

FORM: Request for a New Academic Position

Due: October 29, 2018

Department or Program: Public Administration

Date: October 25, 2018

Area of Specialization of Position: Local Government Management

Tenure track Academic staff

Full Time Part Time

1.0 Specify Percentage FTE.

Fully describe the position including area(s) of specialization and courses to be taught. Include documentation to show that the specialty is consistent with department's long term plans. Such documentation could include department program reviews or other department planning or policy documents.

We are requesting a new tenure-track Assistant Professor of Public Administration position to teach core and elective courses in both our on-campus and online Masters of Public Administration (MPA) program, as well as undergraduate public administration courses. The requested position would be expected to have a degree in public administration or related field and to specialize in local government management; having an expertise in fire administration would be a plus. That individual will be expected to teach:

One Undergraduate Course in Public Administration in Fall and Spring Semesters on Campus

- Introduction to Public Administration (PUB ADM 221)
- Administrative Law and Procedure (PUB ADM 307)
- Contemporary Issues in Public Administration (PUB ADM 102)

One Elective Class in Fall, Spring, and Summer Semesters in the Online and On-campus MPA

- Municipal Management (MPA 726)
- Intergovernmental Management (MPA 738)
- Economic Development (MPA 755)
- Revisiting Bureaucracy (MPA 718)
- Administrative Law (MPA 760)
- Any of the 5 courses fire and emergency administration emphasis (MPA 764, 765, 766, 767, and 768)

Any One to Two of the 9 Available Core MPA Courses in Fall and Spring Semesters in the Online or On-Campus Program Each Semester

Specific Reasons for Action

First, hiring a new faculty with local government expertise (and experience) is very important to teach elective local government courses in both the online and on-campus MPA program. As justification for our request, please see the attached “MPA Long-Term Schedule” document. All dark blue cells are classes for which no current faculty member is available to teach local government classes. Most of these classes apply to both the general public administration emphasis and the fire and emergency administration and management (FEAM) emphasis. The faculty who previously taught all these courses retired in 2017. None of the current three MPA faculty has expertise in local government management or can prepare to teach those. Moreover, the external reviewer expressed a concern that: “each individual is already teaching an extremely broad range of material compared to their peers at other institutions.”

Second, we used to offer at least two undergraduate public administration courses (e.g., PUB ADM 221, 307,102) during fall and spring semesters. However, we had to reduce the undergraduate offerings to one course once per academic year to meet the new online MPA program staffing needs. In the future, we may not even be able to offer one course per semester. Courses, like PUB ADM 221 have high enrollment numbers (60). It is the COLS Dean’s office view that we should continue offering these courses in the future as service to those majors who have these courses as required.

Third, we are currently unable to offer most of the specific FEAM classes, except for the required course (MPA 764) for that emphasis. OCE, our partner for the online MPA program delivery, was to help us with IAS hiring for the FEAM emphasis. However, as our COLS IAS position was cut to one per semester in 2018-2019 and none for 2019-2020, we have to ask OCE to sponsor an IAS who would teach a local government course instead of a FEAM emphasis course. So, we had to cancel all specific FEAM courses (see long-term schedule; those are indicated in black color). There is a great level of uncertainty whether OCE will continue providing any resources for hiring an IAS for the online MPA program.

Fourth, due to lack of faculty and to meet prerequisite requirements, we had to make two of our core classes from the on-campus MPA program (MPA 711 and MPA 780) to be offered completely online so that one faculty can teach both on-campus and online students in one course. Previously, we offered both classes each semester for the on-campus program. With the launch of the online MPA program, we were asked to offer MPA 711 and 780 only in fall for on-campus students and offer the same courses only in spring for online

students. This practice, however, not only violated our prerequisite requirements, but also affected faculty. Instead of the capstone (which is taught for load), they had to teach a field project (which is taught not for load) during the semesters, when the capstone was not available, to ensure that students graduate on time.

Due to lack of faculty, a similar conversion happened of on-campus MPA elective classes. Beginning summer of 2017, we merged on-campus MPA students with online MPA students so that they are taught online by one instructor. Beginning fall of 2018, we also started offering electives from the on-campus program completely online and merged them with sections populated by online MPA students during fall and spring semesters. Dr. Filipova, who became a chair in 2015, had to teach new classes that were previously taught by a retired faculty member. She had to shift her regular on-campus elective health care courses from fall and spring semesters to summer semesters. However, with the launch of the online MPA program, she had to also make these classes completely online to cover both on-campus and online students.

So, currently students from the on-campus MPA program take all their three electives (9 credits) from all four emphases and two core courses (6 credits) (MPA 711 and 780) completely online. **This is 15 credits out of the 36-credit MPA program or 41.67% of the on-campus MPA program has converted to online offering due to lack of faculty.**

Fifth, as our online MPA program has grown, beginning spring 2021, we are hoping to be able to offer an equivalent to the on-campus program number of core classes each semester. In the on-campus program, we currently offer 5 core classes in fall and 5 core courses in spring. When we launched the online MPA program, we were asked to only offer 2 to 3 courses per semester to see if it will gain interest. By offering only few courses per semester in the online MPA program, those courses become overpopulated. For example, this fall 2018 semester, we had to create two separate sections for MPA 734 and 752, with 20 students in each section in order to teach those courses better in an online format and meet our online policy requirements of 15-20 students in class. One of the faculty was allowed to teach one of the sections for overload, but she will not be able to teach during summer, while the other faculty is teaching both sections for load to be able to teach his summer elective course, a required course for the Nonprofit Management and Leadership emphasis.

Sixth, as can be seen in the attached external program review (conducted in 2017), there is an evident pressing need for a fourth faculty member in our department. The reviewer states: “[T]he staffing level needs to at least be restored to its historic norm of 4 full-time faculty members very quickly as the programs being delivered have significantly increased while the full-time faculty dropped to 3 individuals.”

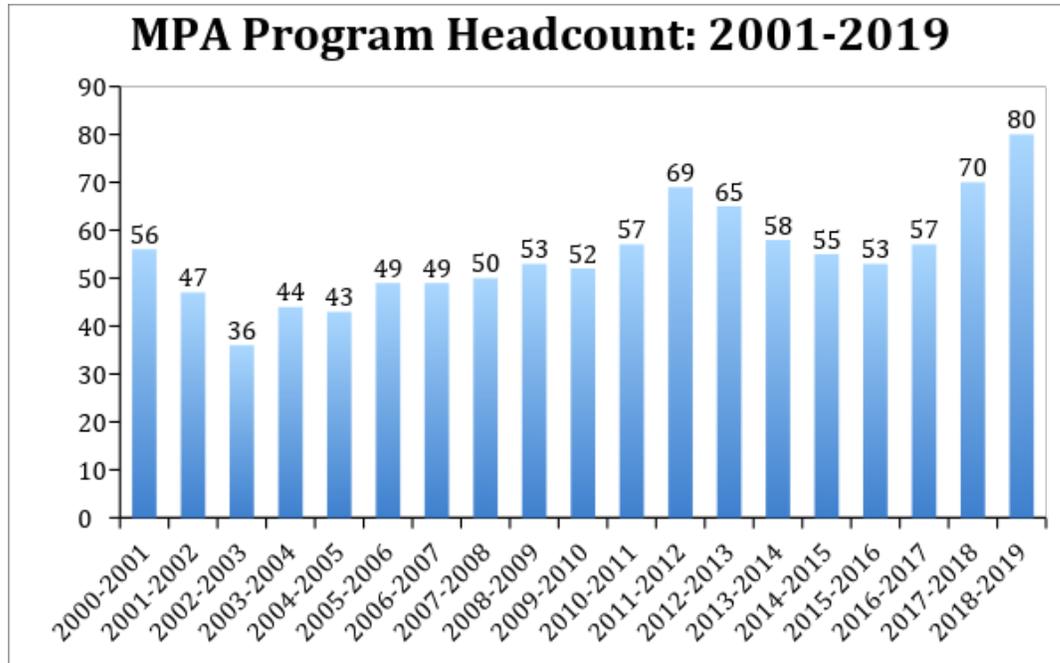
Discuss the advantages of adding this position. Address the impact on the departmental major and on other majors in which the courses give credit, the effect of prerequisites for courses in other departments, the impact on general education requirements, and the impact on the BA/BS requirements.

Advantages:

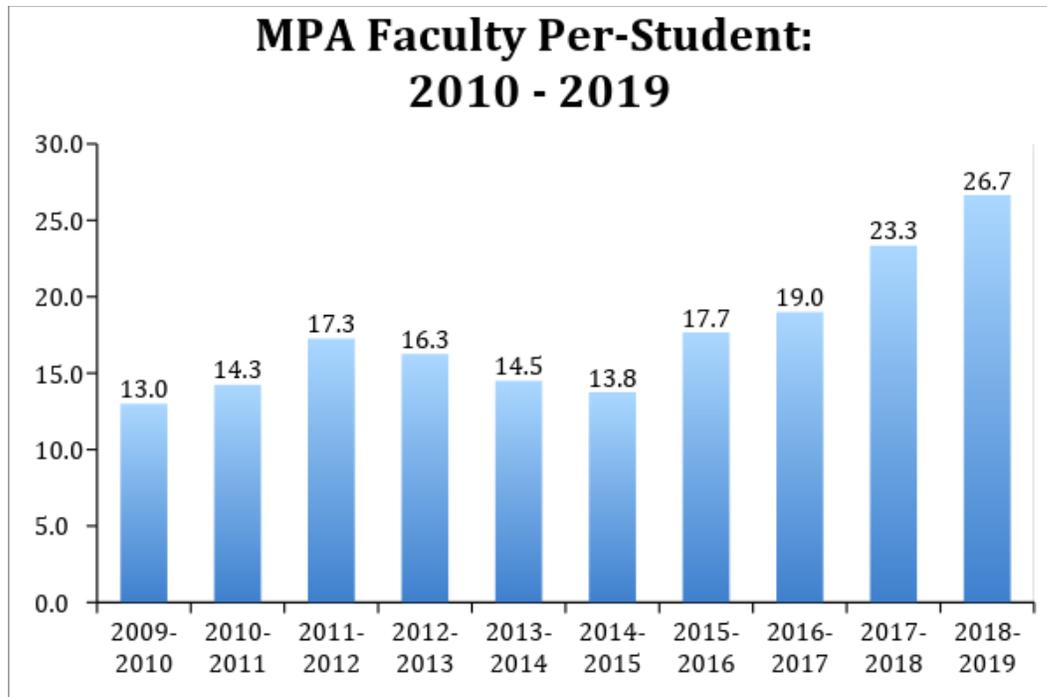
1. Restoring the on-campus core and elective course offerings for the on-campus MPA program. This will ensure that this program remains an “on-campus” program.
2. Maintaining our image of offering practitioner-orientated state and local government courses. We are the only MPA program in the state that does offer such courses. Most of our graduates work in state and local government.
3. Stabilizing offerings of FEAM courses in the online MPA program and growing that emphasis. There is so much potential for fire fighter recruitment.
4. Offering more core classes per semester in the online MPA will stabilize enrollment across courses during the semester. Further, making both the on-campus and online MPA program equivalent in terms of offerings will bolster the future growth of the online MPA.
5. Ensuring that undergraduate majors meet their curriculum and accreditation requirements. Currently, the criminal justice major has PUB ADM 221 as a required course. The environmental health major has PUB ADM 221, 307, and 366 as required courses in the curriculum and have to follow accreditation requirements. The Political Science does not require any public administration courses for graduation. Thirteen of the public administration courses count as electives for that major, as well as one elective in the Law and Policy Minor (PUB ADM 307) and three in the Civic Engagement minor (PUB 307, 361, 364).
6. Ensuring that faculty are not spread thin and overloaded during the semesters.
7. Restoring the offering of health care courses during spring and fall semesters, which will allow students from the MBA and Social Work programs to take them as part of their elective courses for the health care management emphases. In the past, those three courses were regularly taken by students from these programs; now enrollment from these programs is almost nonexistent.

The chart below displays the MPA program headcount over the past 17 years. Student enrollment numbers have been relatively stable. However, there are signs of growth that we believe can be attributed to our growth strategies, including enhanced marketing, the launch of the new online MPA program, the

addition of two new emphases (FEAM and Nonprofit Management and Leadership), the admission of pre-career students (in addition to traditional mid-career professionals) and the establishment of a relationship with faculty in the UW-La Crosse undergraduate public administration program.



Also, as can be seen in the chart entitled “MPA Faculty Per-Student: 2009-2017” the ratio of student headcount to faculty is at a high point (Note: The MPA program had four faculty members from 2009 to 2015, and three from 2016 to present).



Discuss the consequences of not adding this position. Address the impact on the departmental major and other majors in which the courses give credit, the effect of prerequisites for courses in other departments, the impact on general education requirements, and the impact on BA/BS requirements.

Consequences:

1. Not having a permanent faculty teach our local government courses will undermine our competition among similar programs in the state and hurt our student recruitment.
2. Converting many on-campus classes to online delivery will have a very negative impact on our on-campus MPA program enrollments. There is currently anecdotal evidence of on-campus student dissatisfaction with this and student applications for the on-campus program have started to go down.
3. Continue having faculty teach classes for non-load, overload, and above capacity can lead to negatively affecting faculty quality of life, satisfaction, and retention in the department. It will also affect their ability to conduct scholarship and service.
4. Not offering equivalent number of core MPA classes in the online MPA program will lead to overpopulated classes, as well as affect the future growth/enrollments of that online program.
5. Not offering undergraduate courses will affect two majors that have some of our courses as required.

6. By offering the three elective health care courses completely online and only during summers, enrollments from two graduate programs (MBA and Social Work) will continue to be nonexistent. Our enrollments in that emphasis will also be affected negatively.

Describe current and projected faculty and academic staff workloads in the department. Include a table of classes taught in the last five years, with instructors' names and specialties, and enrollments. If low enrollment courses are regularly offered, provide a rationale for this scheduling.

Anna A. Filipova was appointed Chair of the Public Administration Department and MPA Coordinator in June 2015. Dr. Filipova has PhD in public administration and specializes in health care management, policy and administration. As a chair, she has been teaching two classes per semester. For 2018-2019 academic year, her curriculum modification was reduced to 4.5 credits from 6 credits and for the 2019-2020 her curriculum modification was reduced to 3 credits from 6. So, she is expected to teach 15 credits (or 5 courses per academic year) for that year.

At the graduate level, she currently teaches core and elective classes:

Core On-Campus/Online MPA Classes

MPA 742 Human Resources Management
MPA 723 Organization Theory and Practice
MPA 715 Leadership and Ethics
MPA 790 Field Project
MPA 792 Thesis

Elective On-campus/Online MPA Classes

MPA 729 Health Care Organization and Management
MPA 773 Health Care Policy
MPA 762 Health Administration Law

She used to provide a service to OCE by teaching one of three undergraduate courses online each semester. She is no longer able to teach those classes, because she is needed to teach in the online MPA program. Now, OCE hires IAS to teach those undergraduate public administration courses online.

PUB ADM 364 Administrative Leadership and Behavior
PUB ADM 362 Public Personnel
PUB ADM 221 Introduction to Public Administration

Samantha Larson. Dr. Larson has a Ph.D. in Public Affairs and specializes in social equity and transportation policy. She teaches elective classes that fit the

Nonprofit Management and Leadership emphasis as well as the General Public Administration Emphasis. For 2019-2020, her curriculum modification was reduced to 3 credits from 6. So, she is expected to teach 21 credits (or 7 courses per academic year) for that year.

These include:

Core On-campus/Online MPA Classes

MPA 711 Introduction to Public Administration
MPA 721 Public Policy Analysis
MPA 734 Applied Economics for Public Administration
MPA 790 Field Project

Elective On-Campus/Online MPA Classes

MPA 797 Grant Writing for Government and Nonprofit Organizations
MPA 751 Program Evaluation
MPA 750 Strategic Planning

Michael R. Ford. Dr. Ford has a PhD in Urban Studies and specializes in education policy, school governance, and nonprofit management and leadership. He teaches electives in the Nonprofit Management and Leadership emphasis as well as the General Public Administration emphasis. He also teaches on-campus undergraduate public administration courses.

Core On-campus/Online MPA Classes

MPA 732 Analytic Methods in Public Administration
MPA 752 Public Budgeting and Financial Management
MPA 780 Capstone Seminar
MPA 790 Field Project

Elective On-Campus/Online MPA Classes

MPA 744 Nonprofit Management and Leadership
MPA 726 State and Local Government
MPA 730 Privatization and Public-Nonprofit Partnerships

At the undergraduate level, he has been teaching on-campus:

PUB ADM 102 Contemporary Issues in Public Administration
PUB ADM 221 Introduction to Public Administration
PUB ADM 307 Administrative Law and Procedure

Class enrollments in all courses is enclosed in Excel, which also contains information of departed and current faculty. Enclosed are also the program reviewer's letter, long-term plans for the online and on-campus MPA, and a long-term plan that combines both in one document, including undergraduate public administration classes.

What additional resources, e.g. library holdings, permanent equipment, changes in S & E budget lines, office, studio, and/or office space, will be necessary to support this position?

Adding a new position will require filling one of the vacant offices on the 4th floor of Clow Faculty.

Discuss whether anyone currently on the faculty within the department/program has or with modest retraining could acquire the expertise necessary to cover the proposed curricular area. Similarly, discuss whether anyone in a related department/program could cover a portion of this curricular area.

Current faculty members do not have the expertise to teach the majority of local government courses. We are unaware of any other department that could offer the courses the proposed faculty member will teach.

Outline, to the best of your ability, the projected retirements in your department/program and discuss how they might have an impact on this request.

We do not anticipate any retirements for many years.

Does this document represent the consensus view of the department/program? If not, indicate areas of divergent opinion.

Yes.

Signature of Chair/Program Director

Anna A. Filipova