



CHANGE THE WORLD FROM HERE

**PROGRAM RESPONSE TO INTERIM REPORT OF
THE COMMISSION ON PEER REVIEW AND ACCREDITATION
(COPRA) OF THE NATIONAL ASSOCIATION OF SCHOOLS OF
PUBLIC AFFAIRS AND ADMINISTRATION (NASPAA)
FROM THE MPA PROGRAM AT THE UNIVERSITY OF SAN
FRANCISCO**

January 31, 2012

**Catherine Horiuchi, DPA
Associate Dean, Graduate Management
Programs
School of Management
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117
Phone: (415) 422-2132
E-mail: cmhoriuchi@usfca.edu**

TABLE OF CONTENTS

INTRODUCTION 1

ITEM 1: STANDARD 1.1 MISSION STATEMENT	1
ITEM 2: STANDARD 1.2 PERFORMANCE EXPECTATIONS.....	2
ITEM 3: STANDARD 1.3 PROGRAM EVALUATION.....	8
ITEM 4: STANDARD 2.1 ADMINISTRATIVE CAPACITY.....	11
ITEM 5: STANDARD 3.3 RESEARCH, SCHOLARSHIP AND SERVICES	13
ITEM 6: STANDARD 4.3 SUPPORT FOR STUDENTS	15

APPENDIX: SELECT MPA NUCLEUS FACULTY ACTIVITIES RELATED TO THE MPA PROGRAM MISSION	17
---	-----------

**PROGRAM RESPONSE TO INTERIM REPORT OF
THE COMMISSION ON PEER REVIEW AND ACCREDITATION (COPRA) OF
THE NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND
ADMINISTRATION (NASPAA)
FROM THE MPA PROGRAM AT THE UNIVERSITY OF SAN FRANCISCO**

January 31, 2012

INTRODUCTION

On August 15, 2011, the MPA Program at the University of San Francisco (USF) submitted its Self-Study Report to the Commission on Peer Review and Accreditation (COPRA) of the National Association of Schools of Public Affairs and Administration (NASPAA). On December 13, 2011, the program received from COPRA its Interim Report, which included a request for response to six items in the Self-Study Report regarding our compliance with NASPAA accreditation standards. This report responds to each item using the six referenced standards as an organizing framework.

Item 1: Standard 1.1 Mission Statement

“The Commission seeks information on the manner in which the needs of employers were considered in developing the mission statement and how the population of employers is considered in guiding the performance of the program.”

Needs of employers were considered in developing the mission statement

The MPA program sought guidance from employers throughout the development of its mission statement as noted in Section 1.1.4 of the University of San Francisco Self-Study Report (SSR). The employers we focus on, and who seek our graduates, are those who hire or promote our generally in-service students, whose public service mission involves direct services with a social justice emphasis. This is in the context of a Jesuit university noted for “walking the talk of faith doing justice in very concrete ways” (Catholic Relief Services letter to the USF President, Stephen A. Privett, S.J., November 2011). Many of our in-service students are themselves employers who reviewed and responded to one or more draft mission statements. Many program adjunct faculty members are employers, and a special meeting was held with adjunct faculty to discuss and revise the mission statement prior to finalization. Several full-time faculty members have ongoing relationships with professional associations and public sector organizations at the local, county, regional, and state levels of government that employ USF’s MPA graduates, and they have used those to inform other faculty in the development of the MPA mission statement.

Consideration of the population of employers guides program performance

Three principal mechanisms are used to develop employer input. First, full-time faculty members have numerous service and research contacts with the community that employs our graduates. Second, employers are frequently invited as guest speakers for classes and networking opportunities, where students and faculty and the employer community can discuss together current issues facing public organizations and how MPA students or graduates can contribute. Third, the MPA program seeks employer input via boards, first the College of Professional Studies Advisory Board, and now in the School of Management's Public Administration Advisory Board (with some continuing membership across both boards). Whenever advisory boards meet, all program faculty are briefed as a follow-up by the program director and any other faculty attendees via the regular faculty meetings. More extensive listings of board memberships, complete information on guest speakers, events, and other documents, are among the materials assembled and available for review by the Site Visit Team.

Item 2: Standard 1.2 Performance Expectations

The Commission seeks information on how the program has established observable goals, objective and outcomes to match the program mission of “transforming learning into acts of consequence to serve our communities, especially the most vulnerable among us.”

The Commission seeks information about the population of students, employers and professionals that the program intends to serve and how these satisfy the program mission. In other words, who are the students? What kinds of industries do they come from and return to? How do their ultimate placements and duties objectively reflect the particular elements of the mission approved by the program?

The Commission further seeks information about specific program goals and how they advance the knowledge, research and practice of public affairs, administration, and policy and how these satisfy the program's particularly stated mission.

The Program has established observable goals, objectives and outcomes that match the program mission of “transforming learning into acts of consequence to serve our communities, especially the most vulnerable among us.”

Numerous examples evidence goal achievement as students traverse the curriculum. For example:

PA 611: Students read the public administration literature on “big questions” and then develop their own big questions. These are discussed and evaluated for the quality of student reflection and evidence. The creation of a “big question” involves discussion of power, voice, and agenda setting, all key elements of identifying vulnerabilities and

mechanisms that allow issues of marginalized communities to be surfaced and addressed. Acts of consequence by students range from assigned to extracurricular voluntary actions large and small, from community activism to running for public office.

PA 613: Students develop real-world cases and responses to current dilemmas in assigned projects. For example, one reviewed Stanford Hospital's quality control tracking systems related to surgical procedures, with recommendations for quality control tracking to improve monitoring and prevention of surgical errors.

PA 644: Teams of four students develop real-world strategy analyses. They interview staff or review documents for specific nonprofit organizations serving vulnerable communities, for example through a food bank, and Big Brothers Big Sisters. Final reports and presentations include recommendations that organizations can apply to improve service to vulnerable communities.

PA 688/698: One student developed a survey instrument, then administered it city-wide as part of needs assessment for a city; through that needs assessment the student identified social and safety program area improvements such as a recreation center for an after school program. Among other outcomes, this resulted in changes in community policing.

Observable course outcomes are brought into general faculty discussion as a continuous improvement process across the program. At the end of each term or occasionally midway, depending on assignment and immediacy of improvement opportunity, faculty discuss observed student products as part of ongoing revision of the curriculum and the program. Further, a newly introduced feature at faculty meetings is a brief segment at each meeting where faculty discuss their current research, some derived from classroom activity and course development.

Who are our students? What kinds of industries do they come from and return to? Their ultimate placements and duties objectively reflect the program mission.

We have estimated that over the past ten years approximately 80% of students work for government (including healthcare-related) agencies, 15% work for nonprofit (including health) organizations, and 5% work at private (including health) firms. Alumni survey return rates of approximately 35% have most recently indicated a reduction of direct government employment and more work for non-profit and private firms in partnership with government agencies. Government employers of our students include city and county governments, law enforcement (we have an undergraduate public administration degree with a law enforcement leadership emphasis and some of these students continue into the MPA program), state and federal employment, and constituent services for state and local elected officials. Most seek advancement to managerial or executive rank; for those already in managerial or executive positions, their aims vary between higher rank or a transition to directed activities in a different agency. More extensive reporting on students and alumni are among materials assembled and available for review by the Site Visit Team.

Our program mission goals advance the knowledge, research and practice of public affairs, administration, and policy.

The MPA program mission statement regarding “transforming learning into acts of consequence to serve our communities, especially the most vulnerable among us,” is tantamount to a “self-evident truth” in our Jesuit-based education, and it is reflected throughout the program as students learn public administration theory and practice, through faculty choices of readings, assignments, and projects. It is also visible in faculty choices in their research and professional community involvement. This program mission is reflected in two specific goals:

- ***Educate students to be compassionate and effective leaders***
- ***Prepare students to initiate and facilitate interactions ... to provide ethical and workable solutions to societal needs, effective practices and achievable, humane policies.***

To address COPRA’s request for further information, it is helpful to define “acts of consequence” as it applies to the MPA program. An act of consequence in public administration is any service to the community that makes public services more efficient, more effective, or more accessible, especially for the most vulnerable among us. These “most vulnerable” communities establish the context for teaching public sector skills: budgeting, policy analysis, organizational development, technology, and many other skills. Topics for class work and faculty research include: children, the poor, the incarcerated, recent immigrants, the LGBT community, communities of color, non-English speaking, un-educated or under-educated, the disordered due to unaddressed drug or alcohol addiction or other mental health constraints. To compassionately and effectively apply public sector resources to meet the needs of these communities, students must understand societal structures, the tools of organization effectiveness, both organizational and fiscal, informed by research on how others have addressed societal problems.

The curriculum is designed so students learn the management, leadership, and analytical skills needed to serve these communities; the career portfolios of our current students demonstrate how our students achieve these goals. Positions held by our MPA alumni validate their success in achieving the goal of “transforming learning into acts of consequence to serve our communities, especially the most vulnerable among us.”

Curriculum, Syllabi, and Course Activities

Jesuit social and educational values are evident in curriculum development and in the selection of readings, in the writing of course syllabi and lesson plans, and at faculty meetings. Whenever faculty members revise courses, others have opportunity to review them and look for opportunities to add value-laden readings and exercises. Senior faculty members also spend time with new faculty members to assure they have opportunity to

learn and experience what it means to teach at a Jesuit institution. This faculty mentoring is in addition to faculty orientations and activities at the university and school level such as hosted writing or spiritual retreats. The faculty orientation toward Jesuit values is communicated to students throughout the curriculum and is manifest in student work. For example, one MPA program student as part of her technology practicum in PA 638 entered the first NASPAA YouTube “60 Second Challenge” video competition. She submitted her film on the Tenderloin (one of the poorest areas in San Francisco) and interviewed managers and co-workers regarding her agency’s outreach and services for “the most vulnerable among us”. MPA students have taken the program’s mission to heart and in their work.

Central to the mission of the University of San Francisco is the preparation of men and women to shape a multicultural world with generosity, compassion, and justice. The University’s Vision, Mission, and Values Statement speaks to the institution’s commitment to actively serving the local, national, and international communities: “The University’s core values include a belief in and a commitment to advancing a culture of service that respects and promotes the dignity of every person.” This mission permeates all aspects of the institution, including student learning and faculty development, curriculum design, program and degree offerings, alumni relations, publications, and a host of other institutional features. This university-wide mission is embraced by the MPA program.

The University of San Francisco, founded in 1855, has a long history of service to the citizens of San Francisco and the world. Throughout the 19th century, the Jesuit school encouraged its faculty and students to provide social services to the people of San Francisco in hospitals, schools, homeless shelters, soup kitchens, and prisons. This legacy of community service is evident today. We are one of few national universities that require all undergraduates to complete a service-learning course to graduate; and the university has more than 50 student organizations and six living-learning communities dedicated to community service. Due to this community outreach, the Corporation for National and Community Service has placed our university on the President’s Higher Education Community Service Honor Roll for five years in a row. In 2009, the University of San Francisco was ranked as one of the 100 top universities in the nation for civic engagement in a study by Westfield State College entitled “Saviors of Our Cities,” and was among a select group of 62 universities in 2006 to receive the Carnegie Foundation community engagement classification for both curricular engagement and outreach and partnerships. In 2011, the *Washington Monthly* ranked USF 12th of 258 national universities on a combined measure of staff and student community service. University President Stephen A. Privett, S.J., was chosen in July 2010 to serve as chair of the California Campus Compact, a coalition of leading universities and colleges that works to advance civic and community engagement on their campuses.

The University of San Francisco each year awards faculty, staff members, and students who distinguish themselves by their community service. In 2010, Monika Hudson, an assistant professor in the Department of Public and Nonprofit Administration and a nucleus faculty member in the MPA program, won the prestigious faculty service

learning award. The awards committee noted, “In the three years since her appointment as a full-time faculty member in the School of Business and Professional Studies, [Hudson] has supervised over 99 service-learning projects involving 49 different community partners.” In 2011, Dr. Hudson also won the University’s Ignatian Service Award, given to the one faculty or staff member during the year who best represents “an exceptional commitment to the service of students, the University, and the community at large, in light of the religious and moral legacy of St. Ignatius.”

MPA courses directly reflect the mission statement regarding “transforming learning into acts of consequence to serve our communities, especially “the most vulnerable among us.” Students study and write papers, analyze cases and exemplars, and are exposed to practices, skills, and core-value driven practices in the public and nonprofit sectors that lead to the creation of “acts of consequence.” Students also study the leadership practices needed to create “acts of consequences” at the individual, team, organizational, community, and institutional levels. In PA 644, one instructor draws on a range of examples from Jesuit history, including the murder in 1989 of six Jesuits in El Salvador, their housekeeper, and daughter, which eventually led to political and societal change in that country. Many other specific course examples in listed in the Appendix, and additional material is also available for review by the Site Visit Team.

Students illustrate their mastery of essential public management knowledge and skills associated with serving the community in PA 650, the Integrative Seminar capstone` where students, among other assignments, work through a set of case study analyses. The instructor’s feedback to in-class cases, and other faculty reviewers of the final case as has been analyzed and extensively detailed in our Self Study Report, Section 5.3, provide evidence of the extent to which each student has mastered the MPA curriculum. Each case study targets a different body of knowledge useful in serving the community.

- The case study of the Seattle Public Utilities Company involved the merger of the water, wastewater, drainage, solid waste and engineering services. Students apply knowledge of the practice of public management in assessing issues in merging diverse public service entities, including leadership, customer service, regional relations, and social implications of merger.
- The case focused on organizational change in a medical center in Portland, one with a strong religious mission, attempting to accommodate insurers’ determination toward cost control while maintaining an approach to patient care that fulfilled the spirit of its mission. Students critique the efforts to address this challenge.
- This case reported on financial cutbacks at the Washington State Department of Social and Health Services. Students focused on finding effective ways to cut the budget so that the impact on populations served would be minimized.

These capstone seminar cases typify routine student opportunities to test, extend and apply public management knowledge and skills to social issues and problems. The

completeness and reflection with which they respond to case scenarios is one indication of student potential to apply the research and techniques covered in classes in a variety of work settings.

Student mastery of case method or other frameworks for shaping effective service, while useful, may not be sufficient to translate knowledge into acts of consequence. Many students choose to study at the University of San Francisco because they already have this interest; the curriculum invites each student to recognize in himself or herself a passion for public service. Student commitment is reflected in the career development portfolio as well as in the choice of career paths. Below we present data that indicate both the career portfolio and the career path choices of alumni reflect this commitment to contribute to the common good and to perform “acts of consequence.” Our students hold positions that provide meaningful public service and contribute to the development and improvement of their communities, including the most vulnerable.

Career Portfolios

Second year MPA program students develop career portfolios that speak to the type of student who enrolls in the University of San Francisco MPA program. It expresses what they hope to achieve in the program and their professional or personal goals. These address COPRA’s request for further information regarding “*the population of students, employers and professionals that the program intends to serve and how these satisfy the program mission. In other words, who are the students? What kinds of industries do they come from and return to?*” Below is a representative sample of student comments.

“After a year doing contract work with Blue Shield of California as a business analyst, I worked with the Alameda County Community Food Bank in Oakland. At the Food Bank I worked in Development and enjoyed the project management and event planning elements very much.”

“From a longer-term perspective, (i.e. 10 year from now), I am interested in consulting or perhaps working in some sort of advocacy role for a regional or national organization. I have particular interest in advocating for the elderly as well as abused children.”

“My long-term goal is to establish and manage companies that will train disadvantaged youngsters in computer technology. I plan to gain experience as a manager with the federal government and then build companies in low economic areas locally and abroad in places such as Jamaica that will train the disadvantaged in the use of computers.”

“I plan on actively participating in volunteer opportunities by lending my time and resources to non-profits and organizations geared toward health issues and women and children.”

“Many times throughout the course of the last two years I have found myself discussing the fate of public agencies after the departure of the Baby Boomers. Public Safety is not exempt from this pending vacuum of talent...”

“Currently, my dream is to work for the city government, being able to work with community development leaders for improving the quality of life in Silicon Valley.”

“I aspire to be a director within Human Services Agency, particularly in the Department of Aging and Adult Services. My high ethical standards, skills, and determination will propel me toward this goal.”

“My career goal is to stay within the public sector, hopefully for a water utility such as Zone 7, EBMUD, or SFPUC. I find it quite rewarded to work for an agency that provides life’s most precious resource – water...”

“I felt compelled to move from tax administration to a field where I felt I might make some small difference in improving the quality of people’s lives.”

“[W]hen I worked in the city’s Office on Aging, I saw the big intergenerational disconnect. I started a program... introducing high school students that were in “life assessment” classes on the myths of aging... I would bring three different age seniors (one in her 60’s, one in her 70’s and one in his 80’s) with me as a panel to talk with the students.... In bringing three different aged seniors, and different genders, with very different backgrounds, the students were able to really grasp how unique each person who is older really is, and appreciate their life experiences.”

“I would also like to develop a listing of health care professionals who are willing to accept a tax deduction in return for providing foster children with services for prom, dinner dates, interviews, and other special occasions and to teach them about maintaining their appearance themselves, and tips on how to do at home grooming once per month.

“Public agencies such as the Sheriff’s Office do a poor job when it comes to succession planning and identifying future leaders.... My goal is to seek out talent at the Sheriff’s Office and groom the next generation of leader.”

“Another role I have taken on during the last two years is as Commissioner of the Santa Cruz County Latino Affairs Commission. I was appointed to this commission by the County Board of Supervisors and as part of this group, am able to work on issues that affect Latinos and other minorities in this community.”

“My immediate post degree plan is to reflect on the two years of learning and create a strategy to develop and apply what I have learned. One approach I am considering is creating and conducting trainings for managers at my agency to help hone their skills as leaders in our agency....After two years of graduate school and eager to make changes at work, I feel the most immediate contribution I can make to my agency is to share the knowledge I have gained.”

“My goal is to provide executive leadership to an organization that serves a purpose in the community and to engage my peers in learning. I plan to continue to collaborate with partners in the community and to earn positions of leadership outside of my organization.”

“I greatly enjoy working for a mission driven organization and am proud to be a part of the YMCA movement. I have found that my education is better utilized at this level of community intervention than if I were in policy making or working in another sector of health and fitness... Being a leader in the policy making and procedures that are in place to improve the health and wellness of communities is an exciting and rewarding product of my profession, a field that I will certainly influence.”

Item 3: Standard 1.3 Program Evaluation

“The Self-Study presents a set of carefully described principles of theory and discourse but do not explain how specific program performance outcomes produced by the program will advance knowledge and research in the field and how they will design and record measures that assure that the program achieves its mission of “pursuing complementary research, transforming learning into acts of consequence to serve our communities, especially the most vulnerable among us.” They should also make clear how the results of their assessment activities are incorporated into program operations.

The Commission requests further information about how the program links performance outcomes to the contributions it intends to produce to advance the knowledge, research and practice of public affairs, administration, and policy related to your mission. The Commission seeks further information about how the results of the program's ongoing assessments are incorporated into program operations to improve student learning, and particularly faculty productivity and graduate's careers."

The MPA program links program performance outcomes to its contributions to advance the knowledge, research and practice of public affairs, administration, and policy

MPA faculty engage in significant scholarly research in a range of areas that address the practice of public affairs, administration, and policy, including "complementary research" which transforms learning into "acts of consequence to serve our communities, especially the most vulnerable among us." The Appendix provides numerous examples of research involving vulnerable populations. Overall, this research informs course design and selection of learning objectives, introducing students to recent and classic public administration research, demonstrating the challenges faced by administrators, managers, and the street-level work force that serves vulnerable populations. This research also guides classroom discussion and promotes in students the goals of the MPA program and the university mission to offer "undergraduate, graduate and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others."

Results of the program's ongoing assessments are incorporated into program operations to improve student learning, and particularly faculty productivity and graduate's careers

The Self Study report extensively discussed how the reviewed cases studies from the PA 650 Integrative Seminar capstone provide a major source of ongoing program assessment to improve program operations and student learning, supplementing any single course's assessment as occurs throughout each academic year. Similarly, faculty have used student feedback on longer term benefits from the policy analysis work in PA 632 to increase use of cases in other courses that require students to succinctly and accurately define a problem, correctly interpret the social-political context of possible alternatives, apply economic and ethical principles in analysis, consider stakeholders and examine closely implications of implementation. Several different assessments of students' production indicate whether the curriculum develops in them the capacity to formulate reasonable and feasible recommendations that can be implemented in the contexts provided. Ongoing assessment allows us to review and revise teaching methods or assignments when evidence indicates that students have less than expected mastery, and serves as an indicator of our excellence as an academic program. We believe continuous review enhances the quality of our teaching, and "closes the loop" through program improvement wherever opportunity presents.

Ongoing assessment is included throughout the curriculum. Writing exercises, as assessment tools, are extensively used in courses. For example, each student is evaluated on a written bibliography and a written case study analysis in the introductory course, PA 611 Public Administration as a Field and Practice in Contemporary Society. These early writing assignments serve as benchmarks so faculty can assess the effectiveness of teaching in later classes, assessing whether students improve their quality of writing, argumentation, use of source documents, use of public administration literature, and application of relevant examples. Students write analyses of scholarly articles in several courses. Assessment tools include course projects, written analyses of problem situations involving the most vulnerable, student demonstrations to community leaders and agencies that address vulnerable populations as outlined more extensively in the Appendix. Reflection papers at the conclusion of several classes provide an assessment of what topics and practices are learned by the students, as well as the extent to which practices in the classroom are then applied by students in their community settings.

Assessment has produced significant program improvements, among them major syllabi revisions, course restructuring, improved student surveys on expectations at the beginning of the course, updated readings and texts; and the incorporation of more examples and cases where public response derives from actors across the public, nonprofit, and private sectors. Courses also make increasing use of the range of information that is not textual, such as publicly available and popular media such as TED Talks, You Tube videos, NPR audio cases, and podcasts from other universities, government, and industry sources, and some use of program and school specific social media. We have also incorporated into program courses additional leadership practices and exercises from leadership programs that our faculty have designed and delivered in other settings.

Ongoing assessment and incorporation of changing professional standards in course curriculum has a corollary effect of a faculty better informed on how to improve itself and program outcomes for its students. For instance, courses have been recently modified to include current research by the US Veterans Health Administration, supplied directly from former US Undersecretary for Veterans Affairs Dr. Kenneth W. Kizer to faculty teaching the PA 688/698 Directed Studies course. The section on performance evaluation in PA 611 reflects the experience of a faculty member who serves on the California State Performance Management Council. Faculty research on twelve case studies of the American Recovery and Reinvestment Act (ARRA) provides more insights for students and colleagues on the range of factors and multiple frames affecting organizational performance. PA 633 has been updated by faculty with extensive experience in city management, incorporating faculty research on fiscal sustainability in local government. A Haynes Foundation grant has funded faculty research on local government leadership and strategy, informing collaterally the School of Management and MPA program strategic planning processes as well as improving the student experience in PA 544 Strategic Planning and Implementation.

Student surveys have also served as agents of program improvement. Student-designed surveys in PA 670 Quantitative Methods brought together program perspectives of

multiple cohorts in multiple locations, as well as indicating student facility with questionnaire design, administration and analysis. The students shared results with faculty which in turn responded with course modifications to increase practice of the quantitative techniques most used in their working environments and more detailed explanation of less commonly experienced quantitative methods. Surveys conducted of first year MPA in the introductory course, PA 611, asked for their understanding of the program and major topics current in their experience of public administration. Responses from these surveys were shared with all MPA faculty by e-mail and discussed in the next faculty meeting, suggesting where faculty might reconsidered or insert work in upcoming courses to increase coverage of certain current issues in the field. Faculty also use student surveys and feedbacks within courses, during any given semester. For example, also in the introductory course, an initial in-class assignment led student groups to develop three questions on expectations of the course, which the student then administered. Based on survey results, class sessions were adjusted or modified, and additional explanations of assignments and topics were made, responding directly to the expectations raised by students. During the Site Visit, we will provide other examples of program improvements based on ongoing program assessment, according to the Site Visit Team's specific interests.

Item 4: Standard 2.1 Administrative Capacity

“The Self-Study describes substantial restructuring of the governance surrounding the program over the past several years, and an ongoing initiative to replicate the MPA program in a fully online mode of delivery. The Self-Study further indicates that currently 42% of courses are taught by Part-Time faculty. While the Self-Study indicates the program autonomy is high in all areas, the Commission seeks further elaboration of how substantial self-determining influence is assured under the new structure for the current and online MPA programs. Are the program’s curricular, administrative and student affairs governed by the nucleus faculty? How are these provision assured in the new school structure and in the creation and delivery of the online program? How will the delivery of the online program impact the percentage of Full Time faculty teaching in the program?”

Substantial self-determining influence is assured under the new structure for the current and online MPA programs

The Commission correctly notes that the MPA program’s location within the university and school structure has undergone significant movement. In each revision of location, the capacity of the program to exhibit self-determining influence has been maintained, even arguably increased.

The current governance structure for the Master of Public Administration fully supports the program’s mission and delivery. It includes Catherine Horiuchi, Associate Dean for Graduate Management Programs; Michael O’Neill, Department Chair for Public and Nonprofit Administration (the department covers undergraduate and graduate programs in public administration and nonprofit administration, one of which is the MPA); and

Richard Johnson III, Public Administration Programs Director. Each works closely with others and with the MPA nucleus faculty to coordinate program planning, curriculum offerings, assessment, scheduling, and assurance of resource adequacy. All three individuals are also nucleus faculty members in the MPA program.

The program's curricular, administrative and student affairs are governed by the nucleus faculty

The MPA Program met frequently and extensively, two years of bi-weekly meetings, following the transition from the College of Professional Studies to our current locus within the School of Management. Currently the Department of Public and Nonprofit Administration meets monthly to review and update courses, standardize syllabi and textbooks across multiple course sections, revise course descriptions and learning outcomes, and develop new courses and program offerings. Full-time nucleus faculty members are fully involved in all governance issues, teach at main and regional campuses, and contribute to the launch of the online MPA program. Recent examples of MPA faculty governance include the change to lengthen the program from 36 units to 39 units, a slight increase in the length and the number of contact hours in each course, the replacement of the Directed Studies with the Policy and Program Evaluation course, and the introduction of the course on Strategic Management of Public Communications.

Some administrative and student affairs functions are centralized in the school rather than distributed to departments and programs. The Associate Dean for Graduate Management Programs, a member of the nucleus faculty, is tasked with assuring the MPA program, along with other graduate management programs, has all recognized needs met. The School of Management has an ongoing initiative to assess and distribute administrative resources wherever economies of scale do not apply.

The program is assured these provisions in the creation and delivery of the online program

The University of San Francisco is initiating a small number of online programs that enhance and extend its mission capacity. Its commitment to online programs exemplifies how Jesuit education is adapting to the needs of dispersed and diverse learners so they may live as “men and women for and with others”. These programs fit strategic initiatives on widening our student base utilizing innovative programming and alternative teaching and learning modalities, applying current knowledge of distance education technologies to promote active learning and interactive student engagement with faculty.

The University has for some time offered online and blended courses, most notably in its professional programs. In January 2012 the School of Nursing launched its MS in Nursing (MSN) online program. The MPA online program will use the same professional technical and instructional design support and the same 24/7 technical support services that are available to faculty and students in the MSN program. The online MPA program and the University's technical support systems for online education share a commitment to a student-centered curriculum that reflects our program, school and university mission.

The University has encouraged full participation by the MPA nucleus faculty in the governance of the online curriculum and in the development and launch of the online MPA program. As stated in our Self Study Report, the MPA program faculty seek to replicate, to the highest level possible under the online modality, the content and faculty-student relationship central to our on-ground Master of Public Administration degree program.

The online modality for the MPA program, scheduled to start in August 2012, will serve a geographically and professionally diverse student population, committed to individual success, who exhibit the adult learning characteristics of self-directed learning readiness, self-regulation, and self-efficacy, and who are drawn to the mission, vision, and values of the MPA program and the University. The curricular design offers a course sequence allowing students to complete the degree requirements with an average of 6 units per semester, the same rate as in the on-ground program. With the exception of the first two semesters of ordered foundation courses, and the capstone Integrative Seminar, course sequencing allows students to plan and advance their learning according to individual availability, financial capacity, level of commitment, and other pressures typical of working adult learners, the same community with which the MPA program has long experience. Online MPA students must achieve the same program learning competencies, goals, and course-specific outcomes at the same level as students in the on-ground program.

The delivery of the online program will not adversely impact the percentage of full-time faculty teaching in the program

The online MPA will be delivered entirely by MPA faculty from the University of San Francisco. Extensive planning of faculty requirements has been done to assure a sufficient number of full-time faculty members are available to teach both the online and on-ground programs, maintaining our full-time/part-time and AQ/PA faculty balance. This planning will be routinely matched to enrollment to assure this balance is maintained. New faculty will not teach solely online, but will follow the current and long-established faculty practice of mixed loads at the main campus and in the regions. Nucleus faculty has committed, in the majority if not unanimously, to developing and teaching online, just as they teach in the regions.

Item 5: Standard 3.3 Research, Scholarship and Services

“The Self-Study Report summarizes the expectation of the program and University with respect to faculty research and service, but does not explain how these expectations relate to this MPA program’s specific mission. The Commission seeks further information about how research and service expectations are linked to the mission. In particular how does the program define, measure and assure “complementary research” and “transforming learning into acts of consequence to serve our communities, especially the most vulnerable among us” with respect to the standards for faculty performance.”

With respect to the standards for faculty performance, the program has used collegial practices to assure “complementary research” and “transforming learning into acts of consequence to serve our communities, especially the most vulnerable among us” but is considering codifying that into a program-level standard practice

Sections 3.3.2 and 3.3.3 of the self-study directly list faculty performance that we consider “complementary” to the curriculum and mission. In our conversation with our COPRA liaison, it was suggested the MPA faculty might adopt a statement on research, separate from any guidance on promotion and tenure from the school or the university or our faculty association (USFFA). This guidance might specifically state why we have adopted mission language around "complementary research" at a Jesuit institution with a social justice orientation and a traditionally teaching-oriented faculty load. As pre-tenure faculty can attest, teaching six courses a year while maintaining an active, credible and coherent research agenda can be challenging. This suggestion of the COPRA liaison is under review at the present time by the nucleus faculty.

We define complementary research as research that is aligned with our faculty’s teaching responsibilities and their specializations within the areas of public administration and that reflects the concept of teacher-scholars. Teacher-scholars are dedicated to their research, but also feel that it is important that their research directly relates to their teaching responsibilities. In addition, the research of our faculty should also reflect our mission of “transforming learning into acts of consequence to serve our communities, especially the most vulnerable among us.”

An analysis of the publications listed in MPA faculty curriculum vitae indicates that our faculty’s research addresses a variety of vulnerable populations and issues critical to understanding how to serve vulnerable groups: Elderly, homeless, juvenile delinquents, pregnant teens, people with disabilities, prisoners, ethnic minorities, the uninsured, and gay, lesbian, and transgender populations. Some of the topics that inform research on how to work with vulnerable populations are: diversity and cultural competence, social justice, mental illness, mediation and advocacy. A select of MPA faculty books, book chapters, articles, and presentations is in the Appendix.

Complementary research informs classroom instruction, thereby helping students to develop an understanding of the relationship between instruction, research, and service. The statement below describes how one instructor integrates his research into courses:

“My current research on local government leadership, strategy, and fiscal sustainability gives me a range of examples and best practices that I share in the classroom for PA 611. The findings on strategy from this research I share in class in teaching PA 644. The research I have done in 2011 ... gave me examples of federalism, intergovernmental relations, and performance management best practices that I used for examples in PA 611. The research I am doing on ... state agencies ... I applied in PA 611 for the section on program evaluation and performance management. I also will apply these examples in PA 613 on organizational performance. All of this research helps with PA 698 directed studies both in helping students with the process of researching and writing, and helping me be familiar with a wide range of research sources that I can direct students to for their research.”

Another faculty member stated:

“My research and consulting (pro bono) in the area of prison reform and prison arts programs fits well with the program mission and values. My research informs my teaching (and mentoring of students) in the Independent Study course (directly related to assisting students in research design and implementation) and in the Program and Policy Evaluation course (to be taught). I also have applied my research and consulting in the organization theory course(s)--undergraduate and graduate--that I've taught. I anticipate teaching policy analysis in the future which is directly related to my research and consulting interests/activities.”

Our MPA faculty is also actively engaged in community service, including serving as tutors for disadvantaged youth, coordinating service learning projects, supervising internships, and serving on community councils and boards. Some specific services include the Arts in Prison program, the Over-Flowing Cup Breast Health Program, serving as an instructor for the Online Refugee Education Project, the Jesuit Commons in Malawi and in Kenya. MPA faculty members are role models addressing the needs of the most vulnerable populations around the world, as well as conducting research related to this population (elaborated in the Appendix).

Item 6: Standard 4.3 Support for Students

“The Self-Study Report indicates that over half of the program’s graduate placements were unknown. Also, there is the statement in 6.1C on budget that alumni relations/services were adequate to maintain mission but not for improvement. The Commission requests the program provide further information on how it tracks students to job placement and how the program assesses its mission without this important outcome information.”

The program has room for growth in tracking students to job placement and how the program assesses its mission success

Acknowledged, the summer 2011 telephone survey of graduates undertaken to populate the Self Study Report chart 4.3.4b reached only 47% of MPA graduates for the two years prior to the Self Study Year. Our data on graduates is, however, more comprehensive. We have other records, including Alumni Office files, on 1,180 MPA graduates from 1978 to 2010, out of a total of 2,365 MPA graduates during those 32 years. Since the submittal of the Self Study Report we have completed a second round of calls to the graduates referenced in table 4.3.4b, Employment Statistics. All these data are readily available to the Site Visit Team for further inspection and review.

Most of our MPA students are employed fulltime, and promotions are common within the agencies where students already work. Nevertheless, COPRA’s inquiry underscores the program’s need for and interest in enhanced student support services and alumni networking and tracking, particularly in an era where employment opportunities in the public sector have become more limited due to budgetary pressures. Toward this end, Interim Dean for the School of Management Mike Webber has enhanced school-level

alumni relations and made improved tracking a top priority for all students in the School of Management.

Consistent with the current employment landscape for students and graduates, career services are improving within the School of Management for undergraduate and graduate students, including MPA students. A new position, Director of Career Services, has been filled and provided with staff support. The School plans to further increase the capabilities and capacities of its career services division to meet the professional needs and expectations of its graduate students, including all MPA students. Networking opportunities with alumni are also increasingly available for undergraduate and graduate students in the School of Management, and individual faculty continue to work with students to enhance their employment options. Among the many activities that have been recently organized for graduate students in the School are workshops on resume writing and interview techniques, internship and job introductions, and employment and career guidance.

The School of Management recognizes, and students have expressed, that one of the major reasons for pursuing the MPA is to purposefully advance one's career. Currently we are focus outreach to public organizations in the greater Bay Area to establish secure and reliable employment pipelines for our graduates. Resources will be available to achieve our objectives. We have already made progress by reorganizing our alumni statistics, increasing the amount and accuracy of our alumni data, increasing our presence on social media sites, building a school-level alumni leadership council, and planning further alumni events for the coming year. Our efforts will establish a robust and sustainable alumni network that will bring tangible benefits to the School of Management and the graduates of its Master of Public Administration program.

**Appendix: Select
MPA Nucleus
Faculty Activities
Related to the MPA
Program Mission**

MPA Nucleus Faculty Activities Related to the MPA Program Mission

MPA nucleus faculty members are committed to fulfilling the program mission through teaching, research, and service. Below are select examples of the mission-related activities and achievements in each of the three principal areas of faculty member responsibility, especially with respect to transforming learning into acts of consequence to serve our communities, especially the most vulnerable among us.

Professor Larry Brewster

Teaching

PA 620, Leadership Ethics course with select course learning outcomes listed (among others) and tested by means of student reflection papers and two in-class exams:

- Identify principal areas of ethical concern in organizations (theoretical reading, and case studies often based on government, educational, nonprofit, and select for-profit organizations, serving underprivileged populations, and their related policies).
- Discuss practical ways to increase the ethical awareness in organizations (class discussion, case study groups, in-class activities and simulations).
- Discuss the extent to which there are unique ethical concerns in the public sector.

PA 698/688, Independent Study course (replaced by Program and Policy Evaluation course for cohorts, starting in Spring 2012); students write a comprehensive evaluative analytical report, often selecting topics and organizations related to serving minority populations and vulnerable societal groups:

- Understand how research findings can be used to inform organizational decision making.
- Be able to plan, develop and prepare a balanced analysis of a well-researched organizational issue or problem.

Attain a level of expertise on a specific work place/organizational issue or problem which can serve to heighten the student's professional standing.

Research

Books:

Black Voices from Inside the Walls: The History and Meaning of African-American Prison Art, Co-author, Peter Lang Publishing, to be published in September 2012.

The Public Agenda: Issues in American Politics, 5th ed., Wadsworth, 2004.

A Primer of California Politics, 2nd ed., Wadsworth, 2004.

Book Chapters:

"Arts-in-Corrections: A Path of Discovery," in *Contemporary Issues in Criminal Justice: A Research-Based Introduction*, ed. Jeffrey Chin, et al., Looseleaf Law Publications Inc., anticipated publication, March, 2012.

Journal Articles:

"A Qualitative Evaluation of the California Arts-in-Corrections Program," *Paddfish*, Mount Marty College's National Literary Journal, #5, July 2011.

"*The California Arts-in-Corrections Music Programme: A Qualitative Study.*" *International Journal of Community Music*, Volume 3, Number 1, November 2010, pp. 33-46.

Conference Papers:

"Brothers and Sisters in Pen: In Search of Self," Modern Language Association 2011, Los Angeles, CA, January 6-9, 2011.

"Artists in Prison: Coloring Bleak Today's, Reforming Hopes for Tomorrow-- Revisited," Academy of Criminal Justice Sciences Conference, San Diego, CA, February 23-27, 2010.

Service

- Advisor (*pro bono*), Stepping Stone, San Diego, CA 2010 to present.
- Advisor, Just Say No On Drugs, San Mateo, CA, 2002 – 2004.
- Principal advisor to the National Association on Drug and Disability in developing grants with the Robert Wood Johnson Foundation and the California Department of Alcohol and Drug programs (total: \$1.6 million). Assisted in grant preparation to the Federal Center for Substance Abuse Treatment and the National Institute on Drug Abuse (pending).
- Board of Directors, William James Association, Santa Cruz, CA, 2010 to present.
- President, Board of Directors, National Association on Drug and Disability, 2002 – 2009.

Associate Professor Richard Callahan

Teaching

PA 611, Public Administration as a Field and Practice in Contemporary Society course with select course learning outcomes listed (among others) and tested by means of reflection papers, structured class discussion, group case analyses, and a group project:

- Identify ethical, legal and political issues and values distinguishing the role of the public sector manager from other professionals in society, developing core value driven leadership for social change.
- Apply critical thinking through application of varied frames and models to developing options for addressing complex public organizational challenges.
- Forming a mutually supportive cohort as a learning community for common studies over the next two years and into your professional careers.

PA 698/688, Independent Study course (replaced by Program and Policy Evaluation course for cohorts, starting in Spring 2012); students write a comprehensive evaluative analytical report, often selecting topics and organizations related to social change, extending public and nonprofit services to underserved communities, vulnerable societal groups, in research on the region, nationally, or internationally.

PA 613, Management and Organization Theory course with select course learning outcomes listed (among others) and tested by means of a reflection paper, structured class discussion, an article analysis, a group analytical project and a presentation:

- Developing a deep understanding on the dynamics and factors that drive public sector organizational performance, with application to improving the service and outcomes.
- Elaborate on the contemporary research on organizations addressing the complexity and diverse range of social and community needs.
- Develop recommendations for changes that improve the performance and contribution of specific and actual public or nonprofit organizations.

PA 644, Strategic Planning and Implementation course with select course learning outcomes listed (among others) and tested by means of a reflection paper, structured class and online discussion, a strategy case analysis, a strategy model design developed and presented:

- Understand the core elements of strategy: outcomes, measures, assets, behaviors, values, stakeholders, environmental analysis, pitfalls or obstacles, and engagement processes.
- Application of strategy in advancing outcomes and core values in your professional work.
- Forming a mutually supportive cohort as a learning community for understanding and applying strategy.

Research

Book Chapters:

Callahan, R. (2008). *"The Future of Public Sector Leadership"*. Book chapter in *Innovations in Public Sector Leadership Development*. NAPA/ M.E. Sharp Publishers.

Journal Articles:

Callahan, R. (2012) *"Moving From Magical Thinking: Fiscal Sustainability in Local Government"*. *National Civic Review*. Forthcoming.

Pisano, M. and Richard Callahan. (2012) *"Los Angeles County Fiscal Sustainability"* *National Civic Review*. Forthcoming.

Callahan, R., Mark Pisano, Alisson Linder. (2010) *"Leadership and Strategy: A Comparison of the Outcomes and Institutional Designs Of the Alameda Corridor and Alameda Corridor East Projects."* *Public Works Policy and Management*. 14(3).

Conference Papers:

- 2011 Haynes Foundation Funded Conference on Fiscal Sustainability and Local Government. Facilitator for research findings discussion from four case studies. University of Southern California, October, 2011.
- 2011 2nd International Conference on Performance Management and Leadership, "Strategy and Leadership Case Studies in Performance Management". Plenary Session. October, 2011. Portland, Oregon.

Service

- 2011, Los Angeles Police Department, design and delivery of leadership workshop and program for Command staff, rank of Captain and above, Los Angeles, CA.
- 2011, Advisor, program design, and facilitate delivery for Mayoral delegations from Aguacalientes and Progreso, Mexico.
- 2010- 2011, Asian Resource Center, Sacramento, CA, strategy and organizational development advisor to the Executive Director.
- 2009- 2010, California State Department of Toxic Substance Control, Performance Management Oversight Panel.
- 2009- present, California State Little Hoover Commission, Performance Management Council.
- 2009- present, World Affairs Council, Sacramento Chapter.
- 2009, Community Health Center, Sacramento, CA, fund development, board development, and organizational development advisor to Executive Director.
- 2008- 2010, Center for Hope, Grass Valley, CA, fund development and strategy development advisor to the Executive Director and Development Director.
- 2007, U.S. Agency for International Development, Peer reviewer of proposals.
- 2005- present, Universidad Anahuac de Xalapa, MPA program advisor and visiting faculty. Veracruz, Mexico.

Associate Professor Kim Connor

Teaching

PA 620, Leadership Ethics course with select course learning outcomes listed (among others) and tested by means of student reflection papers, presentations, and exams:

- Identify principal areas of ethical concern in organizations.
- Discuss practical ways to increase the ethical awareness in organizations.
- Discuss the extent to which there are unique ethical concerns in the public sector.

Research

Journal Articles and Book Chapters:

“Worrying the Line: Blues as Story, Song, and Prayer.” *Blues & Philosophy*. Eds. Abrol Fairweather and Jesse Steinberg. Oxford: Wiley-Blackwell. Forthcoming 2011.

“Reading From the Heart Out: Chief Bromden Through Indigenous Eyes.” *Concentric: Literary and Cultural Studies*, 37.1 (2011): 231-353.

“Engaging History in Collaborative Mythmaking: An Interview with Russell Banks.” *Conversations with Russell Banks*. Ed. David Roche. Jackson: University of Mississippi Press, 2010:142-51.

“*The Fifth Corner: Hip Hop’s New Geometry of Adolescent Religiosity.*” *Implicit Religion: Journal of the Centre for the Study of Implicit Religion and Contemporary Spirituality*, 9.1 (Fall 2006): 7-28.

Reference Volumes and Bibliographic Essays:

“African American Religious Literature.” *Encyclopedia of Religion in America*. Eds. Charles Lippy and Peter Williams. Washington, D.C., Sage/CQ Press. 2010: 1237-1244.

“*Autobiography of Miss Jane Pittman*,” “John Brown,” “Nikki Giovanni,” “Albert Murray,” “Anna Deavere Smith,” “Spirituals,” “*Up from Slavery*,” *The Greenwood Encyclopedia of Multiethnic American Literature*. Ed. Emmanuel S. Nelson. Westport, CT: Greenwood Press: 2005:222-224, 332-333, 832-834, 1558-1560, 2057-2059, 2096-2099, 2193-2194.

“John Coltrane,” “Bob Marley,” “Muhammad Ali,” “John Brown.” *Holy People of the World: A Cross-Cultural Encyclopedia*. 3 vols. Ed. Phyllis Jestice. Santa Barbara: ABC-CLIO, 2004: 34-5; 142; 190-1; 546-7.

Conferences:

- Faculty Resource Network Summer Seminar: “African American Aesthetics.” New York University, June 2011 (New York, NY).
- Faculty Resource Network Summer Seminar: “Harlem and Its Landmarks: A Physical and Institutional History of the Black Metropolis.” New York University, June 2008 (New York, NY).
- “Civil Rights South: In the Steps of the Movement.” University of Virginia, 2008.

Service

- Ad Hoc Reviewer—University of Tennessee Press, University Press of Florida, SUNY Press, University Press of Virginia, University of Georgia Press, Oxford University Press, Palgrave Macmillian, *Mosaic*, *MELUS*, *African American Review*, *Frontiers*, *Modern Language Studies*, *Implicit Religion*, *American Historical Review*, *Religion and Literature*, *Christianity and Literature*, *Journal of the American Academy of Religion*, 1993-
- Volunteer and Tutor, Gateway High School, San Francisco, CA
- Weekly Tutor and Field Trip Leader, 826 Valencia (Mission District, inner city), San Francisco, CA
- Instructor, Online Refugee Education Project, Jesuit Commons, Dzaleka, Malawi and Kakuma, Kenya.

Current University Committee Assignments and Service

SOM-Director of Interdisciplinary Studies (2011-)
SOM—Chair, Undergraduate Program Committee (2011-)
USF-Joint University Library Advisory Committee (2008-)
USF-Core Curriculum Area D Committee (2009-)

Associate Professor Catherine Horiuchi

Teaching

PA 611, Public Administration as a Field and Practice in Contemporary Society course with select course learning outcomes listed (among others) and tested by means of reflection papers, structured class and online discussion, case analyses, and a group project:

- Identify ethical, legal and political issues and values distinguishing the role of the public sector manager from other professionals in society, starting to articulate a personal code of ethical standards.
- Apply critical thinking through application of varied frames and models to developing options for addressing complex public organizational challenges.
- Forming a mutually supportive cohort as a learning community for common studies over the next two years and into your professional careers.

PA 698/688, Independent Study course (replaced by Program and Policy Evaluation course for cohorts, starting in Spring 2011); students write a comprehensive evaluative analytical report, often selecting topics and organizations related to serving minority populations and vulnerable societal groups as discussed above.

PA 632, Public Policy Analysis course with select course learning outcomes listed (among others) and tested by means of reflection papers, class activities, and a comprehensive policy analysis report.

- Analyze policies from multiple perspectives.
- Demonstrate ability to discuss controversial topics in public settings.
- Construct and present a policy analysis.

Research

Book Chapters:

“Managing Nuclear Waste.” In *Handbook of Globalization and the Environment*. Thai, Khi; Rahm, Dianne; and Jerrell D. Coggburn, editors. New York: Taylor and Francis, 2007.

“California and the Implementation of Renewable Energy Technologies.” In *Sustainable Energy and the States: Essays on Politics, Markets and Leadership*. Rahm, Dianne, editor. Jefferson, North Carolina and London: McFarland & Company, Inc., Publishers, 2006.

“Globalization and Energy.” In *Handbook of Globalization, Governance, and Public Administration*. Farazmand, Ali and Jack Pinkowski, editors. Boca Raton: CRC Press, 2006.

Journal Articles:

- “On Civility and Resilient Governance.” (coauthor with Matthew Mingus.) *Public Administration Quarterly*, forthcoming.
- “A Primitive Value: Reducing Disparity.” *International Journal of Organizational Theory and Behavior*, 12:2, 2009
- “One Policy Makes No Difference?” *Administrative Theory & Praxis*, 29:3, 432-439. 2007
- "Training a 'New' Consciousness." *Administrative Theory & Praxis*, 28:2, 208-224. 2006

Conference Papers:

- 34th Annual Conference on Teaching Public Administration, Williamsburg, Virginia, 2011.
- Presented *A Model of Administrative Themes for Use Across the Curriculum*.
- 71st National Conference, American Society for Public Administration, San Jose, California, 2010, Presented *Think Local, Act Local: The "Climate Neutral" American City*.
- Minnowbrook III Conference on the Future of Public Administration, Public Management and Public Service Around the World, Lake Placid, New York, 2008 Participant, Pre-conference Workshop With New Scholars Co-presented paper with Matthew S. Mingus *Resilience: Developing State-level Capacity to Rise Above Societal Limitations*.

Service

Peace Corps Volunteer, 1979 - 1982

University of San Francisco

Jesuit Foundation Advisory Board, 2008 - 2012

Graduate Programs Committee, School of Business and Professional Studies 2009 - 2011

University Life Committee of the Board of Trustees, 2008 - 2010

Curriculum Committee, College of Professional Studies 2005 – 2010

Editorial Board

Administrative Theory & Praxis

Book Review Editor

International Journal of Organization Theory and Behavior

Reviewer

Administrative Theory & Praxis

Journal of Information Technology and Politics

Public Administration Quarterly

Public Administration Review

Public Performance and Management Review

National Association of Schools of Public Affairs and Administration (NASPAA)

Accreditation site visitor, 2009, 2010

Assistant Professor Monika Hudson

Teaching

PA 650, Integrative Seminar course with select course learning outcomes listed (among others) and tested by means of structured discussion of case studies, class activities, case analysis reports (pre-case analysis), team research and presentations on select, pertinent PA topics (teaching/ training modules) and a comprehensive case analysis exam:

- To apply what you have learned in all your core public administration courses by engaging with a government agency or non-profit organization in the local community.
- To learn and demonstrate the methods of process consultation, complete a project, and write a report beneficial to a government agency or non-profit organization.
- To enable you to gain a conceptual and experiential grounding in the complex, diverse environments, multiple challenges, multifarious requirements, and interdependent processes faced by public administrators.
- To improve your ability to identify, describe, critically analyze, think operationally and strategically about, generate innovative approaches to, and solve ill-defined public administration problems.

PA 636, Human Resource Planning and Management course with select course learning outcomes listed (among others) and tested by means of structured discussion of case studies, class simulations, online team collaboration activity, individual case analysis reports and presentations, and quizzes and surveys.

- Identify and discuss various human resource management issues and challenges facing the public sector.
- Identify obstacles to strategic change and various strategies for overcoming barriers in the organization transformation process.
- Discuss the concept of public service culture as it relates to the motivation and behavior of public employees.

Research

Journal Articles:

Hudson, M. L. (under review) "Public sector ethics: What's really going on? *The Case Journal*.

Zamboanga, B. L., Schwartz, S. J., Van Tyne, K., Ham, L. S., Olthuis, J. V., Huang, S., Kim, S. Y., vHudson, M., Forthun, L. F., Bersamin, M., Weisskirch, R. (2010). Drinking game behaviors among college students: how often and how much? *American Journal of Drug and Alcohol Abuse*.

Hudson, M. (2010). Maintaining personal balance as a leader of a nonprofit organization. In K. A. Agard (Ed), *SAGE Reference Series on Leadership*. Thousand Oaks, CA. SAGE Publications.

Hudson, M. (2010). Dirty laundry: An examination of self-limiting behaviors within African American communities. In C.W. Lewis & J.F.L. Jackson (Eds.), *Black in America: A scholarly response to the CNN documentary*. Madison, WI: Center for African American Research and Policy.

Schwartz, S. J., Forthun, L. F., Ravert, R. D., Zamboanga, B. L., Rodriguez, L., Umaña-Taylor, A. J., Filton, B. J., Kim, S. Y., Rodriguez, L., Weisskirch, R. S., Vernon, M., Shneyderman, Y., Williams, M. K., Agocha, V. B., & Hudson, M. (2011). The protective role of identity consolidation against health risk behaviors in college-attending emerging adults. *American Journal of Health Behavior*.

Academic Conference Proceedings/Research Presentations:

- **Cross-Cultural Research Conference**; Kona, HI. Topic: “Propaganda” in emerging markets: A study of youth’s perceptions of “advertising” in El Salvador.
- **ARNOVA Annual Conference**; Toronto, Canada. November 2011. Topic: “Sticky” Learning: Business students and service learning; Colloquia: I am not my hair-3: Diversity and the “unmentionables”.
- **Academy of Management Annual Conference**; San Antonio, TX. August 2011; Topic: Service learning and business students: moving from “me” to “we” to “us”; Sector matters: An intersectional examination of professional and gender identity impacts on workplace behavior.
- **ARNOVA Annual Conference**; Arlington, VA, November 2010; Topic: Identity-based nonprofit organizations: Resisting assimilation and balancing intersectional stress; Colloquia: I am not my hair-2: Image and leadership.

Service

- Served as a member of the Undergraduate Curriculum Review Community, the University-wide Library Advisory Committee and the Upward Bound Integration Committee.
- Served as a member of the University of San Francisco’s Library Resources Group and the College of Professional Studies (CPS) Advisory Committee from 2006 to present. As a part of these efforts, interacted with CPS and business school professors in an effort to more closely link (a) research efforts and library resources and (b) university community service efforts to meet the needs of residents of Bayview/Hunters Point (inner city district).
- Provide consulting/instruction to the Treasure Island Homeless Development Initiative (TIHDI) as a part of the City of San Francisco’s economic development efforts. In Fall 2007, initiated 13 service learning projects with various San Francisco-based non-profit organizations and anticipate working with the similar number of projects in spring 2008.
- Served as a member of the ICMA International Committee and liaison to the European Union association of local government managers (UDiTE). Mentored an ICMA Emerging Leader municipal professional in Peoria, AZ; this assignment continued through December 2008.

Associate Professor Richard Johnson III

Teaching

PA 613, Management and Organization Theory course with select course learning outcomes listed (among others) and tested by means of analytical papers, class discussion of case analyses, a group analytical project (consulting project) and a presentation:

- Elaborate on the contemporary research on diversity and gender.
- Develop recommendations for changes that improve the performance and contribution of specific and actual public or nonprofit organizations.
- Discuss classic and contemporary organizational theories in the context of emerging structural and behavioral challenges of public organizations and explore ways to resolve organizational and managerial problems.

PA 650, Integrative Seminar course with select course learning outcomes listed (among others) and tested by means of structured discussion of case studies, consulting project group report and presentations, and a comprehensive case analysis exam:

- To apply what you have learned in all your core public administration courses by engaging with a government agency or non-profit organization in the local community.
- To learn and demonstrate the methods of process consultation, complete a project, and write a report beneficial to a government agency or non-profit organization.
- To enable you to gain a conceptual and experiential grounding in the complex, diverse environments, multiple challenges, multifarious requirements, and interdependent processes faced by public administrators.
- To improve your ability to identify, describe, critically analyze, think operationally and strategically about, generate innovative approaches to, and solve ill-defined public administration problems.

Research

Peer-Reviewed Edited Books:

Jackson, S. & Johnson III, R.G. (Eds.). (2011). *The Black professorate: Negotiating a habitable space in the academy*. New York: Peter Lang Publishing.

Johnson III, R.G.& Harris, G.L. A. (Eds.). (2010). *Women of Color in leadership: Taking their rightful place*. San Diego: Birkdale Publishers.

Johnson III, R.G. (Ed.). (2009). *The queer community: Continuing the struggle for social justice*. San Diego: Birkdale Publishers.

Johnson III, R.G. (Ed.). (2009) *A 21st century approach to teaching social justice: Educating for both advocacy and action*. New York: Peter Lang Publishing.

Peer-Reviewed Journal Articles

Johnson III, R.G. (2011, June). Social equity in the new 21st America: A case for Transgender competence within Public Affairs graduate programs. *The Journal of Public Affairs Education*. 17(2) 169-185. Journal Acceptance Rate 12%.

Johnson III, R.G. (2011, June). Social equity as a tool for social change. *The Journal of Public Affairs Education*. 17(2) 163-167. Journal Acceptance Rate 12%.

Rivera, M., Johnson III, R.G. & Ward, James (2010). The ethics of pedagogical innovation in diversity and cultural competency education. *The Innovation Journal: The Public Sector Innovation Journal*. 15(2), pp. 2-20. (Corresponding Author). Journal Acceptance Rate 10-15%.

Johnson III, R.G. & Borrego, E. (2009). Public Administration and the Increased Need for Cultural Competencies in the Twenty-First Century. *Administrative, Theory & Praxis Journal*. 31(2), pp. 206–221. Journal Acceptance Rate 12-15 % (This article was an equal collaboration between both authors).

Service

- National Academy of Public Administration, (2007-present). The Standing on Panel on Social Equity in Governance, member.
- America Educational Research Association, (2003-present). Special Interest Groups: Social Justice and Queer Studies, member.
- National Academy of Public Administration; Standing panel on Social Equity in Governance, Associate member, 2009 to present.
- Vermont PBS Community Council (current), 2005-present, Chair, 2009- 2010.
- Alpha Phi Alpha Fraternity, Inc. (ΑΦΑ) San Francisco Alumni Chapter-present; Vermont Alumni Chapter, past president, 2000-2006; Life member; 2010, vice president.

Professor Michael O'Neill

Teaching

PA 620, Leadership Ethics course with select course learning outcomes listed (among others) and tested by means of student reflection papers and two in-class exams:

- Identify principal areas of ethical concern in organizations (theoretical reading, and case studies often based on government, educational, nonprofit, and select for-profit organizations, serving underprivileged populations, and their related policies).
- Discuss practical ways to increase the ethical awareness in organizations (class discussion, case study groups, in-class activities and simulations).
- Discuss the extent to which there are unique ethical concerns in the public sector.

PA 613, Management and Organization Theory course with select course learning outcomes listed (among others) and tested by means of reflection papers, class discussion, a group analytical case analysis and a presentation, midterm and final:

- Elaborate on the contemporary research on diversity and gender.
- Develop recommendations for changes that improve the performance and contribution of specific and actual public or nonprofit organizations.

Research

Books:

Nonprofit Nation: A New Look at the Third America. San Francisco: Jossey-Bass, 2002.

(with William L. Roberts) *Giving and Volunteering in California*. San Francisco: Institute for Nonprofit Organization Management, University of San Francisco, 2000.

Research Articles, Book Chapters, Reviews:

Review of *Voices from the Voluntary Sector: Perspectives on Leadership Challenges* by Frederick Bird and Frances Westley. *Nonprofit and Voluntary Sector Quarterly*, in press.

An interview with Michael O'Neill on Developments in the Nonprofit Sector in *The Nonprofit Quarterly*, 2011.

“Public Confidence in Charitable Nonprofits.” *Nonprofit and Voluntary Sector Quarterly*, Vol. 38, No. 2 (April 2009), 237-269.

“The Future of Nonprofit Management Education.” *Nonprofit and Voluntary Sector Quarterly*, Supplement to Vol. 36, No. 4 (December 2007), 169S-176S.

Review of *Nonprofit Organizations: Theory, Management, Policy* by Helmut K. Anheier. *Nonprofit and Voluntary Sector Quarterly*, Vol. 35, No. 3 (September 2006), 543-545.

Service

- Board of Directors, Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA), 1988-90, 1993-99 (President, 1996-1998).
- Associate Editor, *Nonprofit Management and Leadership*, 1989-2001; Advisory Board, 2001-present.
- Membership Committee, Independent Sector, 1993-1998.
- Board of Directors, Nonprofit Academic Centers Council, 1991-2000.
- Nonprofit Policy Council, California Association of Nonprofits, 1995-2000.

Professor Maury Penner

Teaching

PA 698/688, Independent Study course (replaced by Program and Policy Evaluation course for cohorts, starting in Spring 2011); students write a comprehensive evaluative analytical report, often selecting topics and organizations related to serving minority populations and vulnerable societal groups:

- Understand how research findings can be used to inform organizational decision making.
- Be able to plan, develop and prepare a balanced analysis of a well-researched organizational issue or problem.
- Attain a level of expertise on a specific work place/organizational issue or problem which can serve to heighten the student's professional standing.

PA 617, Health Care Issues course with select course learning outcomes listed (among others) and tested by means of student research papers and structured in-class and online discussions:

- Identify and analyze the various sources and types of expenditures for healthcare services.
- Analyze the various approaches for cost containment and quality improvement.
- Define the role for public health.
- Analyze the various approaches for changing the US healthcare system, in the context of the approaches of other nations.

Research

Journal Articles:

"Reimbursement for Complimentary / Alternative Medicine by California HMOs," *Managed Care Quarterly*, Fall 2001 (second author).

"Physician Office Access for the Uninsured: An Observational Study," *Research in the Sociology of Healthcare*, 2002 (first author).

"The Formulary, Physician, and Pharmacist: Managing and Delivering Outpatient Drug Benefits," in *Research and the Sociology of Health Care*, 2004 (first author).

Conferences and Presentations:

"Physician Responses to Patient Requests to Lower Drug Costs," 2007 Annual Meeting of the American Sociological Association, New York City.

Physician Autonomy Constrained: Insurance Company Influence on Physician Drug Prescribing, 2008 Annual Meeting Of the Pacific Sociological Association, Portland Oregon.

“Patient Responses to Unaffordable Prescription Drugs in a Senior Center Population,” at
2010 Annual Meeting of the Pacific Sociological Association, Oakland CA

Service

- Long-standing member of the USF Institutional Review Board (IRB) Committee, 2000-present.
- Governor’s Commission on Families and Children, State of Kansas, 1988-1989.
- American Sociological Association, Medical Sociology Section, Member and Reviewer.

Assistant Professor Anthony Ribera

Teaching

PA 613, Management and Organization Theory_course with select course learning outcomes listed (among others) and tested by means of reflection papers, structured class discussion, case analyses, a group analytical project and a presentation:

- Elaborate on the contemporary research on diversity and gender.
- Develop recommendations for changes that improve the performance and contribution of specific and actual public or nonprofit organizations.

PA 644, Strategic Planning and Implementation course with select course learning outcomes listed (among others) and tested by means of reflection papers, structured class discussion, case analyses, a comprehensive group project (developing a strategic plan for select organizations in the public and nonprofit sectors):

- Identify and clarify the mandates, mission, values, and stakeholders of your organization.
- Assess external and internal environmental threats and opportunities, in general, and those specifically affecting your organization.
- Identify strategic issues and formulate strategy in general and specifically for your organization.

Research

Journal Articles and Conference Presentations:

“The National Study of Community Policing, What Really Works?” Co-authored with J. Victor Baldrige, Ph.D. *Pacific Management*, San Francisco, California, 1998.

“How One Police Chief Coped with Crisis,” *Police Chief*, Washington, DC, 2001.

“Mentoring: A Commitment to La Raza,” presented to the Latino Students Association, University of San Francisco, 2002.

“Improving Partnerships Between Law Enforcement Leaders and University Based Researchers,” International Association of Chiefs of Police, Washington, DC, 2004 (Co-authored).

Service

- Director, International Institute of Criminal Justice Leadership, 2001-Present
Annual symposiums on the variety of topics pertaining to law enforcement leadership, community policing, etc. raising annual scholarships for law enforcement students of USF on the basis of merit and need.
- International Association of Chiefs of Police, 1992-Present.
- Police Executive Research Forum, 1993-Present.

- California Police Chiefs' Association, 1992-Present.
- American Legion, Post 456, 1968-Present.
- Veterans of Foreign Wars, Post 90, 2002-Present.
- Saint Cecilia's Parish Council, 1999-2002 (Chair 2002).

Assistant Professor Richard Waters

Teaching

PA 670, Quantitative Methods course with select course learning outcomes listed (among others) and tested by means of research papers, problem set exercises, and select research case studies and presentations, and structured class and online discussions and activities.

- Formulate researchable questions related to public interests that lend themselves to quantitative solution techniques.
- Identify and correct problems with the design.
- Conduct research or field work to explore the content and principles of quantitative analysis for public sector policy research or program evaluation.
- Carry out research in an ethical, socially responsible manner.
- Present results using widely accepted reporting formats, i.e. reports and presentations.

PA 685, Strategic Management of Public Communication course with select course learning outcomes listed (among others) and tested by means of communication papers and presentations, public communication research project and a presentation, and structured class and online discussions, interactive activities and simulations.

- Know the historical development and understanding of the communication process with an emphasis on the legal and ethical framework used by public sector communicators;
- Understand the principles, process, and programs of communication management, including:
 1. Recognizing the importance of public opinion and the role that public information officers and strategic communication play in influencing the media's and public's agenda;
 2. Understanding the six dimensions of public relations and strategic communication, including the ROPES model of public information campaigns for building awareness and evaluating the campaign;
 3. Undergo media relations training to understand how theory can improve the public sector's ability to influence public conversations.
- Develop research and writing skills through a variety of class assignments that tap into the skill sets required by public sector communication officers, including the preparation of prepares speeches, press releases, and media kits.

Research

Books and Book Chapters:

Hutchins, A., & Waters, R. D. (2012, under contract). *Social Media and Public Relations: Bringing Theory and Practice Together Online*. New York: Peter Lang.

- Waters, R. D. (2012). OMG! This band is SOOO GR8!: Ethical Dilemmas in the Online Chat Room in L. A. Peck & Reel, G. (Eds.), *Media Ethics in Action* (pp. TBD). Washington D.C.: CQ Press.
- Farwell, T. M., & Waters, R. D. (2011). Introducing Students to Micro-blogging through Collaborative Work: Using Twitter to Promote Cross-University Relationships and Discussions. In C. Wankel (Ed.), *Teaching Arts and Science with the New Social Media* (pp. 297-320). Emerald Publishing Group Limited.
- Waters, R. D. (2009). The use of social media by nonprofit organizations: An examination from the diffusion of innovations perspective. In Dumova, T., & Fiordo, R. (Eds), *Encyclopedia of Social Interaction Technologies* (pp. 473-485). Hershey, PA: IGI Publishing.
- Waters, R. D. (2007). Building the nonprofit-donor relationship online: The increasing importance of e-Philanthropy. In Duhe, S., & Adams, T. (Eds), *Mediated Public Relations: Relationship Management across Space, Time and New Media* (pp. 299-312). New York: Peter Lang.

Refereed Journal Articles

- Waters, R. D., Friedman, C , Mills, B., & Zeng, L. (July 2011). Applying relationship management theory to religious organizations: An assessment of relationship cultivation online. *Journal of Communication and Religion*, 34(1), 88-104.
- Waters, R. D., & Williams, J. (2011). Squawking, tweeting, hooting, and cooing: Analyzing the communication patterns of government agencies on Twitter. *Journal of Public Affairs*, 11(4), 353-363.
- Waters, R. D., & Jones, P. M. (2011). Using video to build an organization's identity and brand: A content analysis of nonprofit organization's YouTube videos. *Journal of Nonprofit and Voluntary Sector Marketing*, 23(3), 248-268.
- Waters, R. D., & Lord, M. L. (2011). Advocacy on the internet: Lessons learned from the animal enterprise terrorism act of 2005. *Journal of Promotion Management*, 17(2), 241-256.
- Waters, R. D., & Jamal, J. Y. (2011). Tweet, tweet, tweet: A content analysis of nonprofit organizations' Twitter updates. *Public Relations Review*, 37(3), 321-324. doi:10.1016/j.pubrev.2011.03.002
- Waters, R. D. (2011). Increasing fundraising efficiency through evaluation: Applying communication theory to the nonprofit organization-donor relationship.

Nonprofit & Voluntary Sector Quarterly, 40(3), 458-475. doi: 10.1177/0899764009354322.

- Tindall, N T. J., & Waters, R. D. (2010). The relationship between fundraising practice and job satisfaction at historically Black colleges and universities. *International Journal of Educational Advancement*, 10(3), 198-215.
- Waters, R. D., & Bortree, D. S. (2010). Using public relations theory to build a better workplace: Improving volunteers' experiences through inclusive behaviors. *Nonprofit Management & Leadership*, 20(3), 337-355.
- Robinson, J. A., & Waters, R. D. (2009). Teaching blog management: Preparing professors for opportunities and challenges of teaching web 2.0 in the classroom. *Prism*, 6(1):
http://praxis.massey.ac.nz/fileadmin/Praxis/Journal_Files/Robinson_Waters.pdf.
- Waters, R. D., & Lord, M. L. (2009). Examining how advocacy groups build relationships on the Internet. *International Journal of Nonprofit and Voluntary Sector Marketing*, 14(3).231-241.
- Waters, R. D. (2009). Comparing the two sides of the nonprofit organization-donor relationship: Applying coorientation methodology to relationship management. *Public Relations Review*, 35(2), 144-146.
- Waters, R. D., Burnett, E., Lamm, A., & Lucas, J. (2009). Stakeholder engagement and social networking sites: How nonprofit organizations are using Facebook. *Public Relations Review*, 35(2), 102-106.

Refereed Paper Presentations—National Meetings

- Waters, R. D., & Bortree, D. S. (2011). "Can we talk about the direction of this church?": The Impact of Responsiveness and Conflict on Millennials' Relationship with Religious Institutions. Presented to the Association for Education of Journalism and Mass Communications, Religion and Media Interest Group, St. Louis, MO.
- Waters, R. D. (2010). Critically examining fundraising's commitment to diversity recruitment and retention: Testing organizational management and public relations theory. Presented to the Association for Research on Nonprofit Organizations and Voluntary Action, Washington, D.C.
- Waters, R. D., & Jones, P. M. (2010). Check us out on YouTube: What Nonprofit Organizations are Communicating through Video. Presented to the Association for Research on Nonprofit Organizations and Voluntary Action, Washington, D.C.

Waters, R. D., & Bortree, D. S. (2009). The Impact of Inclusive Behaviors on Adult Volunteer Retention: An Exploratory Study using Organizational Communication. Presented to the Association for Research on Nonprofit Organizations and Voluntary Action, Volunteerism division, November 19-21, Cleveland.

Bortree, D. S. & Waters, R. D. (2009). New Dimensions of the Organization-Public Relationship: Exploring the Impact of Gender and Inclusion in the Nonprofit Organization-Volunteer Relationship. Presented to the Association for Education in Journalism and Mass Communication, Public Relations division. *2nd place winner in the overall paper competition.*

Waters, R. D., & Lord, M. (2008). Advocacy on the Internet: Lessons Learned from the Animal Enterprise Terrorism Act of 2005. Presented to the AEJMC Southeast Colloquium, Auburn, AL, March.

Waters, R. D., & Tindall, N. T. J. (2007). coming out to tell our story: The career experiences of gay men in public relations. Presented to the Association for Education in Journalism and Mass Communication conference, public relations division, Washington, DC, August.

Invited Panel Presentations

Waters, R. D. (2008). Engaged student learning: Incorporating service learning into a course on fund development. Presented to the Teaching Public Administration Conference, Richmond, VA, May.

Service

Academic Service

International Journal of Volunteer Administration
Editorial Review Board, 2009-2012
Manuscript reviewer, 2009-2011 (7 manuscripts)

International Journal of Nonprofit and Voluntary Sector Marketing
Manuscript reviewer, 2008-2010 (7 manuscripts)

Nonprofit and Voluntary Sector Quarterly
Manuscript reviewer, 2008-2010 (4 manuscripts)