provides an extensive list of job opportunities. Students are regularly invited to consult with the Program Director, or other faculty with significant connections to the local job market, regarding the job application process.

### B. Number of Graduates:

**Table 7.2.B – Program Graduates**

<b>YEAR</b>	<b>TOTAL GRADUATES</b>	<b>MINORITY GRADUATES</b>	<b>FEMALE GRADUATES</b>	<b>GRADUATES W/DISABILITIES</b>
<b>1997-1998</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>1</b>
<b>1998-1999</b>	<b>9</b>	<b>3</b>	<b>7</b>	<b>0</b>
<b>1999-2000*</b>	<b>12</b>	<b>6</b>	<b>6</b>	<b>0</b>
<b>2000-2001*</b>	<b>23</b>	<b>4</b>	<b>9</b>	<b>0</b>

**Please Note:**

Includes students who participated in the Public Policy Administration program at Ft. Leonard Wood



A. Follow-up of Graduates

**Table 7.2.C1 – Followup Of Graduates – Current Employment Status**

<b>Initials</b>	<b>Date</b>	<b>Race</b>	<b>Sex</b>	<b>Employed By</b>
<b>WH</b>	<b>WS98</b>	<b>W</b>	<b>F</b>	<b>Federal Government – EPA</b>
<b>R Mc</b>	<b>WS98</b>	<b>W</b>	<b>M</b>	<b>Local Government- City Administrator</b>
<b>SW</b>	<b>SS98</b>	<b>W</b>	<b>F</b>	<b>Local Government - Accountant</b>
<b>*</b>	<b>SS98</b>	<b>W</b>	<b>F</b>	<b>State Government – Education</b>
<b>*</b>	<b>FS98</b>	<b>*</b>	<b>*</b>	<b>Local Government</b>
<b>SM</b>	<b>WS99</b>	<b>W</b>	<b>F</b>	<b>Voluntarily not in workforce</b>
<b>CHP</b>	<b>SS99</b>	<b>A</b>	<b>M</b>	<b>State Government – Education Asst. Dir Provincial Office of Education in South Korea</b>
<b>DLH</b>	<b>WS00</b>	<b>B</b>	<b>F</b>	<b>Federal Government</b>
<b>KS</b>	<b>WS00</b>	<b>W</b>	<b>F</b>	<b>Non Profit Organization</b>
<b>*</b>	<b>SS00</b>	<b>*</b>	<b>*</b>	<b>State Government</b>
<b>LW</b>	<b>SS00</b>	<b>B</b>	<b>F</b>	<b>Private Business</b>
<b>GN</b>	<b>FS00</b>	<b>W</b>	<b>F</b>	<b>Non Profit Organization – Development Administrator</b>
<b>PF</b>	<b>FS00</b>	<b>W</b>	<b>M</b>	<b>Private Business – Financial Analyst</b>
<b>*</b>	<b>FS00</b>	<b>*</b>	<b>*</b>	<b>Federal Government</b>
<b>MV</b>	<b>WS01</b>	<b>W</b>	<b>F</b>	<b>Local Government</b>
<b>HI</b>	<b>WS01</b>	<b>W</b>	<b>F</b>	<b>Local Government-Health Administrator</b>
<b>CH</b>	<b>WS01</b>	<b>W</b>	<b>M</b>	<b>Local Government</b>
<b>JA</b>	<b>FS00</b>	<b>W</b>	<b>M</b>	<b>Federal Government Military**</b>
<b>BF</b>	<b>FS00</b>	<b>B</b>	<b>M</b>	
<b>WP</b>	<b>FS00</b>	<b>W</b>	<b>M</b>	
<b>SS</b>	<b>FS00</b>	<b>H</b>	<b>F</b>	
<b>TS</b>	<b>FS00</b>	<b>W</b>	<b>M</b>	
<b>JW</b>	<b>FS00</b>	<b>W</b>	<b>M</b>	

**Please Note:**

- Information gathered from a survey submitted to both current and alumni students. Students had the option of anonymity.
- Participants in the Public Policy Administration program in Ft. Leonard Wood.

**Table 7.2.C2 – Followup of Graduates – Summary**

<b>Employing Organization</b>	<b>Total Graduates</b>	<b>Minority</b>	<b>Female</b>	<b>Persons w/Disabilities</b>
<b>Federal Government</b>	<b>3</b>	<b>1</b>	<b>1</b>	
<b>Federal Government – Military</b>	<b>6</b>	<b>2</b>		
<b>State Government</b>	<b>2</b>		<b>1</b>	
<b>Local Government</b>	<b>6</b>		<b>3</b>	
<b>Non Profit Organization</b>	<b>2</b>		<b>1</b>	
<b>Private Business</b>	<b>2</b>			
<b>Employed in Home Country</b>	<b>1</b>	<b>1</b>		
<b>Unemployed</b>	<b>1</b>		<b>1</b>	

## **STANDARD 8.0--SUPPORT SERVICES AND FACILITIES**

### **8.1 Budget**

#### **A. Budget Process:**

The MPPA budget is prepared by the Program Director, and submitted to the Graduate Dean for approval.

Salary recommendations form the single largest part of this exercise. This activity is performed independently by the program for faculty on joint appointment. The Program Director consults with the head of the jointly appointing unit, but makes an independent recommendation to the Graduate Dean, based on activity relevant to the Public Policy Administration program. This is then approved by the Graduate Dean, after discussion with the Program Director. The Public Policy Administration program, as a unit of the Graduate School, has an independent salary raise pool.

The University of Missouri has no pay scales. Instead, each unit, including Public Policy Administration, receives a percentage raise allocation. The Program Director recommends individual salary adjustments to the Graduate Dean consonant with the total size of the available pool. The Graduate Dean makes the salary recommendation for the 75% of the Program Director's salary that is attributable to Public Policy Administration.

Public Policy Administration also has an Expense and Equipment budget, which is administered by the Program Director under guidelines approved by the Public Policy Administration faculty.

The most significant item in the program's budget process is the use of reserves and five year smoothing. This procedure provides the program with incentives to develop additional funding sources and to use them over time, rather than on a one-time all-or-nothing basis. This allows more efficient planning in the allocation of resources. Growth in this area has been a significant source of additional student assistantship and faculty travel and research support.

The Ft. Leonard Wood program (discussed in Section 9) has been one such source of additional funds. Under an agreement with the Chancellor's office, any funds produced by the program above and beyond program costs fully accrue to Public Policy Administration for the first three years of the activity. We are currently completing our second year.

The program also generates funds through short courses. We have an ongoing relationship to deliver a "Chancellor's Certificate in Public Administration" to the International Association of Clerks, Recorders, Election Officials, and Treasurers (IACREOT). These short courses are taught by our regular faculty, who receive additional compensation for doing so. Funds generated by this activity above and beyond program costs also accrue to Public Policy Administration, and get added to the reserves.

Although the Local Government Management and Leadership Program and the Nonprofit Management and Leadership Program have budgets separate from the Master of Public Policy Administration, they are part of the same unit (and also administered by the Director of Public Policy Administration.) It has been possible to use revenues generated within these activities for assistantship support for Public Policy Administration students.

B. Budget Sufficiency:

Although total budgeted resources for the program have been growing only slowly, the program's ability to generate and use external funds in an efficient way has meant that budgetary resources have been generally sufficient for the program's purposes. The interdisciplinary nature of the program, and its system of cross-listed courses, has also meant that the program has access to resources beyond its direct budgetary allocation. While the program could provide its core needs out of the funds directly allocated to it, the system in place allows for an enhanced set of available courses and faculty expertise.

The University has been using a system of "reallocations" over the past several years to provide funds sufficient for annual average raise pools in the 4 to 5% range. Public Policy Administration has met these reallocations by surrendering portions of its "hard money" Expense and Equipment budget. This has not had material effect on the program since funds from our reserves have been sufficient to make up for these losses.

For FY 1999-2000, the total Public Policy Administration budget included \$273,508 in our Salary and Wage (S&W) account, \$21,767 in our Expense and Equipment (E&E) account, and a carryover positive balance of \$139,194.

For FY 2000-01, the total Public Policy Administration budget included \$284,446 in the S&W account and \$22,130 in the E&E account. The positive carryover balance at the beginning of the 2000-01 fiscal year was \$108,920, but this did not include all incoming Ft. Leonard Wood program revenues.

C. Salary Information:

Detailed faculty salary information will be made available to the Site Visit Team during their visit.

## 8.2 Library Services

### A. Library Support:

The Thomas Jefferson Library is the main library available at the University of Missouri-St. Louis. It is a full government document depository and is well staffed with experts in the retrieval of public policy and administration documents. Library holdings in public administration, public policy, and urban administration are extensive. The library can secure any book not in its collection through inter-library loan, and computerized catalogs allow access to this system, and the placement of requests, from outside the library itself.

Key journals in the library collection include (but are not limited to):

Administration and Society  
Administrative Law Review  
Administrative Science Quarterly  
American Economic Review  
American Journal of Economics and Sociology  
American Journal of Evaluation  
American Journal of Political Science  
American Journal of Sociology  
American Political Science Review  
American Review of Public Administration  
American Sociological Review  
Canadian Public Administration  
Governance  
Governing  
Human Resource Management  
Indian Journal of Public Administration  
International Review of Administrative Sciences  
Journal of Policy Analysis and Management  
Journal of Human Resources  
Journal of Politics  
Journal of Urban Affairs  
Legislative Studies Quarterly  
National Tax Journal  
Nonprofit and Voluntary Sector Quarterly  
Nonprofit Management and Leadership  
Polity  
Policy and Politics  
Policy Studies Journal  
Policy Studies Review  
Political Quarterly  
Public Administration  
Public Administration and Development  
Public Administration Quarterly  
Public Administration Review  
Public Budgeting and Finance

Public Management  
Public Manager  
Public Personnel Management  
Public Finance Review  
Review of Public Personnel Administration  
Social Science Quarterly  
State and Local Government Review  
State Legislatures  
Urban Affairs Review  
Urban Studies

B. Library Program Role: The Program Director regularly reviews collection adequacy with library personnel. Faculty can suggest additional acquisitions needs. The UM-St. Louis Thomas Jefferson Library has a particularly responsive and expert staff in the fields of public policy and public administration.

### **8.3 Support Personnel**

Personnel Assistance:

The Program shares support personnel with the Gerontology Program. The two units share two full-time staff members, one of whom concentrates on program administration and the other on program finances. Tenure track faculty are all on joint appointment and also have access to support personnel through their jointly-appointing units. Personnel allocations are sufficient for unit needs, and the program has the financial capacity to hire additional support staff as needed. Lack of space availability for any such staff is a major constraint on the program.

### **8.4 Instructional Equipment**

A. Computer Support:

All faculty have up-to-date computer equipment (including individual printers.) A campus program makes a new desktop computer available to each faculty member on a three-year replacement cycle. The program supplements this with assistance for printers and any additional needed software.

There are many student computer labs on campus, including one specifically designed for advanced students in the Social Sciences. This lab is staffed by graduate assistants (including MPPA students with appropriate background) and has a designated non-tenure-track faculty administrator. All students have access to campus-provided dial-up services for access from off-campus locations.

B. Audio-Visual Support:

The campus has a substantial Instructional Technology Center, which supports faculty needs in audio-visual as well as other computer-assisted technologies.

## **8.5 Faculty Offices**

Office Arrangements:

All faculty have private offices in the Social Sciences and Business/Tower complex.

The program is dependent on offices made available by other units for space for several of its non-tenure track personnel, and additional space is needed if the program is to continue to expand.

## **8.6 Classrooms**

Classroom Arrangements:

Classrooms are modern and appropriate for seminar-type graduate instruction.

Numerous classrooms are equipped with desktop computers for each student and the program's quantitative courses, PPA 401 and PPA 418 are regularly taught in such classrooms. Many other classrooms have Internet access, and the program has access to a laptop computer and projection system that can be used in such classrooms.

## **8.7 Meeting Area**

Meeting Area Arrangements:

The program lacks its own meeting areas, and is dependent on borrowed space from other units for faculty meetings, etc. These have routinely been available. The program also lacks appropriate meeting space for students, although the single office available for our graduate assistants serves this purpose in a de-facto way. The new, and very well-supplied Millenium Student Center provides many settings for informal student interaction, and settings for events such as meetings with alumni and our 25<sup>th</sup> anniversary celebration events during the self-study year.

Additional space is definitely required.

## **STANDARD 9.0--OFF-CAMPUS AND DISTANCE EDUCATION**

### **9.1 Definition and Scope**

Off-Campus Sites:

Army Engineer School, Fort Leonard Wood, Missouri

(NOTE - For Academic Year 2001-02 the program will be experimenting with a distance video offering of its curriculum at Mineral Area College. While not specifically a part of self-study year activities, evaluation of this experiment will be a significant agenda item for the program in the 2001-02 academic year. The experiment, requested by the campus administration and approved by our faculty, involves one distance video course in each of the two regular semesters. These will be taught by our regular faculty. There is no distinction in admission procedures between students enrolling in these classes and students enrolling in our regular on-campus program.)

In the Fall 2001 semester, one of our faculty members will teach a core course only to distance students at Mineral Area College. In the Winter 2002 semester, one of our faculty members will teach a core course both to distance students at Mineral Area College and simultaneously to on-campus students. Our faculty will evaluate the functionality of this experiment before deciding whether to proceed further. The campus has an ongoing relationship with Mineral Area College that provides on-site support mechanisms for such activities.)

The Fort Leonard Wood program, which does not differ significantly from our on-campus program, was developed subsequent to the most recent campus review by the North Central Association. Missouri requires no special permission is required for the delivery of programs to military installations in the state. The development of the program was reported to the central administration of the University.

Programs at Mineral Area College are a regular part of University of Missouri-St. Louis activities.

NOTE – Further discussion in Section 9 refers specifically to our program at Ft. Leonard Wood.

### **9.2 Program Mission, Assessment and Guidance**

The Master of Public Policy Administration program at Fort Leonard Wood is a special program available to officers in the Career Captains Course of the Army Engineers. This is a program for newly-promoted Captains, to prepare them for command and advancement within the Army Engineers. (Ft. Leonard Wood serves as a training center for several such programs.)

For a number of years, the Army Engineers have had a relationship with the University of Missouri's engineering campus, the University of Missouri-Rolla, which is located approximately 25 miles from Ft. Leonard Wood. The University of Missouri-Rolla provides a Master's program in Engineering Management, which is available to those officers with undergraduate degrees in



engineering or related fields. Such individuals make up approximately half of the enrollees in the Army Engineers' Career Captains Course.

The Army has sought a mechanism to make an appropriate, accredited Master's program available to those officers without this type of undergraduate training. In the course of varied University of Missouri-St. Louis discussions with administrators at Ft. Leonard Wood, the possibility of offering our Master of Public Policy Administration degree was raised.

Our faculty insisted from the outset that we would proceed with such an arrangement only if its core content was essentially identical to that provided for on-campus students. This is the understanding under which we undertook this program.

Because students have career interests in engineering-related areas (as well as more generally in public administration), our faculty agreed that work provided by the University of Missouri-Rolla and taught by their faculty would be appropriate for meeting our elective requirements. Our arrangement with the Army Engineers, and with the University of Missouri-Rolla, provides for our acceptance of master's level coursework in courses in engineering management and related civil engineering areas.

All core courses for the MPPA degree are taught by University of Missouri-St. Louis faculty. All except two courses are taught by the same full-time faculty who teach these courses on campus. Two courses are taught by an adjunct faculty member, who holds a Ph.D. in Economics from Texas A&M University, and who is a regular on-campus instructor as well.

Our faculty travel to Ft. Leonard Wood to teach their courses, and we contract with the long-established University of Missouri-Rolla office at Ft. Leonard Wood to handle initial stages of course registration, assignment of classrooms, initial processing of financial aid applications, and similar issues.

We teach the program to a once-a-year cohort, with all enrollees proceeding through the program together. Students are released from active duty for the completion of their coursework. Completion of the entire program takes 13 months, and students meet all degree requirements that on-campus students would meet.

There are, of course, certain unique features to the delivery structure. Our normal courses meet for 16 weeks, for 2 ½ hours per week. Our Ft. Leonard Wood courses meet for eight weeks, with each course meeting for a full day of at least five hours of class time.

The elective work offered by the University of Missouri-Rolla is modeled on their long-standing Master of Engineering Management arrangements. Under that system, the Dept. of Engineering Management at UMR identifies material in the Army's Career Captain's Course that parallels graduate work in their own program. They then "top up" that work with instruction by their own faculty. In practice, this means that students complete UMR electives by registering for one hour of course credit, taught by UMR faculty. UMR identifies the equivalent of two course hours within the content of the Career Captains Course and then awards the full three credits that comprise a graduate course.

We teach the bulk of the core of our program in an intensive sixteen-week schedule, when officers are released from all other responsibilities. Our willingness to begin such an arrangement was

based on feedback from University of Missouri-Rolla faculty, who strongly praised the motivation of the students they had taught in their related program. We have arranged for this period to approximately fit with our university's summer break, and faculty who teach in the program are given the choice of either extra compensation or an academic year course reduction.

Our faculty also felt that since many Army Engineer officers would be pursuing post-military public service careers in any event, that we could make an important contribution to preparing these students for both the similarities and differences they would find in a professional civilian environment.

Our program's arrangement with our university provides that the surplus of revenues over expenses generated by the program go entirely to our program, and are used to support additional assistantships for our on-campus students. (This funding arrangement is a part of the "five year smoothing" budget arrangements discussed in Section 8.1 of this report.)

The self-study year included the first year of operation of the Ft. Leonard Wood program. We are currently in our second year. Feedback from the first year was very positive, and enrollments increased by 50% for the second year. (Utilizing feedback from the first cohort, we have fine-tuned the program by strongly encouraging an earlier start on program Exit Projects.) We have also appointed a full-time non-tenure track faculty member (with both a Ph.D. and a J.D. and with prior experience in the administration of accredited MPA programs) as Associate Director of our program with special responsibility for the Ft. Leonard Wood program. He receives course release for providing this administrative service.

### **9.3 Program Jurisdiction**

The MPPA faculty approved this off-campus program and approved the University of Missouri-Rolla elective work that is included in it. Admission standards are identical to the on-campus program, the program core is identical to that offered on campus, and the faculty is substantially identical to those teaching the program on campus.

### **9.4 Curriculum**

The Ft. Leonard Wood program is identical in its core with our on-campus program and meets the same program mission. Elective work provides an integrated set of courses that further prepare students for administrative responsibilities in the Army Engineers and in civilian administration (particularly in public works and municipal administration.) The only distinction is the waiver of the on-campus program requirement for in-person presentation of Exit Projects. Exit Project review is instead conducted by e-mail.

### **9.5 Faculty**

The faculty is substantially identical with those teaching on campus.

### **9.6 Admission of Students**

Admission standards and procedures are identical to those used for on-campus students.

### **9.7 Student Services**

We join with the University of Missouri-Rolla in providing on-site support at Ft. Leonard Wood with two administrative staff, and have appointed a full-time on-campus faculty member as Associate Director for the Ft. Leonard Wood program. The Associate Director maintains regular contact with all students.

### **9.8 Support Services and Facilities**

The Ft. Leonard Wood Army Engineer School is a teaching facility on a par (or better) with the best-equipped and most modern university facilities. Excellent computer classrooms are available. We use the Engineer Library for reserve material, and students have full access to the libraries of the University of Missouri-Rolla, approximately 20 miles away. Students also have Internet access to the extensive set of library materials available to on campus students (including large numbers of full-text journals,) and can access this material through their local dial-up accounts at Ft. Leonard Wood.