NASPAA SELF-STUDY REPORT

VOLUME I

August 2009

Master of Public Administration Program
School of Government
The University of North Carolina at Chapel Hill

Campus Box 3330
University of North Carolina
Chapel Hill, NC 27599-3330

Certified By: _____
Signature, NASPAA Principal Representative   Title   Date

Certified By: _____
Signature, Chief Academic Officer   Title   Date

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ITEM	DATA
1. Title of degree (1.3)	Master of Public Administration
2. Off-Campus locations (9.1)	None
3. Number of credits normally required for degree (4.3-A)	54
4. Total credits in required courses (4.21-B)	37.5
5. Total credits in elective courses (4.22-A)	16.5
6. Specializations advertised as available(4.22-C)	None
7. Number of credits which can be reduced for prior undergraduate education (4.3-B)	None
8. Number of credits which can be reduced for significant professional experience (4.3-B)	None
9. Number in faculty nucleus (5.1-B)	17
10. Number of students in degree program (6.3-D)	53 Full-time, 0 Part-time, 53 Total
11. Is a thesis or major professional report required? (4.3-C)	Yes
12. Is a comprehensive examination required? (4.3-C)	Yes
13. Is an internship available? Is it required? (4.4-B)	Yes, required

STANDARD 1.0--ELIGIBILITY FOR PEER REVIEW AND ACCREDITATION

1.1 Eligibility

The Master of Public Administration Program of the University of North Carolina at Chapel Hill is eligible for peer review and accreditation and is applying for peer review and reaccreditation by NASPAA.

1.2 Institutional Accreditation

The University of North Carolina at Chapel Hill is accredited by the Southern Association of Colleges and Schools. Its accreditation was reaffirmed in 2007.

1.3 Professional Education

A.   Through integrated course work and field experiences, MPA students at the University of North Carolina at Chapel Hill learn how to analyze public problems, develop and evaluate policies and programs, understand and work within situational constraints, communicate effectively, and create and sustain productive working relationships – all in the ethical pursuit of the public interest. They explore a variety of perspectives on public service leadership. MPA courses are informed by faculty members' extensive research and consulting with public agencies. Students gain practical experience in public policy and management through class projects, research assistantship assignments, a required professional field experience ("internship"), and their individual capstone research. The perspectives, connections, and access provided by the School of Government and the MPA alumni network greatly enrich the classroom and field experience of our MPA students.

B.   The Master of Public Administration is the only degree program offered by the School of Government.

1.4 Program Length

The first students were admitted to the MPA Program in 1966. The first graduation was in 1969.

STANDARD 2.0--PROGRAM MISSION

2.1 Mission Statement

A.   Overview

The University of North Carolina at Chapel Hill is one of sixteen institutions forming a statewide multi-campus university system. The Chapel Hill campus, opened in 1795, is the oldest of the sixteen institutions, each of which has its own board of trustees responsible to the overall UNC Board of Governors.

Located near the center of the state, Chapel Hill is part of the Research Triangle, the state's fastest growing region. The several university campuses and research organizations in the vicinity provide a diverse population and a broad spectrum of social and cultural events.

In the fall of 1966, the UNC-CH Department of Political Science, in collaboration with the Institute of Government, initiated a two-year graduate professional program to prepare students for administrative careers in public service. The curriculum was designed for full-time students. It was housed administratively and physically in the Department of Political Science. In 1997, the Program was moved, both administratively and physically to the Institute of Government. In 2001, the Institute of Government became the School of Government.

At its inception in 1966, the MPA Program had four faculty members. In 1972, the faculty was increased to seven. In 1987, the nucleus faculty increased to nine, and three other full-time faculty participated in the planning for MPA Program curriculum revisions. By 1995, the program had ten full-time faculty in the nucleus and six other participating faculty. By 2002, there were fifteen members of the MPA Program faculty nucleus, three other MPA faculty members, and two adjunct faculty members. During the self-study year, there were seventeen members of the MPA faculty nucleus, and three other full-time faculty members and eight adjunct/visiting faculty teaching courses in the program.

MPA nucleus faculty members regularly teach courses in the program, advise MPA students, and serve on the MPA Policy Committee and other program committees. In addition to these faculty members who have on-going responsibility for the MPA Program, other School of Government faculty members also advise MPA students on projects and careers. They give guest lectures in MPA courses, teach independent study courses, help with MPA student research projects, and work with MPA students who are their research assistants. The willingness of these other School of Government faculty members to work with MPA students extends the breadth of faculty expertise on which our students can readily call.

The entering class in 1966 included seven students. In 1971 enrollment increased significantly to eighteen students. Enrollment grew to twenty-eight students by 1978. Enrollment stabilized at approximately twenty-five full-time students per entering class. For this self-study year, there were twenty-eight first-year students and twenty-five continuing students. Students in joint degree programs continue their studies for more than two years. Twenty-four were graduated in the self-study year.

B.   Mission statement:

> *The MPA Program prepares public service leaders. Our students work with faculty who are engaged in helping state and local officials solve public problems. Consistent with the School of Government's mission, our historic emphasis on local government is a special strength.*

We prepare students for careers in public service leadership. Our success in achieving this purpose is reflected by the achievements of our graduates. We have an important commitment to producing outstanding local public service leaders for North Carolina, and we have succeeded. This objective must, we believe, continue to be carried out with no diminution of our commitment to attract outstanding students from a national and even international base and educate them for service anywhere, although our explicit emphasis is on public leadership within the United States.

The MPA Program serves men and women from many different backgrounds. Approximately half of each new class is composed of North Carolina residents, although no quotas are imposed. Most of those admitted have had undergraduate majors in the social sciences, particularly political science. However, applicants have also been accepted with many other undergraduate degrees including, for example, architecture, business administration, engineering, English, history, and music. Minority applicants are encouraged. Some students enter shortly after completing undergraduate studies, although most entering students have had at least a few years

of work experience. Those who are admitted have demonstrated and express a clear interest in public service leadership.

The program is designed for full-time students. With the exception of the "MPA Flex" track, students are not admitted for part-time study. The program is designed for a small cohort of students. Students are encouraged from their first day on campus to form a close-knit learning community and to get to know MPA Program faculty and alumni as professional colleagues.

During their first year on campus, MPA students take a common set of core courses. During the following summer each completes a ten-week professional field experience ("internship"). In the second year, each student completes the remaining core courses, develops an individually appropriate set of electives, and carries out an individual capstone project. To conclude MPA studies, each student must pass an oral comprehensive examination with his or her faculty committee and report on his or her capstone project both in writing and orally at a public conference. (For students in joint degree programs, this "second year" of MPA course work may be spread over two or three years as students complete requirements for the second degree. MPA Flex students have up to five years to graduate.)

UNC's School of Government has a mission of service to the state and strong ties with state and local governments and with nonprofit organizations in North Carolina. The MPA Program also has an extensive alumni network both within and beyond North Carolina. These contacts provide our students with opportunities to conduct research, gain professional field experience, meet mentors, and find employment.

While North Carolina provides much of the practical context in which our students explore public leadership, the broader world is also present. The University of North Carolina at Chapel Hill is a national and international center of research and teaching. MPA faculty members are active in national and international academic and professional associations and projects. In addition to MPA faculty, our MPA students also study with professors in many other schools and departments of the university. The university provides a rich array of elective courses and other resources through which our students extend their learning.

The MPA Program at Chapel Hill is ranked among the top professional masters programs in public affairs and administration in the nation. We regularly compete for students with other leading programs such as American, Duke, Florida State, Georgia, Indiana, Kansas, Minnesota, Southern California, Syracuse, and Texas.

Mission Process:

Since 1966, the MPA Program's mission has remained focused on public service leadership with particular emphasis on local government in North Carolina, but we have revised the ways in which we implemented that mission. The faculty implemented major changes in emphasis in 1988 and 1993. In both cases we involved current students, MPA alumni, and other public officials in our deliberations leading up to those changes. Most recently, in 2004, we revised the wording of the mission statement to emphasize more clearly our historic and continuing special strengths in preparing leaders for local government. Again, students, alumni, and other public officials were engaged in this process and helped inform the faculty's decision.

C.   Curriculum Changes

The MPA Program faculty implemented major curriculum changes in 1988, 1993, and 2007. In all cases we involved current students, MPA alumni, and other public officials in our

deliberations leading up to those changes. The program's mission remained focused on public service leadership, but we revised the ways in which we implemented that mission. The 2007 curriculum and program changes are discussed in detail in section 2.3.B.

D.   Our program reflects our mission of preparing leaders for public service. The coursework emphasizes a broad, generalist approach to developing and managing public service policies and programs in the United States. To foster students' leadership skills, we provide them many opportunities for practical application of the theories they learn, including working effectively with others.

2.2 Assessment

The MPA Program faculty meets regularly to review MPA Program achievements and to discuss how well we are meeting our mission. Two student representatives attend these meetings as members of the MPA Policy Committee. These deliberations draw on faculty members' expertise about their particular areas of professional competence, as well as on information about program performance.

Regular performance information comes from
- faculty observations of our students;
- faculty discussions with students, alumni, supervisors of our students' internships, and our graduates' employers;
- students' end-of-course and end-of-year evaluations; and
- our graduates' placement success and career development.

From time to time, we also conduct alumni surveys to get a fuller picture of alumni views of the program.

Most recently, we surveyed MPA alumni in early 2009. The survey was administered via Qualtrics through UNC's Odum Institute for Research in the Social Sciences. Alumni who graduated in 2008 were not included in the study. Valid email addresses were available for 567 of the approximately 780 living alumni from 2007 or before. Of those, 256 responded for a response rate of 45%.

Overall, 78% of the respondents indicated their MPA education had been extremely important (37%) or very important (41%) to their career success. (Another 17% said it was somewhat important.) For most, their first job after the MPA Program was either a "big break" or large career step (34%) or a major shift in type of organization or policy area (28%). More detailed results from the 2009 alumni survey are presented later in various sections of this self-study.

2.3 Guiding Performance

A.   In making curriculum changes since 1988, we have been guided by feedback from periodic alumni surveys, annual evaluations of the program by first- and second- year students, individual course evaluations completed at the end of each semester, and consultations with employers.

B.   Program Changes

The MPA faculty conducted a comprehensive review of the curriculum during the 2006-07 academic year. Much of the detailed review was conducted by a Curriculum Committee, appointed by the Program Director. The Curriculum Committee's review was guided by four considerations: (1) mission of the MPA program; (2) standards established by NASPAA; (3) expectations of employers and students regarding competencies and curriculum content; and

(4) offerings by top-10 ranked peer programs. The review was informed by recent end-of-year student surveys, the most recent alumni survey, and interviews with public officials, including the supervisors of our interns and employers of our graduates.

The Committee proposed to continue without substantial modification the: 54-credit hour graduation requirement; two-year completion expectation for most students; full-time nature of the program; cohort structure; sequencing of most core courses; 16.5 hours allocated for electives; 10-week summer internship experience; and Capstone Paper requirement and faculty committee process.

The Committee concluded that three new core courses were needed to meet evolving NASPAA standards and to keep the curriculum on the cutting edge of the field: "Strategic Information Technology Management" (1/2 semester); "Economics for Public Administration" (1/2 semester); and "Collaborative Governance in the United States" (full semester). The first provides students with basic knowledge to successfully manage technology projects and government information. The second gives an overview of theory and models of the US economy. The third strengthens foundation knowledge of institutions, processes, and values associated with contemporary governance and public administration in the United States.

In order to accommodate these new courses without changing the total number of credit hours required for graduation or the balance between core and elective courses, the Committee recommended that "Politics of the Administrative Process" continue to be offered, but as an elective course. Further, the current half-semester Ethics course should be incorporated into the "Managing Public Policy" course and renamed "Ethical and Effective Public Administration: A Capstone Perspective." The revised course would be divided into two one-half semester offerings. The elective 1.5 credit hour offering during the fall semester focuses on refinement of the Capstone paper research question and methodology, as well as on committee management strategies. The required 1.5 credit hour spring session uses ethical reasoning to help students integrate key learning over their MPA experience and apply it to their career choices.

To help make participation in the program more feasible for practitioners, the Committee recommended adding a "MPA Flex" track. The target student body for this select track is mid-career North Carolina local and state government professionals. In addition to making the MPA program more accessible to those who would not otherwise be able to participate, having more mid-career professionals would better diversify the mix of experiences in our student body and enhance student-to-student learning. The Committee proposed that applicants for this track must have at least five years of responsible professional experience in local or state government and must meet all other admission requirements for the traditional MPA program. These students take courses with other MPA students, but are allowed to complete their studies on a part-time basis within five years. The Committee's view was that no more than three such students should be admitted in a given year, and that there should be a three-year "sunset" review period for the MPA Flex track.

The Committee concluded that the rich and diverse array of full- and half-semester electives was a source of program strength, and had proven popular with students. In response to student surveys and alumni consultations, it recommended that two new full-semester electives be added to the curriculum -- "Managing Local Government Services" and "State Government" – beginning with the spring 2008 semester, together with a new half-semester elective on "Public Finance."

The Curriculum Committee's recommendations were adopted unanimously at the June 6, 2007 MPA Faculty Retreat, and implementation commenced with the 2007-08 academic year.

STANDARD 3.0--PROGRAM JURISDICTION

The School of Government provides a very solid and supportive home for carrying out our MPA Program's mission. The School's mission is "to improve the lives of North Carolinians by engaging in practical scholarship that helps public officials and citizens understand and improve state and local government." The MPA Program's historic and continuing emphasis on preparing leaders for North Carolina local government fits well into the overall mission of the School.

The MPA Program faculty has primary responsibility for guiding the Program. These same faculty members also work with public agencies. Most are faculty of the School of Government; others are members of the Department of Political Science. But regardless of their place of academic appointment, MPA faculty members are *practical scholars* who bring their experiences of research and consulting with public officials to their work with MPA students and the MPA Program.

3.1 Administrative Organization

The MPA Program is offered by the School of Government with the cooperation of the Department of Political Science. Issues of program governance are the immediate responsibility of the MPA Program faculty and MPA Program Director, who reports to the Dean of the School of Government. Under the terms of the 1997 transfer of the MPA Program to the School of Government, the Department of Political Science is obligated to provide faculty or funding for six MPA courses per year. On student and curriculum issues, the MPA Program reports to the Graduate School.

3.2 Recognized Program

The MPA Program faculty has primary responsibility for the MPA Program. During the self-study year, the faculty included a nucleus of seventeen full-time faculty members. MPA Program faculty members teach MPA courses, work with MPA students, and meet regularly to discuss the MPA Program.

The MPA Program faculty exercises overall governance of the MPA Program through the MPA Policy Committee. The MPA Policy Committee is composed of MPA faculty and two MPA students, one first-year and one second-year, who are elected by their peers. The MPA Policy Committee is responsible for developing and implementing the MPA Program within the broader policies of the School of Government and the Graduate School. The MPA Program Director is the administrator directly responsible for program operations.

3.3 Program Administration

The MPA Program Director is the single person responsible for direct administration of the Program. The Dean of the School of Government appoints the MPA Program Director after consultation with the MPA Program faculty. The MPA Program faculty has always had substantial influence in determining the selection of the MPA Program Director. The current Director is Professor Carl Stenberg. He was appointed in June 2006. His predecessor was Professor David Ammons, and before him, Professors Stephen Allred, Michael Munger, Gordon Whitaker, Deil Wright, and Kenneth Howard directed the program.

3.4 Scope of Influence

A. General program policy and planning.

   The MPA faculty reviews program performance, discusses proposed changes in policies, develops plans for the program, amends or adopts policies, and determines overall program direction.

B. Degree requirements.

   The MPA faculty has responsibility for designing and recommending changes in MPA degree requirements. Substantial changes in program requirements that involve changing the total number of hours required for the degree must be approved by the Graduate School. The last such changes were proposed and approved in 1992-1993 and became effective in August 1993. Within that framework, changing the courses required for the degree is the prerogative of the MPA Faculty.

C. New courses and curriculum changes.

   MPA faculty members are responsible for designing and proposing new courses. The MPA Program Director decides whether or not to offer new elective courses. Core courses and other curriculum changes are discussed by the MPA faculty and require its approval.

D. Admissions.

   Students are admitted to the MPA Program by the Graduate School upon recommendation of the MPA Program Director. The Director makes his recommendations with the advice of the MPA Admissions Committee. The Admissions Committee consists of four MPA Program faculty members, four second-year students, and two MPA alumni. The Director appoints all members of the Admissions Committee. The faculty and student members of the committee screen applications to select competitive candidates for interview. The committee then interviews those applicants and recommends candidates for admission. The MPA Program Director bases admissions decisions on those recommendations and on his own judgment about how best to achieve a diverse and balanced entering class.

E. Certification of degree candidates.

   The MPA Program Director certifies students for graduation. The Graduate School oversees all issues of academic eligibility, but works closely with the Director and the MPA faculty in determining eligibility cases.

F. Course scheduling and teaching assignment.

   The MPA Program Director prepares course schedules. The Director negotiates faculty assignments with individual faculty members and, in the case of Political Science faculty, the Chair of that department. The Political Science Department is obligated to provide resources (faculty or funds) for teaching six courses each academic year in a way satisfactory to the MPA Program Director.

G. Use of financial and other resources.

The MPA Program Director is responsible for allocating and authorizing expenditures from MPA state-funded accounts, trust accounts, and grant accounts. The Director works with the Dean of the School of Government to secure additional state-funded resources and with the School's Associate Dean for Development and the MPA Alumni Association to secure gifts to support the program. The full-time MPA Student Services Manager and the part-time MPA External Affairs Coordinator assist the Director in securing and managing Program funds.

H.   Appointment, promotion and tenuring of program faculty.

MPA Program faculty exercise substantial influence in determining the selection and retention of MPA faculty members in the School of Government.

A school-wide Recruitment Committee coordinates all School of Government faculty recruitment. Subcommittees for each vacant position develop the position description, screen applicants, and recommend a candidate to the Recruitment Committee and the Dean of the School of Government. MPA faculty members constitute a majority of each subcommittee recruiting a faculty member for positions specifically designated for the MPA Program. MPA faculty members serve on the Recruitment Committee. Other MPA faculty members are actively involved in interviewing candidates for MPA faculty positions and advising the Recruitment Subcommittee.

Each untenured faculty member in the School of Government has his or her own Advisory Committee composed of three tenured members of the faculty. Each Advisory Committee meets twice a year to review the junior faculty member's teaching, research, and service performance and plans. One member of the Advisory Committee is also a teaching mentor who meets frequently with the junior faculty member to observe and discuss teaching. The Advisory Committee advises the Dean regarding reappointment, promotion, and tenure for that candidate. For junior MPA faculty members, these Advisory Committees include more senior MPA faculty members.

The Dean consults with the School of Government's full professors in matters of appointment to tenure track positions, reappointment in those positions short of tenure, and appointment and reappointment to fixed term positions. The Dean confers with all tenured faculty on promotion to associate professor or conferring tenure to an assistant professor.

Of course, formal approval of the Provost, Chancellor, and Trustees of the University of North Carolina at Chapel Hill and of the Board of Governors of the University of North Carolina is required for many personnel actions.

STANDARD 4.0--CURRICULUM

4.1 Purpose of Curriculum

The curriculum of the MPA Program is designed to provide professional education for leadership in public service. The curriculum includes a common set of core courses, an individually-appropriate set of elective courses for each student, an internship, and a capstone project. Our intention is that these program components will help students prepare for what Paul Light has termed "the new public service."

To prepare for the new public service, students need to see how their own work for the public well-being — whether in government, nonprofits, or business – will involve working with and through each of the other sectors. They need to understand and appreciate the basic features and

interplay of these institutional settings, the social and economic dynamics encountered in each, and their own personal values. Our core curriculum is designed to provide students with that broad knowledge, as well as with skills for working with others to organize and manage personnel, programs and funds. In the core courses, our students learn how to analyze policy options and evaluate programs. They learn how to represent public interests effectively in a variety of settings and through a variety of media. Core courses include many opportunities for practical application of the concepts and skills students are learning.

In addition to the core courses, each student takes elective courses chosen to provide specialized preparation in his or her area of particular career interest. These courses are selected by the student with the advice and approval of the student's MPA faculty advisor. Each set of electives is individually designed particularly for each student, taking into account the student's previous education and experience, as well as his or her career interests.

In the summer following completion of the first year of coursework, each student spends a minimum of ten weeks in a full-time, paid, professional position. (Because of the current economic downturn, the MPA Policy Committee authorized the MPA Program Director to approve exceptions to the full-time and/or paid requirements in cases where the student would still experience professional-level opportunities and responsibilities.)

During that internship, the student also has contact with MPA faculty. This professional work experience gives students further opportunities to test, refine, and extend their classroom education through practical application. In a day-long workshop before the second year of coursework, students and faculty explore together what each student has learned from the internship and how that may influence the student's remaining year of studies, including choice of electives.

During the second year, students also complete their capstone project – an individual management or policy study. Students report on their capstone projects both in writing and orally at a public conference where they explain and defend their work.

4.2 Curriculum Components

A.   Background Information:

1.   Credit System: The University of North Carolina at Chapel Hill uses the semester.

2.   Length of Term: Each of our semesters is 16 weeks long from first class meeting to final examination. Some courses are offered in half-semester modules or other non-traditional formats.

3.   Number of Terms: We have two semesters per academic year. Our MPA students have professional work experience ("internship") placements during the summer and do not take classes then.

4.   Full-Time Status: Full-time status for the MPA Program is 9 semester-hours minimum and 18 semester-hours maximum. Our students typically take 12 to 15 hours per semester.

5.   Time Limitation: Graduate School regulations provide a maximum of five years from the beginning of MPA studies to completion of the degree.

6.   Class Contact Hours: We typically have at least 50 minutes of class contact per week for each semester hour of credit for graduate courses. Most of our courses are for 3 credits and meet for 2.5 hours per week for 16 weeks. Three core courses and some elective courses are for 1.5 credits and meet for 2.5 hours per week for 8 weeks.

7.   Numbering System: Courses open only to undergraduates are numbered below 400. Courses numbered 400 through 699 may be taken by advanced undergraduates or by graduate students. Graduate students only may enroll in courses numbered 700 and above. [The UNC-CH Law School uses a different numbering system: Law classes are numbered in the 200 range.]

B.   Course Distribution:

Course Level	Common Curriculum Components		Additional Curriculum Components	Total
	Required Prerequisites	Required Graduate		
Lower Division	3 semester hours*			3*
Upper Division				
Upper Div. & Graduate			6 semester hours**	6**
Exclusively Graduate		48 semester hours**		48**
Total				57***

* The United States government course prerequisite may be met at *any* level. Typically, students meet it with courses they have taken at the lower division level while undergraduate students.

** All 37.5 semester hours of required courses must be completed in courses that are exclusively graduate level. Typically our students also complete their electives with exclusively graduate courses, although we permit them to take up to six hours in courses open to both graduate and undergraduate students (numbers 400-699) to provide maximum flexibility in finding elective courses that meet their individual needs.

***Includes 3 semester hours of prerequisite course work in United States government which is typically met through a course taken as part of the student's undergraduate studies; **54 graduate credit hours are required for the MPA degree.**

C.   Capable Professionals:

Individual MPA courses and the MPA curriculum overall are designed to give every student considerable practice in applying theory and honing skills for analysis, communication, and action in public service. Students get much practice (and faculty feedback) in writing, using spreadsheets and other computer applications, giving oral presentations, resolving conflicts and negotiating, analyzing data, preparing budgets, and a host of other skills. Our MPA students go outside the classroom to collect data, study agency organization and operations, plan research, organize teams, manage work, and report to clients. We arrange many opportunities for them to meet MPA alumni and other professionals during the academic year. Each student works with professionals during the required summer internship. During the final semester each student reflects on his or her personal values as a public service professional in a required capstone course. Each student also must pass an oral comprehensive examination and complete and report on an individual capstone research project.

D.   Assessment and Guiding Performance:

Faculty members find student suggestions and comments quite helpful in making mid-course changes and in redesigning courses for subsequent years. Faculty members invite student

comments on their courses during the semester. At the end of each semester, students complete course evaluations. These provide overall course feedback to the instructor of the course and to the MPA Program Director. The Director has replaced instructors whose courses continued to have problems. Student course evaluations were extremely important in making those decisions.

We also ask students to reflect on the overall curriculum. The usefulness and shortcomings of first-year courses are topics for an end-of-year survey and for student discussion with faculty during the internship site visits. By pointing out what has been especially helpful and what else they needed to have learned, students help guide course redesign. During their site visits, faculty members also ask students' supervisors about how well prepared the students are and what other skills or knowledge they need us to provide.

In the 2009 alumni survey, 93% of the respondents agreed that overall the course content met their needs. Most indicated that they had gained relevant knowledge, skills, and values through the MPA curriculum. Responses to the 2009 survey underline the timeliness of the curriculum changes instituted in 2007-2008 when we began requiring that all students take courses in collaborative governance, information technology management, and public economics.

PERCENTAGE INDICATING THEY GAINED "A MODERATE AMOUNT," "QUITE A BIT," OR "A GREAT DEAL" FROM EACH CURRICULUM COMPONENT
In 2009 Alumni Survey

Curriculum Component	Entered Before 1993 (N=114)	Entered 1993-2005 (N=121)
Decision making/problem solving	91%	88%
Budgeting and financial management	87%	90%
Human resource management	85%	85%
Program planning and evaluation	89%	88%
Organization design and management	91%	88%
Collaboration across jurisdictions and sectors	78%	66%
Contract negotiation and management	43%	29%
Information management	45%	37%
Policy analysis and implementation	89%	78%
Political institutions and processes	88%	76%
Legal institutions and processes	64%	66%
Economic institutions and processes	56%	56%
Organization behavior and group processes	95%	87%
Ethics and democratic values	79%	81%
Leadership	91%	87%
Oral communication	83%	90%
Written communication	94%	91%
Quantitative analysis and statistics	77%	78%
Computer applications	50%	57%

E.   Graduate Classes:

A minimum of 48 semester-hours must be completed in courses that are open only to graduate students.   Most of our students complete all 54 semester-hours in such courses.   All 37.5 semester-hours of required courses must be completed in courses that are exclusively graduate level.   Typically most of our students also complete their electives with exclusively graduate courses, although we permit them to take up to six hours in courses numbered 400-699 to provide maximum flexibility in finding elective courses that meet their individual needs.

F.   Required Prerequisites:

We require entering students to have taken three semester-hours of United States government and politics.   This course provides basic understanding for several of our core courses. Requiring the prerequisite means that our faculty do not have to introduce many fundamental concepts. Most students meet this requirement with a course taken as part of their undergraduate studies. Some take a course before enrolling in the MPA Program specifically to fulfill this prerequisite. The MPA Program Director may waive this prerequisite if the student can demonstrate that the material was substantially covered in other courses or has been learned in some other way.

4.21 Common Curriculum Components

A.   Required Graduate Courses for students entering Fall 2007:

- PUBA 710 Public Organization Theory and Behavior (3)

- PUBA 711 Public Management and Leadership (3)

- PUBA 719 Introductory Policy Evaluation Methods (3)

- PUBA 720 Methods for Policy Analysis and Evaluation (3)

- PUBA 721 Professional Communications (3)

- PUBA 722 Politics of the Administrative Process [PUBA 725 Collaborative Governance (3) is now required for students entering Fall 2008 or later]

- PUBA 723 Human Resource Management (3)

- PUBA 730 Government and Nonprofit Accounting and Reporting (2)

- PUBA 731 Government Budgeting and Finance (3)

- PUBA 732 Economics for Public Administration (1.5) [required for students entering Fall 2007 or later]

- PUBA 733 Strategic Information Technology Management (1.5) [required for students entering Fall 2007 or later]

- PUBA 740 Decision Analysis (3)

- PUBA 742 Values and Ethical Perspectives on Public Policy (1.5); [incorporated into PUBA 749-002]

- PUBA 745/746 Professional Development Seminars I-IV (4)

- PUBA 749 Managing Public Policy (3) [no longer required for students entering Fall 2007 or later]; now retitled as PUBA 749-002 Ethical and Effective Public Administration (1.5)

This is a total of 37.5 semester hours for required core courses.

With approval of the MPA Policy Committee, a student may waive a core course in which he or she can demonstrate mastery of the material. (Most commonly this is PUBA 719.) If a student waives a core course, that student must take some other course to earn the equivalent number of hours. Waiver of a course does not reduce the total number of credit hours required for the degree.

Also with approval of the MPA Policy Committee, a student may substitute another graduate course for a core course if the substitute course covers the same material. (Most commonly the substitute course is one taken in another graduate program.)

There are no options among the required courses.

B.   Ethical Action:

Ethical issues are raised in every core course and in some electives, but the greatest attention to ethics comes in PUBA 749-002 during students' final semester in the program. In that course, students explore morality in public life and gain additional skills for clarifying the values involved in making personal and public choices.

C.   Curriculum Coverage:

In boldface italics below, we indicate which core courses cover various components of the curriculum, including:
In the Management of Public Service Organizations, the components of which include:
        Human resources   *PUBA 710, PUBA 711, PUBA 723, PUBA 742 [PUBA 749-002]*
        Budgeting and financial processes *PUBA 730, PUBA 731*
        Information management, technology applications, and policy *PUBA 719, PUBA 720, PUBA 730, PUBA 731, PUBA 733, PUBA 740*

In the Application of Quantitative and Qualitative Techniques of Analysis, which includes:
        Policy and program formulation, implementation and evaluation *PUBA 719, PUBA 720, PUBA 722 [PUBA 725], PUBA 732, PUBA 740*
        Decision-making and problem-solving   *PUBA 719, PUBA 720, PUBA 722 [PUBA 725], PUBA 731, PUBA 732, PUBA749-002*

In the Understanding of the Public Policy and Organizational Environment, which includes:
        Political and legal institutions and processes *PUBA 710, PUBA 719, PUBA 720, PUBA 722 [PUBA 725], PUBA730, PUBA 731, PUBA 732, PUBA 742 [PUBA 749-002]*
        Economic and social institutions and processes   *PUBA 710, PUBA 719, PUBA 720, PUBA 731, PUBA 732, PUBA 742 [PUBA 749-002]*
        Organization and management concepts and behavior *PUBA 710, PUBA 711, PUBA 723, PUBA 742 [PUBA 749-002]*

Diversity Across the Curriculum. Our new student orientation each fall is designed to help our MPA students increase their awareness, sensitivity, and skills for working effectively with each other as diverse members of their MPA cohort. Several core courses (*PUBA 710, PUBA 711, PUBA 723, PUBA 749-002*) include readings, lectures, discussions, and/or exercises to extend that preparation for working in diverse organizations and serving diverse communities. In

addition, each year a committee of second-year MPA student volunteers designs and delivers a required series of diversity workshops for all first-year students. In the self-study year, these included:

- Dr. Cookie Newsome, Director of Diversity Education and Assessment, UNC-Chapel Hill, leading a discussion on workplace diversity.
- The student committee presenting skits illustrating behaviors insensitive to others' differences and leading discussions of those skits and alternative responses to those behaviors.
- Ben Saypol, Program Coordinator for Interactive Theatre Carolina, leading interactive experiences on ways gender, class, race, and other "isms" come up in the work of public administrators.

PUBA 721 (Professional Communications) helps each student build more effective skills in professional writing and speaking.

PUBA 745 and *PUBA 746* (Professional Development) do not meet as regular courses. Students enroll in 745 each fall semester and 746 each spring semester. Professional development activities each semester include a series of lectures by public service leaders and attendance at professional conferences. First year professional development activities also include a workshop on job seeking skills, including networking, resume writing, and interviewing. At the end of the first year of course work, an internship orientation seminar helps students focus on planning to learn from the summer-long professional work experience. A site visit from a faculty member during that summer helps students reflect on their experience, as does a debriefing seminar for all returning students at summer's end. During the second year, the speaker series and professional conferences continue, permitting students to explore further issues of professional practice with practitioners.

4.22 Additional Curriculum Components

A. Elective Design:

Each student takes at least 16.5 semester hours of elective courses to provide additional preparation in his or her area of particular career interest. These courses are selected by the student with the advice and approval of his or her MPA advisor. Each set of electives is individually designed particularly for each student, taking into account the student's previous education and experience, as well as his or her career interests.

B. Elective Courses for Broad Advanced Training:

Each student's elective courses are selected to meet that student's individual background and career interests. To ensure that students have as broad a range of options as possible, we permit up to six hours of elective courses to be taken in courses open to advanced undergraduate and graduate students. All other electives must be taken in courses open only to graduate students.

In addition to a broad range of courses from throughout the university and from our neighboring universities (Duke and North Carolina State), the MPA Program typically offers the following:

PUBA 722 Politics of the Admin. Process [an elective beginning in 2008]
PUBA 751 City and County Management
PUBA 752 Local Government Productivity
PUBA 756 Nonprofit Management
PUBA 757 Financial Management of Nonprofit Organizations
PUBA 760 Introduction to Law for Public Administration

PUBA 765 Capital Budgeting and Finance
PUBA 768 Dispute Resolution and Consensus Building
PUBA 770 Politics of Economic Development
PUBA 771 Managing Economic Development
PUBA 780-x Topics, including for example:
- Advanced Budget and Financial Analysis
- Advanced Human Resource Management
- Intergovernmental Relations
- Managing Local Government Services
- Public Finance
- Environmental Policy
- Environmental Finance
- Public Finance Reform
- Seeking and Securing Grants
- Grantwriting and Evaluation
- State Government
- University Administration
- Families and Public Policy
- Gender Issues and Leadership

C.   Elective Courses for Specializations:

We do not list any formal areas for specialization on our web site or in our printed materials; although we do note that "our historic emphasis on local government is a special strength." We regularly offer relevant electives in local government (see the list above).

Students wishing to informally specialize in a particular area of interest may do so by selecting elective courses in that specialty. Some students may choose to combine two specialties and select courses from each area of interest. Still others may choose not to specialize at all, preferring to select electives from various areas of interest. During the orientation for first-year students examples of some common specialization schemes are provided, including examples of courses within the MPA program and other departments that have been previously offered. These informal specializations include Local Government Management, Financial Management, Nonprofit Management, Public Policy, and Economic Development.

We also advertise joint degree programs with other professional schools at UNC-CH: MPA/JD (with Law); MPA/MRP (with City and Regional Planning); MPA/MSW (with Social Work); MPA/MSIS and MPA/MSLS (with Information and Library Science). In addition we advertise an interdisciplinary formal minor in Public Policy and an interdisciplinary Certificate in Nonprofit Leadership. The courses required for these programs are offered regularly. We typically have a few students each year who choose one or another of these options.

4.23 General Competencies

Students are expected to meet these general competencies through the core curriculum:

1) an understanding of public problems and how they arise, are identified, and dealt with through various institutions of an open, democratic society
2) an understanding of the legal and ethical bases of public service both within and outside government
3) an understanding of organizational life – ways of thinking about and working effectively with others

4) an understanding of the economic constraints under which governments and nonprofits operate and skill in using tools for dealing with them
5) analytic, quantitative, and statistical skills
6) interpersonal, group, team, and organizational leadership
7) written and oral communication skills
8) program planning and evaluation skills
9) facility in understanding information management policy and in using computers to manage and retrieve information, manage and manipulate data, and communicate

4.3 Minimum Degree Requirements

A.   Degree Credit Hours:

Fifty-four semester hours of credit are required for graduation. There is no provision for reducing this number of required hours. No hours of credit are awarded for the internship or capstone research project, although four of the fifty-four hours are awarded for PUBA 745 and 746 (Professional Development) which include preparation for and debriefing about the internship.

B.   Degree Length:

Regardless of prior experience or education, students need at least two academic years and the intervening summer to complete degree requirements. This is a total of twenty-one months. Course work is taken during the two academic years.

C.   Concluding Requirements:

To meet graduation requirements, each student conducts and reports on a capstone research project. No credit is awarded for this project. PUBA 749-002, Ethical and Effective Public Administration, is the capstone course in which students integrate knowledge and skills from throughout the curriculum through discussion of ethical issues raised in a series of case studies.

Each student is responsible for planning and conducting his or her own independent capstone research project. To report on the capstone project, each student writes a capstone paper and presents and defends the research to a faculty panel and orally at our annual capstone conference, "Practical Research for Public Officials." An elective course (PUBA 749-001) is offered during the first half of the fall semester to assist second-year students' development of their capstone research question and methodology, as well as to provide guidance on project and faculty committee management. In addition, each student must defend the capstone project in a comprehensive oral examination before his or her faculty committee.

D.   Course Formats:

Classes typically meet either once a week for two hours and forty-five minutes (usually with a break mid-way) or twice a week for one hour and fifteen minutes each session. Most classes are held during the day, although some electives are offered in the evening.

E.   Student Transcript – 2008-2009 MPA Graduates

TABLE 4.3.E Transcript Analysis

* Required of students entering Fall 2006
** Required of students entering Fall 2007
Grade Key: H=High Pass; P=Pass (typical graduate course grade); L=Low Pass; F=Failed; PS=Passed ungraded course; W = Waived course
Joint degree code: ILS = Information and Library Science

											S T U D E N T S													
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
YEAR ENTERED			7	7	7	7	7	7	7	7	7	7	7	7	7	6	7	7	6	7	7	7	7	7	7	7
JOINT DEGREE																ILS										
PREREQS	AMERICAN GOVERNMENT		W	Y	Y	W	Y	W	Y	Y	Y	Y	W	Y	Y	W	W	Y	W	W	Y	W	Y	Y	W	Y
Course No.	**Title**	**Credits**																								
PUBA 710	ORGANIZ. THEORY	3.0	P	P	P	P	H	P	H	P	P	P	P	P	P	H	P	P	P	P	P	P	P	H	P	P
PUBA 711	MGMT. & LEADERSHIP	3.0	H	P	H	P	P	P	P	P	P	P	P	P	P	P	P	P	W	H	P	P	P	P	P	P
PUBA 719	INTROD. METHODS	3.0	W	W	H	P	H	P	W	P	P	P	H	P	W	H	P	H	W	H	H	H	W	W	H	H
PUBA 720	PROGRAM EVALUATION	3.0	H	H	H	P	H	P	P	H	P	P	P	H	H	P	H	H	W	H	H	H	P	P	H	P
PUBA 721	COMMUNICATIONS	3.0	H	P	P	P	P	P	H	P	H	P	P	P	P	H	P	P	W	P	H	H	P	P	P	P
PUBA 722	POLI. OFADMIN. PROCESS	3.0	P	W	P	P	P	P	P	P	P	P	P	P	P	H	P	P	P	H	P	P	P	P	P	P
PUBA 723	HUMAN RESOURCES MGMT.	3.0	P	P	P	P	H	P	H	P	P	P	P	P	P	H	P	P	W	P	H	P	P	H	H	P
PUBA 730	ACCOUNTING	2.0	P	P	P	P	P	P	H	P	P	H	P	P	P	H	P	P	H	P	H	H	H	H	P	P
PUBA 731	BUDGETING	3.0	H	P	P	P	H	P	H	P	P	P	H	H	P	H	P	P	P	P	H	P	P	P	P	H
PUBA 732**	ECONOMICS FOR PUB. ADM.**	1.5	W	W	H	P	P	P	W	H	P	P	W	H	P	**	P	P	**	H	P	P	W	H	W	**
PUBA 733**	STRATEGIC I T MGMT.**	1.5	P	P	P	P	P	P	P	P	P	P	P	P	P	**	P	P	**	P	P	P	P	P	P	**
PUBA 740	POLICY/DECISION ANALYSIS	3.0	P	P	P	P	H	P	P	P	P	P	P	P	P	H	P	P	P	P	P	P	H	P	P	P
PUBA 745	PROF. DEVELOP. SEM. I	1.0	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
PUBA 745	PROF. DEVELOP. SEM. III	1.0	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	L	P	P	P	P	P	P	
PUBA 746	PROF. DEVELOP. SEM. II	1.0	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
PUBA 746	PROF. DEVELOP. SEM. IV	1.0	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
PUBA 746	PROF. DEVELOP. SEM. IV	2.0																								P
PUBA 742*	ETHICS FOR P A*	1.5														P			H							W

20

Code	Course Name	Cr	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
PUBA 749*	MANAGING PUBLIC POLICY*	3.0														P			P							W
PUBA 749-002**	ETHICAL/EFFECTIVE P A**	1.5	P	P	P	P	H	P	H	P	P	P	P	P	P	**	P	P	**	P	H	P	H	H	H	P
TRANSFER CREDITS				12											8		3									12
ELECTIVES																										
DUKE 700-944	SOCI 222S 01: GLOBALIZE & COMPARATIVE	3.0		H																						
EDUC 831	SCHOOL LAW	3.0																				H				
ENVR 585	AMER ENVIR POLICY	3.0			H																					
ENVR 686	ENVR POLICY INSTRUMENTS	3.0			P																					
EPID 600-01W	PRIN OF EPID	3.0																							P	
EPID 690-006	PROBS IN EPID OBESITY: CELL TO SOCIETY	3.0																							P	
GEOG 491-001	INTRODUCTION TO GIS	3.0																								P
GRAD 722	WEISS SEMINAR	0.5																						PS		PS
HPAA 600-01W	INTRO TO HPAA	3.0																							H	
INLS 461	INFO TOOLS	3.0														H										
INLS 500	INFO. INTERACTIONS	3.0														H										
INLS 501	INFO. RESOURCES	3.0														H										
INLS 501L	INFO. RESOURCES LAB	0.5														H										
INLS 513	RESOURCE SEL AND EVAL	3.0														H										
INLS 523	INTRO TO DATABASE	3.0														H										
INLS 582	SYSTEMS ANALYSIS	3.0														H										
INLS 758	INTL PERSPECTIVES	3.0														H										
LAW 213	LAW OF NONPROFIT ORGANIZ	3.0			P					P									P							
MBA 833A	SYSTEMS THINKING: SUST	1.5			P															P		H				
MBA 836	ENTRE: MINORITY ECON DVPT	1.5						P																		
MBA 850A	SUST COMMUNITY DEVEL	1.5								P								H								
NCSU 700-932	GIS FOR PUBL ADMIN	3.0										H														
NCSU 700-936	GIS FOR PUBL ADMIN	3.0											H													
NCSU 700-938	EMERGENCY MANAGEMENT	3.0																							H	
NCSU 700-946	SEMINAR IN PROGRAM EVAL	3.0																H								
PLAN 704	PLAN THEORY I	3.0		P																						
PLAN 760	REAL EST & AFFORD HSNG	3.0								P																
PLAN 761	HOUSING & PUB POL	3.0								P								P								
PLAN 763	URBAN REVITALIZATION	3.0								P												H				
PLAN 774	PLANNING FOR JOBS	3.0	P												P									H		

Course	Title	Cr																						
PLAN 823-002	PLANNING WORKSHOP ECONOMIC DEVELOPMENT	3.0																H						
PLCY 686	ENVR POLICY INSTRUMENTS	3.0													P			P		P				
PLCY 710	INTRO TO PUBLIC POLICY	3.0	H				P																	
PLCY 780	NORMATIVE DIMENSIONS	3.0					H	P																
PLCY 895	POVERTY & HUMAN RESOURCES	3.0	P				P																	
PUBA 749-1	CAPSTONE PAPER RESEARCH	1.5		P		P	P	P	H	P	P		P			P				P				P
PUBA 751	CITY & CO MGMT	3.0	P	P		P	H		H		P	P	P	P			P	H			H		P	P	P
PUBA 752	LOCAL GOVT PRODUCTIVITY	3.0				P			H		P	H		P				P	H	H				H
PUBA 756	NONPROFIT MANAGEMENT	3.0						P										P						
PUBA 757	FIN MGMT NONPROF ORG	3.0																H						
PUBA 760	INTRO TO LAW FOR PA	3.0	P	P		P		P	H	P	P	H		H			P			H	P		H	
PUBA 768	DISP RESOL & CONC B	3.0												P										
PUBA 770	COM ECON DEV: STR & CHOI	3.0	H							P	P							P			H			
PUBA 775	EGOV: PRAC-METH	3.0																H						
PUBA 780-001	TOPICS IN PUBLIC ADMIN	3.0	H																					
PUBA 780-001	TOPICS IN PUBLIC ADMIN	1.5							P			P						H						
PUBA 780-002	INTERGOVERNMENTAL RELATIONS	1.5																		H	P			
PUBA 780-002	PUBL FINANCE	1.5	P			P	P	H		P		P		P	H			P		P	H	P	P		P
PUBA 780-003	MANAGING LOC GOV SERV	3.0				P			P		P	P		P										P
PUBA 780-003	ENVIRONMENTAL POLICY	1.5			H						H							H						
PUBA 780-005	SEEKING & SECURING GRANT	1.5							H							H								
PUBA 780-005	SOCIAL VENT: BUS PLAN	1.5	P								P										P			
PUBA 780-006	STATE GOVERNMENT	3.0					P	H		H		H		P		H	P	P		H	H	H		H
PUBA 780-006	CREATIVE COMMUNITY	1.5						P										P						
PUBA 780-007	ENVIRONMENTAL FINANACE	1.5			P						P							P						
PUBA 780-007	ADVANCED BUDGETING	1.5	P				P		H		H		P	P				P			H		H		H	P
PUBA 780-007	INTERGOVERNMENTAL RELATIONS	1.5																P						
PUBA 780-008	GRANTWRITING & EVAL	1.5		P							P										H			
PUBA 780-009	UNIVERSITY ADMINISTRATION	1.5																P						
PUBA 780-009	GENDER ISSUES & LDRSHP	1.5			H		H	P										H			H			H
PUBA 900	RES IN PUBL ADMIN	1.0						P			P							P						
PUBA 900	RES IN PUBL ADMIN	5.0																					H	
SOCI 861	OCCUPATIONS/WORK	3.0											P											

			58.5	57.0	54.0	54.0	57.0	55.0	54.0	60.0	64.5	57.0	54.0	57.0	54.5	59.0	58.5	54.0	57.5	61.5	54.0	54.0	57.0	57.0	55.5	55.0
SOWO 883	MRKTING/FUNDRS NONPRF	3.0																	H							
SOWO 884	EXEC LDRSHP IN NONPROF	3.0																	H							
	TOTAL CREDITS		58.5	57.0	54.0	54.0	57.0	55.0	54.0	60.0	64.5	57.0	54.0	57.0	54.5	59.0	58.5	54.0	57.5	61.5	54.0	54.0	57.0	57.0	55.5	55.0

4.4 Internships

A.   Internship Design:

An internship or "Professional Work Experience" (PWE) is an essential part of each student's MPA curriculum. The PWE comes during the summer following students' completion of the first year of courses. Through practical experience as a member of the professional staff of a public service organization, each student has many opportunities to test, develop, and extend knowledge, skills, and values encountered during that first year.

Each student spends a minimum of ten weeks in a full-time, paid, professional position to complete the PWE requirement. (In 2009 because of the economic downturn, the MPA Policy Committee authorized the MPA Program Director to approve exceptions to the full-time and/or paid requirements in cases where the student would still experience professional-level opportunities and responsibilities.)

At an internship orientation session, students identify their goals for the PWE and develop plans for entering the new organization and making the most of their limited time there. During the PWE, a faculty member visits the student and his or her supervisor at the work site to discuss the student's work and how it relates to the MPA curriculum and the student's plans. At a day-long workshop at the end of the summer (before the second year of coursework begins), students and faculty explore together what students have learned from the internship. One immediate impact is often on a student's remaining year of studies, including choice of electives. Another is often the capstone research project topic.

B.   Internship Status:

The internship ("Professional Work Experience") is required of all students following completion of the first year of MPA core courses. No credit is awarded for the experience.

C.   Internship Supervision:

Interns are hired and supervised by the agency for which they work. During the fall of the first year of studies, the MPA Program helps students develop job-finding skills, including networking, resume preparation, and interviewing. The MPA Program hosts potential employers who come to campus to recruit both interns and graduates of our program. At a workshop near the end of their first year of studies, we conduct an internship orientation workshop to help them get the most out of their summer experience.

The employing agency pays the intern and provides professional supervision because the intern is hired as a professional staff member. (Because of the current economic downturn, the MPA Policy Committee authorized the MPA Program Director to approve exceptions to the full-time and/or paid requirements in cases where the student would still experience professional-level opportunities and responsibilities.)

An MPA faculty member conducts a site visit to each student's PWE location approximately mid-way through the internship. During this visit, the faculty member discusses the student's work with the student and the student's immediate supervisor. One important topic of discussion is the relationship between student and supervisor and their communication with each other.

D.   Internship Placement:

Internship placement typically begins late in the fall semester as students prepare resumes, identify their interests through information interviews, and begin exploring placement opportunities.   By March all first-year students have usually had several interviews with potential employers for their professional work experience the following summer.   Some of these interviews are conducted during our "job-fair" in February, but many are arranged by employers in response to direct inquiries from the students. By the end of April, all first year students are usually placed, although in 2009 the economic uncertainty resulted in a slower placement process. For the summer of 2009, faculty approved non-paid internships if the MPA Program Director determined the student will get a valuable professional experience.   By early June, all first-year students had begun their professional work experience placements for the summer.

2005	24 students/internships
2006	26 students/internships
2007	30 students/internships
2008	23 students/internships
2009	28 students/internships

The 28 students on professional work experience in 2009 each had a minimum placement of ten weeks. They each worked at least 35 hours per week in this assignment. They earned no academic credit for the internship. All but four secured paid internships. Here is a list of the employing agencies, locations, and number of students at each agency (in parenthesis):

Municipal governments
City of Fayetteville, NC, Manager's Office	(1)
City of Mount Holly, NC, Manager's Office	(1)
City of Rock Mount, NC, Manager's Office	(1)
Town of Chapel Hill, Chapel Hill, NC, Manager's Office	(1)
Town of Cary, NC, Manager's Office	(1)

County governments
Durham County, NC, Manager's Office	(1)
Guilford County, NC, Department of Social Services	(1)

State government agencies
NC Department of Public Instruction	(1)
NC General Assembly (Fiscal Research Division)	(1)
NC Treasurer's Office, State Retirement System	(1)
UNC-Chapel Hill (Environmental Finance Center)	(1)
UNC-Chapel Hill (Community-Campus Partnership)	(3)
UNC General Administration	(2)

Federal government agencies
US EPA	(1)

Nonprofit Organizations
Advanced Energy	(1)
American Red Cross, Tampa, FL	(1)
ICMA, Center for Performance Measurement	(1)
Life Care Pregnancy Center	(1)
MDC, Inc.	(1)
North Carolina Association of County Commissioners	(1)
North Carolina Justice Center	(1)
Our Children's Place	(1)
RAND Corporation	(1)
Rebuilding Together	(1)
Self-Help Credit Union	(1)

STANDARD 5.0--THE FACULTY

MPA faculty members bring a wide range of professional preparation and experience to their work with MPA students. Together, the faculty provides a breadth of expertise that serves well our students who are preparing for public service leadership. Many of our faculty members focus both their scholarship and their consulting on local government. This expertise is particularly relevant to our work with students who are preparing for careers in local public leadership.

The MPA Program nucleus faculty includes seventeen full-time members. The relatively large number of faculty involved in MPA teaching, governance, and student advising provides a student to faculty ratio of about 3 to 1. This permits close interaction between students and faculty. In the 2009 Alumni Survey, 61% of the respondents rated faculty accessibility outside the classroom as "outstanding" and another 30% rated it as "good."

MPA Program faculty members are highly qualified scholars and teachers. They publish actively and work closely with public officials in their respective areas of expertise. Our students are thus able to learn from faculty who are both well-known scholars and practicing consultants to public agencies. In the 2009 Alumni Survey, 78% of respondents rated faculty knowledge of their respective subjects as "outstanding" and the other 22% rated it as "good." Alumni also report that faculty were "outstanding" (44%) or "good" (47%) in exposing students to a variety of points of view.

The MPA Program faculty nucleus includes four women and thirteen men. Two of the men are African-American. Two other women, Lynn Setzer and Margaret Henderson, also regularly teach MPA students and participate on the MPA Policy Committee. (Setzer, a lecturer in the UNC School of Business, teaches the required core course in professional communications. Henderson, associate director of the School of Government's Public Intersection Project, teaches nonprofit management.) To provide a broader range of experts and role models for our students, we often invite practitioners as guest instructors and seminar speakers. Many of these are also minority or female.

5.1 Faculty Nucleus

A.   Critical Mass:

The MPA faculty includes men and women with expertise in accounting, collaborative governance, dispute resolution, economic development policy, environmental policy, human resource management, local government management, nonprofit management, performance measurement and productivity improvement, policy analysis, program evaluation, public budgeting and finance, public economics, public law, and public leadership and management.

B. Faculty Nucleus:

FACULTY NUCLEUS

Name	Rank & Title in the School of Government (unless otherwise noted)	Tenure Status	Adminis- trative Unit	Degree & Field
Allison, Gregory S.	Senior Lecturer	Fixed-term	SOG	B.A. Accounting
Ammons, David N.	Professor	Tenured	SOG	Ph.D. Political Science
Berner, Maureen M.	Associate Professor	Tenured	SOG	Ph.D. Public Policy
Hoyman, Michele	Associate Professor of Political Science	Tenured	Dept. of Political Science	Ph.D. Political Science

Hughes, Jeffrey	Lecturer	Fixed-term	SOG	M.D.E.E. Water Resources Engineer.
Jacobson, Willow	Associate Professor	Tenured	SOG	Ph.D. Public Administration
Morgan, Jonathan Q.	Assistant Professor	Tenure-track	SOG	Ph.D. Public Administration
Morse, Ricardo S.	Assistant Professor	Tenure-track	SOG	Ph.D. Public Administration
Rivenbark, William	Associate Professor	Tenured	SOG	Ph.D. Public Administration
Roenigk, Dale J.	Lecturer	Fixed-term	SOG	Ph.D. City and Regional Planning
Smith, Karl	Assistant Professor	Tenure-track	SOG	Ph.D. Economics
Stenberg, III Carl W.	Professor	Tenured	SOG	Ph.D. Political Science
Stephens, John	Associate Professor	Tenured	SOG	Ph.D. Dispute Resolution
Szypszak, Charles	Professor	Tenured	SOG	J.D. Law
Tufts, Shannon	Lecturer	Fixed-term	SOG	Ph.D. Public Administration
Whisnant, Richard	Professor	Tenured	SOG	J.D. Law
Whitaker, Gordon P.	Professor	Tenured	SOG	Ph.D. Political Science

C.   Teaching Assignments:

COURSES TAUGHT BY FACULTY NUCLEUS (2007-2008 and 2008-2009)

Name of Faculty	Academic Year(s)	Course #	Course Credits	Title
Allison, Gregory	2007-2008 2008-2009	730	2	Government and Nonprofit Accounting
Ammons, David	2007-2008 2008-2009	752	3	Productivity Improvement in Local Government
Berner, Maureen	2007-2008 2008-2009	719	3	Introductory Policy Evaluation Methods
Berner, Maureen	2007-2008 2008-2009	720	3	Methods for Policy Analysis and Evaluation
Hoyman, Michele	2007-2008 2008-2009	722	3	Politics of the Administrative Process
Hoyman, Michele	2007-2008 2008-2009	770	3	Politics of Economic Development
Hoyman, Michele	2008-2009	780-04	1.5	Public Sector Labor Relations
Hughes, Jeffrey	2008-2009	780-07	1.5	Environmental Finance
Jacobson, Willow	2007-2008 2008-2009	723	3	Human Resources Management
Jacobson, Willow	2008-2009	749-02	1.5	Ethical/Effective Public Administration
Jacobson, Willow	2008-2009	780-09	1.5	Gender Issues and Leadership
Morgan, Jonathan	2007-2008	771	3	Managing Economic Development

Morse, Ricardo	2008-2009	725	3	Collaborative Governance
Morse, Ricardo	2007-2008	740	3	Public Policy Analysis
Rivenbark, William	2007-2008 2008-2009	731	3	Government Budgeting and Finance
Rivenbark, William	2007-2008 2008-2009	780-007	1.5	Advanced Budgeting and Financial Analysis
Roenigk, Dale	2008-2009	740	3	Decision Analysis
Roenigk, Dale	2007-2008	780-02	1.5	Introduction to Decision Modeling
Smith, Karl	2008-2009	732	1.5	Economics for Public Administration
Smith, Karl	2008-2009	780-02	1.5	Public Finance
Smith, Karl	2007-2008	780-004	1.5	Public Finance Reform
Stenberg, Carl	2007-2008 2008-2009	746	1	MPA Professional Development Seminar II
Stenberg, Carl	2007-2008 2008-2009	780-03	3	Managing Local Government Services
Stenberg, Carl	2007-2008 2008-2009	745	1	MPA Professional Development Seminar I
Stenberg, Carl	2008-2009	751	3	City and County Management
Stenberg, Carl	2007-2008	749	3	Managing Public Policy
Stephens, John	2007-2008 2008-2009	768	3	Public Affairs Dispute Resolution and Consensus Building
Stephens, John	2007-2008	742	1.5	Values and Ethical Perspectives in Public Policy
Szypszak, Charles	2007-2008 2008-2009	760	3	Law for Public Administration
Tufts, Shannon	2008-2009	733	1.5	Strategic Information Technology Management
Tufts, Shannon	2007-2008	780-006	1.5	Managing Information Technology
Whisnant, Richard	2008-2009	780-03	1.5	Environmental Policy
Whitaker, Gordon	2007-2008 2008-2009	710	3	Public Organization Theory
Whitaker, Gordon	2007-2008 2008-2009	711	3	Public Management and Leadership

D. Course Load:

There is no typical teaching load for faculty in the School of Government. Many of the School's faculty members concentrate their teaching in short courses for public officials and do not teach any courses for any regularly-enrolled students. Typically, no member of the School's faculty is asked to teach more than two courses per year for MPA students. The regular teaching load in the Department of Political Science is four courses per year.

E. Other Full-time Faculty:

ADDITIONAL FULL-TIME FACULTY

Name (Last, First)	Rank & Title	Tenure Status	Administrative Unit	Degree & Field
Despard, Mathieu	Clinical Assistant Professor	Fixed Term	School of Social Work	M.S.W. Social Work
Saxon, John	Professor Government	Tenured	SOG	J.D. Law
Setzer, Lynn	Adjunct Lecturer	Fixed Term	School of Business	M.A. English

5.2 Professional Qualifications

Doctorate:

Fifteen of the seventeen (88%) members of the nucleus faculty hold earned PhD or JD degrees. One of three (33%) other full-time faculty members teaching in the program hold earned doctorates. Overall, 80% of the full-time faculty teaching in the program have doctoral degrees.

5.3 Practitioner Involvement

A. Instruction by Practitioners:

Part-time faculty taught no required MPA courses in 2007-2008 and 2008-2009. They were co-instructors with full-time faculty in three elective courses and had full teaching responsibility for fifteen elective courses during those two years. Several of these were half-semester courses (1.5 credit hours). Overall, the program offered 41 electives in those two years, so about 35% of the electives were taught by part-time faculty.

INSTRUCTION BY PRACTITIONERS, PART-TIME, and VISITING FACULTY
(2007-2008 and 2008-2009)

Name	Year(s)	Job Title & Agency	Course Title(s)	Degree/Field
Brenman, Julie	2008-2009	Director of Strategic Initiatives, City of Durham, NC	City and County* Management; Managing Local Government Services*	M.P.P. Public Policy
Creel, Marguerite	2007-2008 2008-2009	Adjunct Instructor	Seeking and Securing Grants	D.P.A. Public Administration
FitzGerald, Kevin	2007-2008	Executive Associate Dean for Finance, School of Medicine, UNC-CH	Social Ventures	M.P.A. Public Administration
Gray, Charles M. ("Mel")	2008-2009	Professor of Business, College of St. Thomas	The Creative Community; Social Ventures	Ph.D. Economics
Henderson, Margaret	2007-2008 2008-2009	Associate Director, Public Intersection Project, SOG	Nonprofit Management	M.P.A. Public Administration

Horton, Calvin	2007-2008	Retired City Manager	City and County Management; Managing Local Government Services*	M.P.A. Public Administration
O'Brien, Kelley	2008-2009	Director, NC Civic Education Consortium, SOG	Grant Writing and Evaluation	M.P.A. Public Administration
Stevens, Richard	2007-2008 2008-2009	State Senator	State Government	J.D. Law
Vogt, John	2007-2008 2008- 2009	Professor Emeritus, UNC-Chapel Hill	Capital Budgeting and Finance	Ph.D. Public Administration
Wright, Deil	2007-2008 2008-2009	Alumni Distinguished Professor Emeritus, UNC-Chapel Hill	Intergovernmental Relations	Ph.D. Political Science

*Co-taught with Professor Carl Stenberg.

B.   Practitioner Involvement:

Practitioners are guest speakers in MPA classes, at MPA professional development seminars, and at the annual MPA alumni conference. Some serve as alumni mentors to MPA students. Practitioners also serve as assessors for our required assessment center for all first-year MPA students. Practitioners are clients for students' class projects.   They supervise students during their professional field experience.

5.4 Faculty Quality

A.   Faculty Data Sheets:

These data sheets are in Volume II.

B.   Promotion and tenure at the School of Government are governed by two documents. They are the University's "Trustee Policies and Regulations Governing Academic Tenure" and the Schools' own "Promotion and Tenure Criteria."

The Trustee Policies establish the baseline that University of North Carolina at Chapel Hill faculty must have "demonstrated professional competence and the potential for future contribution" to be promoted and tenured. Beyond that, our School's promotion and tenure criteria require outstanding performance in: (1) research and writing, (2) teaching, (3) advising/technical assistance with government clients, and (4) administrative services, such as work with MPA students outside the classroom, that advances the School of Government's mission.

Given the School's strong dedication to serving public officials, we probably stress more than many schools publishing, teaching, and outreach activities that serve public officials. Faculty working with the MPA program must also support MPA students and contribute to the field of public administration by conducting research and publishing in ways that advance the discipline of public administration. They are also encouraged to contribute to the life of the discipline by working with professional organizations.

The School of Government's timelines for candidates on the tenure track are fairly typical. There is an initial four-year probationary appointment as assistant professor, with a decision about reappointment no less than twelve months before the end of the term. This is followed by a second probationary term of three-years, with a decision about reappointment and tenure no less than twelve

months before the end of that term. If tenured at that point, typically candidates are promoted to associate professor for a five-year appointment. They will have a promotion review after serving five years, and every three years thereafter. Candidates who are initially appointed as untenured associate professors have a five-year term with a decision about reappointment with tenure no later than twelve months before the end of that appointment. From that point, candidates may be considered for promotion to full professor.

The Dean appoints an advisory/review committee of three School of Government faculty for each new untenured faculty member. Advisory committee members are typically professors and associate professors, and there is usually a mix of people who work closely in the subject faculty member's work area, and some who do not. For MPA faculty, some of the committee members also teach in the MPA program. One committee member is appointed as chair, and another is appointed as a teaching mentor. This committee meets with the faculty member at least twice each year, sometimes more frequently, through promotion to associate professor and tenure. They help the candidate work towards a strong record for promotion and tenure.

The School seeks outside reference letters for faculty who are (1) being promoted from assistant to associate professor, (2) being promoted from associate to full professor, or (3) being reappointed as tenured associate professor. Faculty members submit comprehensive resumes and teaching portfolios for reappointment, tenure, and promotion. The candidate's advisory committee makes a recommendation to the Dean about whether a faculty member should be reappointed, promoted, and tenured. The Dean seeks advice of the School's full professors about all appointment, reappointment, and tenure decisions. The Dean confers with all tenured faculty on discussions for promotion to associate professor or conferring tenure to an assistant professor. Those decisions are then forwarded to the university for approval.

At the beginning of the self-study year, five members of the MPA nucleus faculty held tenure track appointments in the School of Government. Three were assistant professors not yet eligible for reappointment. One was an assistant professor in the second year of the second term and eligible for promotion and tenure. That faculty member was promoted to associate professor with tenure. The fifth had been appointed to the faculty as associate professor without tenure. That faculty member was promoted to full professor with tenure.

5.41 Instruction

A.   Quality of Instruction:

Our MPA students rate the quality of instruction in the program quite high. In the 2009 Alumni Survey, 78% of respondents rated MPA professors' knowledge of their subjects as "outstanding" and the other 22% rated it as "good." Similarly, 97% rated MPA professors' preparation for class as good or outstanding and 97% also gave those ratings to professors' ability to communicate clearly in class.

Regular feedback from students provides individual faculty members and the MPA Program Director information about the effectiveness of course instruction each semester. Faculty members usually quickly address students' concerns. If they do not, the Director acts to improve instruction. Two examples follow.

In the core Professional Communications course taught by an adjunct faculty member, student comments during the semester and on end-of-course evaluations indicated that the course was not meeting student needs. The MPA Program Director and other faculty members consulted with the instructor and offered advice, but problems persisted. The Director replaced the instructor with another adjunct. Faculty members again advised the new instructor about how the course might

better meet its objectives. That instructor also failed to meet our expectations and was replaced after one year. Finally, three years ago, we recruited an instructor who, from all reports does an excellent job with the course and meeting students' needs.

In 1999, we agreed that "public service" includes not only work in government, but rather all work for betterment of the public, including that done through nonprofit or business organizations. We decided to strengthen our elective courses in nonprofit management to help attract applicants who identified those interests and to better serve those who decide to make that their area of specialization. More importantly, we also decided to revise our core curriculum so that *all* our students would learn more about the nonprofit and business sectors and how they are involved, with government, in contemporary governance. But some of our nonprofit management students complained that there were not enough core and elective offerings in this area, despite opportunities provided by the program to take and receive credit for courses in other schools or departments. In order to clarify our focus and strength, the words "nonprofit agencies" were dropped from the mission statement in 2005. Furthermore, during the admissions process the committees take considerable care to ensure that non-profit candidates grasp our approach to nonprofit management.

Students' responses on end-of-semester course evaluations indicate that efforts to improve the quality of teaching in the program are paying off. As the following table and graphs reveal, average student rankings of their instructors and courses over the past five years are generally high and have trended upward. The scores reported are the means for each questionnaire item across all MPA core and elective courses offered during the referenced academic year.

Student Evaluations by Semester by Academic Year

	Knowledge of Material	Enthusiasm	Responsiveness to Questions	Availability for Help	Ability to Lead Discussion	Clearness of Presentation	Usefulness of Exams or Papers	Choice of Required Reading	Overall Quality of Teaching
AY 2008-09	4.81	4.70	4.61	4.53	4.37	4.29	4.16	3.97	4.50
AY 2007-08	4.68	4.57	4.47	4.46	4.22	4.13	4.06	3.96	4.33
AY 2006-07	4.69	4.57	4.48	4.54	4.20	4.03	4.00	3.78	4.38
AY 2005-06	4.71	4.56	4.38	4.52	4.11	4.02	3.92	3.87	4.21
AY 2004-05	4.59	4.40	4.15	4.33	4.02	3.84	3.75	3.55	4.04

Trend of Student Evaluation Scores by Academic Year by Category
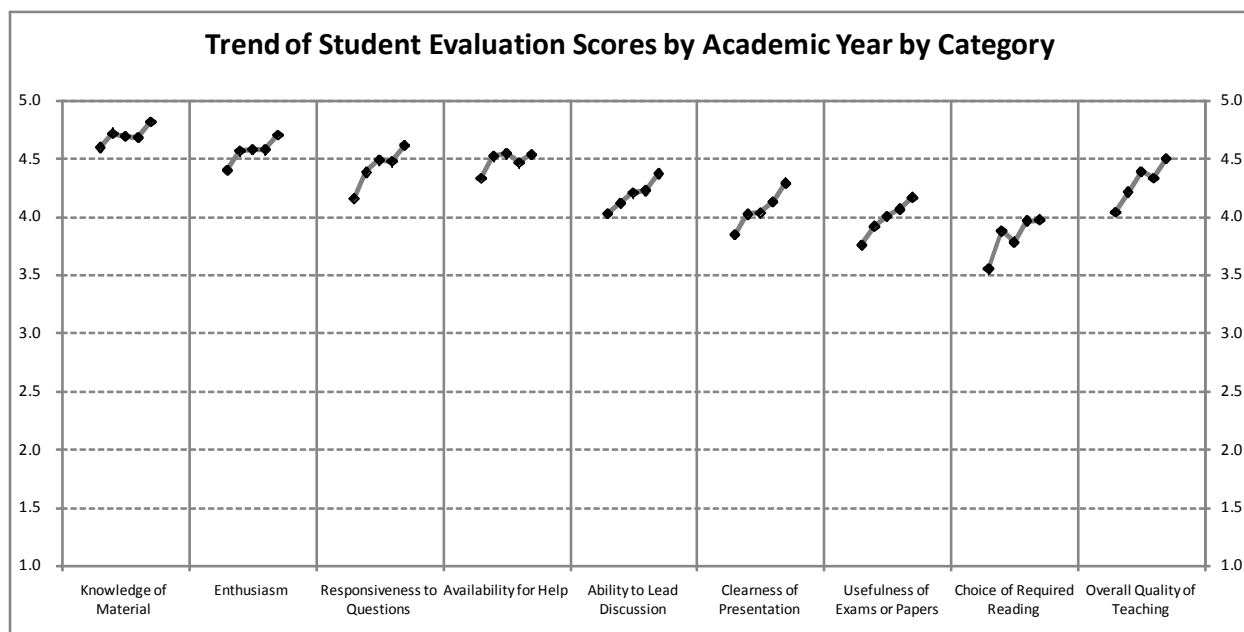
Student feedback is also important in our decisions about elective course offerings. Each year first-year students are surveyed to determine their interests. As a result, three years ago a new course on State Government was added to the curriculum. Students also expressed a desire for a more comprehensive survey course on local government operations, and we added Managing Local Government Services in 2007.

In summary, MPA faculty and students value creative, effective teaching and have several ways to promote it. We frequently talk about teaching. Regular end-of-course teaching evaluations provide systematic student feedback to instructors. The School of Government conducts workshops on adult education and teaching techniques for all SOG faculty and employs adult learning professionals who work with faculty on course design and teaching techniques. The School also assigns a senior faculty member to be a teaching mentor for each junior member of the faculty.

B.   Workload Policy:

There is no typical teaching load for faculty in the School of Government. Many of the School's faculty members concentrate their teaching in short courses for public officials and do not teach any courses for regularly-enrolled students. Typically, no member of the School's faculty is asked to teach more than two courses per year for degree-seeking students. The regular teaching load in the Department of Political Science is four courses per year.

C.   Class Sizes:

CLASS SIZES

NUMBER OF COURSE SECTIONS				
Class Size	2005-2006	2006-2007	2007-2008	2008-2009
1-9	14	18	9	18
10-19	14	14	12	11
20-29	11	15	13	11
30-39	2	1	0	2
40-49	0	0	2	0
Over 50	0	0	0	2

D.   Actual Credit Hours Taught:

ACTUAL CREDIT-HOURS TAUGHT

Nucleus Faculty Member	2007-2008				2008-2009			
	Graduate	Under grad*	Cont. Ed.**	Total	Graduate	Under grad*	Cont. Ed.**	Total
Allison, Gregory	2	0		2	2	0		2
Ammons, David	4	0		4	3	0		3
Berner, Maureen	6	0		6	6	0		6
Hoyman, Michele	3	6		9	7.5	3		10.5
Hughes, Jeffrey	0	0		0	1.5	0		1.5
Jacobson, Willow	3	0		3	6	0		6
Morgan, Jonathan	3	0		3	0	0		0

Morse, Ricardo	3	0		3	3	0		3
Rivenbark, William	4.5	0		4.5	4.5	0		4.5
Roenigk, Dale	1.5	0		1.5	3	0		3
Smith, Karl	3	0		3	3	0		3
Stenberg, Carl***	11	0		11	21	0		21
Stephens, John	4.5	0		4.5	3	0		3
Szypszak, Charles	3	0		3	3	0		3
Tufts, Shannon	1.5	0		1.5	1.5	0		1.5
Whisnant, Richard	0	0		0	1.5	0		1.5
Whitaker, Gordon	6	0		6	6	0		6

  * SOG faculty did not teach any undergraduate courses during these years.

  ** SOG faculty teach many short courses for public officials; however these are courses do not carry academic credit. Only rarely does someone seek and receive academic credit for participating in such a course.

***As MPA Program Director, Stenberg is listed as instructor of record for the professional development seminars (PUBA 745 and 746), for special topics (i.e., readings courses – PUBA 780), and for research credits (PUBA 900), although other faculty typically work with students in these courses. He also shared teaching. Responsibility with a practitioner for one three-hour course in 2007-2008 and two three-hour courses in 2008-2009.

5.42 Research

Research Summary:

MPA Program faculty members are active scholars. They conduct a broad range of research into public management and policy issues on topics ranging from governmental accounting and performance measurement to local government management and public school and environmental protection policies. Much of the work of School of Government faculty involves research and publication to improve public life in North Carolina. Most of the school's clients are state and local governments. While some of this research is funded independently, the School of Government supports most faculty research. MPA faculty members in Political Science also conduct both externally and internally-funded research on public management and policy issues.

From 2005 to 2009, MPA faculty members published at least 10 books, 60 articles, 35 book chapters, and 35 reports and manuals. The faculty data sheets in Volume II provide a full listing of faculty publications over the past four years. Here is a sample:

Representative books published since 2005:

Allison
    Governmental and Nonprofit Accounting: Theory and Practice, Ninth Edition; (with Robert J. Freeman, Craig D. Shoulders, Terry K. Patton, and G. Robert Smith), Prentice Hall, 2008

Ammons
    Tools for Decision Making: A Practical Guide for Local Government, Second Edition. Washington, D.C.: CQ Press, 2009.

    Leading Performance Management in Local Government (ed.). Washington, D.C.: ICMA Press, 2008.

Berner
    Statistics Revealed , ICMA Press, 2009 (forthcoming)

    Research Methods for Public Administration. Fourth Edition. (with Elizabeth O'Sullivan and Gary Rassel), Addison Wesley Longman, 2007

Morse	*Innovations in Public Leadership Development.* (ed. with Terry F. Buss) Armonk, N.Y.: M.E. Sharpe, 2008
	Transforming Public Leadership for the 21st Century. (ed. with Terry F. Buss, and C. Morgan Kinghorn) Armonk, N.Y.: M.E. Sharpe, 2007
Stenberg	*Managing Local Government Services: A Practical Guide* (ed. with Susan Lipman Austin) Washington, DC: ICMA Press, 2007
Szypszak	*Eminent Domain for North Carolina Local Governments, Law And Practice*, UNC School of Government, 2008
	Legal Aspects of Public Administration, Jones and Bartlett Publishers, forthcoming
Whisnant	*Rule Making in North Carolina*, UNC School of Government, 2006
Whitaker	*Local Government in North Carolina*, Third Edition, UNC School of Government, 2009

Representative articles published since 2005:

Ammons	"Factors Influencing the Use of Performance Data to Improve Municipal Services: Evidence from the North Carolina Benchmarking Project," with William C. Rivenbark. *Public Administration Review,* 68, No. 2 (March/April 2008), pp. 304-318.
	"City Manager and City Administrator Role Similarities and Differences: Perceptions Among Persons Who Have Served as Both." *American Review of Public Administration,* 38, No. 1 (March 2008), pp. 24-40.
Berner	"A Portrait of Hunger, the Social Safety Net, and the Working Poor." with Trina Ozer and Sharon Paynter. *Policy Studies Journal,* volume 36, issue 3 (August 2008), pp. 403-420.
	"Minority Contracting Programs: A Critical Juncture of Public Policy, Administration, Law, and Statistics." with Heather Martin and Frayda Bluestein. *Public Administration Review,* volume 67, issue 3 (May/June 2007), pp 511-520.
Hoyman	" It Takes a Village: A Test of the Creative Class, Social Capital and Human Capital Theories," with Christopher Faricy. *Urban Affairs Review*, Jan 2009, vol. 44, pp. 311-333.
Jacobson	"Leading and Governing: A Model for Local Government Education," with Donna Warner. *Journal of Public Affairs Education,* Summer 2008, Vol. 14, No. 2, pp. 149-173.
	"Creating a Motivated Workforce: How Organizations Can Enhance and Develop PSM," *Public Personnel Management.* Forthcoming (Accepted July 2007).
	"Preparing for Tomorrow: A Case Study of Workforce Planning in North Carolina Municipalities," *Public Personnel Management.* Forthcoming (Accepted November 2007).

Morgan	"What we know about Economic Development Incentives," *Popular Government*, Winter 2009
	"Questions about Tax Increment Financing in North Carolina," *Community and Economic Development (CED) Bulletin*, (with Joseph Blocher), August 2008.
	"The Relationship between Industry Clusters and Metropolitan Economic Growth and Equality," *International Journal of Economic Development* 9(4): 307-375, 2007.
Morse	"Small Town Civic Structure and Interlocal Collaboration for Public Services." *City and Community* 7 (1): 45-60 (with Lois W. Morton and Yu-Che Chen), 2008.
	"Creating Their Own Futures: Community Visioning and North Carolina Local Governments." *Popular Government* 73 (2): 20-35 (with Lydian Altman), 2008.
Rivenbark	"A Balanced Approach to Implementing the Balanced Scorecard," *Popular Government*, winter 2009 (with Eric J. Peterson).
	"Budget Theory in Local Government: The Process-Outcome Conundrum," *Journal of Public Budgeting, Accounting & Financial Management* (with Janet M..Kelly), 2007.
Roenigk	"Benefiting from Comparative Performance Statistics in Local Government" *Popular Government* (with David Ammons and William Rivenbark) Summer 2007, pp. 34-42.
	"A MAP Approach to Performance Measurement in Local Government," *Government Finance Review* (with William Rivenbark) June 2006, pp. 28-34
Stenberg	"The Community Development Balancing Act: Reconciling Expectations for a Hybrid Block Grant," *Journal of Public Budgeting, Accounting & Financial Management*, Vol. 20, No. 1, Spring 2008
	"Voter-Owned Elections in North Carolina: Public Financing of Campaigns," *Popular Government* (with Philip G. Rogers and Sarah J. Waterman) Winter 2009, pp. 30-42
Szypszak	"North Carolina's Real Estate Recording Laws: The Ghost of 1885," *N.C. Central Law Journal*, 2006
Whitaker	"Sexual Assault and Domestic Violence: The Community's Role in Weaving the Safety Net," *Popular Government*, Vol. 73, No. 2 (with Margaret Henderson and Lydian Altman), Winter, 2008, pp. 4-19

Representative reports published since 2005:

Ammons	*Development Review in Local Government: Benchmarking Best Practices,* with Ryan A. Davidson and Ryan M. Ewalt. Chapel Hill, NC: School of Government/University of North Carolina, June 2008.
Hughes	*An Overview of Water and Sewer Rates, Rate Structures and Rate Setting Practices in North Carolina (*with multiple authors*).* Report on a survey of 277 North Carolina utilities' rates and rate setting practices, April 2007.
Rivenbark	Phased Implementation of the 2007 and 2008 Medicaid Funding Reform Legislation in North Carolina (with Millonzi, Kara A.), September 2008.
Roenigk	Final Report on City Services for Fiscal Year 2006-2007, UNC School of Government Benchmarking Project, February 2008.

Whisnant	Final Report of the Economics Subcommittee, Development of Environmentally Superior Technologies for Swine Waste Management per Agreements Between the Attorney General of North Carolina, Smithfield Foods, Premium Standard Farms, and Frontline Farmers, January 2006.
Whitaker	"Organization of Sexual Assault Programs: A Report to the Governor's Crime Commission," 2006

Representative funded projects since 2005:

Berner	Evaluation of Services provided by Councils of Government in North Carolina, 2008-present
	Evaluation of Land Acquisition Process, North Carolina Trust for Public Land, 2007
	Evaluation of Educational Service Provision Model for Children Who are Blind or Visually Impaired and/or Deaf or Hard of Hearing in the State of North Carolina, North Carolina Department of Public Instruction and Office of Educational Services, Department of Health and Human Services, 2007
Hughes	Targeted Watershed Capacity Building Grant ($605,000). Two-year USEPA grant to strengthen capacity of southeastern communities to protect and restore their watersheds. Project team includes 3 universities (UNC, NC State, and Auburn) and several non-profit service providers. Principle Investigator (PI). October 2007 to September 2009.
Roenigk	North Carolina Local Government Performance Measurement Project. Ongoing project funded by local municipalities to collect and report on performance measures for municipal services. 2005 to present.
Whisnant	NC Water Allocation Study, Environmental Review Commission of the N.C. General Assembly ($100,000), 2008-2009.
Whitaker	Strategic Planning for 2010-2015, Employment Security Commission of North Carolina, 2009

5.43 Experience and Service

MPA faculty members have held a variety of responsible positions in public service. These are listed fully on the faculty data sheets. A sample includes:

Allison	Finance Director, Morganton, NC 1988-1992 Assistant Director, Government Finance Officers Association (GFOA) 1992-1997
Ammons	Assistant City Manager, Director of Research and Budget, Director of Administration, Oak Ridge, TN 1978-1983
Berner	Evaluator, US General Accounting Office 1991-1995
Hoyman	Federal Mediation and Conciliation Panel of Arbitrators 1990 to present
Hughes	Public Works Director, Chatham County, NC, 1996-1999

Morgan	Director of Economic Policy and Research, NC Department of Commerce, 1998-2000
Rivenbark	Fiscal Administrator, City of Greenville, SC 1998-1999
Roenigk	Planner/Evaluator, NC Division of Mental Health, Developmental Disabilities, and Substance Abuse, 1997-2005
Stenberg	Executive Director, The Council of State Governments, Lexington, KY, 1983-1989
Stephens	Research Director, Ohio Commission on Dispute Resolution and Conflict Management, 1991-1996
Whisnant	General Counsel, NC Department of Environment, Health, and Natural Resources, 1993-1998

MPA faculty members regularly provide consultation to public agencies. Consulting activities of each faculty member are described more fully on the faculty data sheets. A sample is presented here:

Allison	Extensive consultation on governmental accounting practices with cities, counties, and state agencies in NC and elsewhere.
Ammons	Extensive consultation on performance measurement with cities, counties and state agencies in NC and elsewhere.
Berner	Extensive consultation on program evaluation with state agencies and public service nonprofits in NC and elsewhere.
Hoyman	Service on various labor mediation/arbitration boards across the US.
Hughes	Extensive consultation with local, state, and federal agencies on environmental protection finance.
Jacobson	Frequent short-term consultation by email and telephone with state and local public officials regarding human resource management and workforce planning.
Morgan	Consultation on local and regional economic development initiatives.
Morse	Consultation on citizen engagement and regional collaboration.
Rivenbark	Extensive consultations with local governments in NC and other states on implementing performance management and budgeting systems.
Roenigk	Extensive consultations with local governments in NC and other states on implementing performance management.
Smith	Consultation with NC General Assembly on possible changes to the state's tax structure.
Stenberg	Consultation on strategic planning.

Stephens	Consultation on organizing and facilitating community forums and dispute resolution processes.
Szypszak	Extensive consultation with registers of deeds and others concerning real estate recording, eminent domain, and other legal issues relating to real property.
Whisnant	Principal Investigator, NC Water Allocation Study, Environmental Review Commission of the N.C. General Assembly, 2008-2009
Whitaker	Occasional consultation with local and state agencies and nonprofits on citizen participation and engagement, nonprofit-government relations, alternative service delivery arrangements, strategic planning, and management practices.

5.5 Faculty Diversity

A.   Diversity Plans:

The School of Government revised its policy on diversity in faculty recruitment in 2005. The policy entitled "Principles of Diversity in Initial Faculty Appointments" is reproduced below.

<div align="center">

School of Government, UNC Chapel Hill
Principles of Diversity in Initial Faculty Appointments
(10/11/05)

</div>

The School of Government is dedicated to providing an educational environment that enriches the experience of our governmental clients, our students, and our own faculty and staff—and that benefits North Carolina more generally. The School values the rich diversity reflected by all of the people of North Carolina.

Achieving diversity will improve our effectiveness in meeting our mission to serve the needs of North Carolina public officials and citizens. Public officials, as well as faculty and staff, will benefit and learn from the different experiences and perspectives of a diverse faculty. In addition, public officials are more likely to call on the School for assistance if it has a diverse faculty.

Achieving diversity is important to the School because of historic discrimination in North Carolina that has affected the ability of minorities to advance; the presence of significant populations of minorities in the State; the significant representation of minorities among the audiences we serve; and the under-representation of minorities among candidates for our faculty positions. Given these concerns, the School is committed to racial and ethnic diversity among its faculty. At this time, these factors lead to a special interest in diversity through addition of African-Americans. As we revisit the policy over time, other racial and ethnic groups may also receive emphasis in our faculty diversity focus.

The School seeks to increase hiring of minority faculty to achieve a critical mass among our faculty, and race and ethnicity will be taken into account for that purpose.

Increasing Pool of Minority Candidates

The School of Government will take creative steps to identify and attract minority candidates for faculty positions at the School. The recruitment committee will regularly evaluate advertising and recruitment strategies to assure that we are reaching out to minority audiences.

Treating Minority-Race and Ethnic Status as a "Plus" Factor

In assessing faculty candidates, we will conduct a holistic review of each candidate, give individualized consideration to all candidates of all races and ethnicities, and review and balance factors exhibited by each candidate. We will consider minority-race and ethnicity status as a "plus" for achieving diversity among our faculty. Consideration of this "plus" factor should be led by the concerns stated above that lead us to value diversity. We assess faculty candidates for their potential to contribute to the School's mission through teaching, advising, research and writing, service, and adding to our diversity. Assessments include consideration of resumes, letters of interest, and writing samples; further screening of top candidates by recruitment committee members through conversation in person or by phone; and evaluation of finalists through interviews and reference checks.

Achieving Diversity in Relationship to Other Faculty Hiring Priorities

In making faculty hiring decisions, the School will be mindful that minority-race and ethnic status is a "plus" factor for achieving diversity that must be considered along with our stated priorities for faculty fields of expertise. Practically, striving for diversity may mean that we hire faculty who help the School achieve diversity and promote the School's mission but who do not match the School's highest identified faculty expertise hiring priorities.

Assessing Effectiveness of Policy and Determining Its Continued Need

Each year, the recruitment committee will assess the adequacy of our outreach efforts. Every three years, the Dean will evaluate the need for the policy's continuation.

B.   Diversity Data:

Faculty	AA/EEO/ADA Category	Rank	Tenure Status
A	White Male	Senior Lecturer	Fixed Term
B	White Male	Professor	Tenured
C	White Female	Associate Professor	Tenured
D	White Female	Associate Professor	Tenured
E	White Female	Associate Professor	Tenured
F	African-American Male	Assistant Professor	Tenure Track
G	White Male	Assistant Professor	Tenure Track
H	White Male	Associate Professor	Tenured
I	White Male	Lecturer	Fixed Term
J	White Male	Lecturer	Fixed Term
K	African-American Male	Assistant Professor	Tenure Track
L	White Male	Professor	Tenured
M	White Male	Professor	Tenured
N	White Female	Lecturer	Fixed Term
O	White Male	Professor	Tenured
P	White Male	Professor	Tenured
Q	White Male	Associate Professor	Tenured

The MPA Program faculty includes seventeen full-time faculty members: four women and thirteen men. Since 2004, two African-American MPA faculty members have been hired by the School of Government. Two

adjunct faculty members (Henderson and Setzer) are also involved with MPA students and program administration so extensively that we include them as members of the MPA policy committee. Both are women. We also invite female and minority practitioners as guest instructors and seminar speakers throughout the year to further diversify our students' experiences. For example, for the 2008-09 academic year, five of the six adjunct faculty instructors were female. In the City and County Management course during the fall 2008 semester, five of the guest speakers were females and three were African-American.

C. Faculty Searches:

Year	# of Women Applicants	# of Minority Applicants	# of Disabled Applicants	# of Women Interviewed	# of Minorities Interviewed	# of Disabled Interviewed	# of Women Offered Position	# of Minorities Offered Position	# of Disabled Offered Position
2005	1	0	0	1/ 1.00	0	0	1	0	0
2005	21	UNK	UNK	1/ .04	0	0	0	0	0
2005	19	UNK	UNK	1/ .05	0	0	0	0	0
2006	13	UNK	UNK	1 / .07	0	UNK	0	0	0
2007	4	1	UNK	0	1/ 1.00	0	0	1	0
2008*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTALS	**58**	**1**		**4/ .06**	**1/ 1.00**		**1**	**1**	
*No faculty searches in 2008									

STANDARD 6.0--ADMISSION OF STUDENTS

6.1 Admission Goals and Standards

A. Mission, Assessment and Guiding Performance:

Our mission is to help people prepare for public service leadership, with a special emphasis on providing local public leaders in North Carolina. We thus seek to attract and enroll men and women who are not only well prepared academically, but who also demonstrate the character, motivation, and talents to be effective public leaders.

Because we value highly the learning from each other that occurs in each MPA student cohort, we attempt to enrich the diversity of each class by admitting students with many different backgrounds and experiences.

We are generally successful in enrolling the kinds of students we seek. Most of our graduates take positions in public service agencies. The 2009 Alumni Survey suggests that most remain in public service careers. Over half work for government, and most of the rest work for nonprofits, colleges and universities, or consulting firms working with government. Half have remained in (or returned to work in) North Carolina.

CURRENT EMPLOYMENT OF MPA GRADUATES in 2009 Alumni Survey

TYPE OF EMPLOYER	PERCENTAGE
City, County or Other Local Government	40%
State or Federal Government	14%
School, College or University	15%
Nonprofit Organization	17%
Consulting firm – government/nonprofit clients	6%
Law/Private Industry/ Consulting firm – business clients	15%
Other	3%

Most respondents also noted the importance of leadership in their careers: 61% reported leadership was extremely important and another 26% said it was very important in their work.

Furthermore, the 2009 Alumni Survey suggests that many of our graduates move among and within sectors in the course of their careers. This career mobility is indicative of our graduates' participation in the new public service for which we consciously prepare them.

CAREER MOBILITY OF MPA GRADUATES in 2009 Alumni Survey

TYPES OF EMPLOYER ANY TIME FOLLOWING MPA	PERCENTAGE*
City government	40%
County government	25%
Other local jurisdiction	2%
Regional organization	4%
State government agency/legislature	27%
Federal government agency/legislature	14%
Military service	2%
Judiciary	1%
School, college or university	26%
Nonprofit agency/"Third Sector" organization	29%
Public interest group	2%
Foundation	2%
International organization	3%
Consulting firm – primarily government/nonprofit clients	16%
Consulting firm – primarily private sector clients	8%
Law firm	5%
Private industry – non-consulting	18%
Other	5%

*Percentages total more than 100 because many respondents were employed by several types of employers.

B. Admission Process:

Since 2003, the Graduate School required that admitted applicants score at or above the fiftieth percentile on both the verbal and quantitative portions of the GRE. In 2008, the Graduate School revised their policy on GRE scores and now requires applicants have a combined score of 1000 on the verbal and quantitative sections. The Graduate School also requires those we admit have at least a 3.0 cumulative grade point average in their last two years of undergraduate study. Under special circumstances, we can petition to have these requirements waived. We rarely request waivers, but may do so for applicants who, despite lower scores, show evidence of solid academic skills and considerable promise for public service leadership.

Our admissions committee reviews applicants and selects top applicants for interview. The admissions committee consists of four members of the MPA Program faculty, four current students, and two alumni. It is divided into two, equally balanced subcommittees, each of which reviews about half of the applicants.

Applicants are responsible for paying their own way to interview for admission, although some funds are available to subsidize minority or disadvantaged applicants' interview travel. In a few cases, applicants are not able to come to Chapel Hill to interview, and we conduct an admissions interview by phone. Interviews last 30 minutes and are conducted during two reserved Friday/Saturday dates in February or March. We make special arrangements to interview applicants who cannot schedule interviews on those dates.

Following the interviews, each admissions subcommittee recommends action on each applicant to the MPA Program Director. The Director usually accepts these recommendations. However the Director is also responsible for balancing the composition of the entering class. Therefore, in addition to admissions committee assessments, the Director takes into considerations the mix of backgrounds, experience, gender, ethnicity, and career interests in the entire class.

C.   Representation:

The MPA Program explicitly seeks diversity in each class and actively seeks application from minorities and individuals with unusual backgrounds. "Diversity" is taken to mean differences in the group, judged by age, experience, gender, ethnicity, and interests. We are particularly aware of the need to include men and women of minority racial and ethnic groups in our classes.

On campus, all students are provided a positive, supportive environment. Given the small size of each entering class (25 to 36 students), and the accessibility of faculty and staff, it is easy for students to receive informal counseling and advice.

6.2 Baccalaureate Requirement

We do not admit students without the baccalaureate or equivalent degree.

6.3 Admission Factors

A.   Admission Factors:

Each applicant must submit
- standardized test scores (typically GRE scores, although we can accept GMAT or LSAT scores as appropriate)
- transcripts from all institutions of higher education the applicant has attended
- a personal statement of career goals and how the MPA Program relates to them
- three letters of reference
- the Graduate School application form

In addition, each applicant has an interview with members of the admissions committee.

The admissions committee advises the MPA Program Director on admissions decisions. The committee and director review the information from all of the above sources and base admissions decisions on applicants':

- evidence of academic achievement and ability
- ability to relate and express ideas and experiences clearly
- evidence of commitment to public service
- demonstrated leadership potential
- relevant experience
- potential contributions to class diversity and learning community

Admissions decisions are not based on any set weights for any factor and no formula is used in admissions decisions. Since 2003, the Graduate School required that admitted applicants score at or above the fiftieth percentile on both the verbal and quantitative portions of the GRE. In 2008, the Graduate School revised their policy on GRE scores and now requires applicants have a combined score of 1000 on the verbal and quantitative sections. The Graduate School also requires that those we admit have at least a 3.0 cumulative grade point average in their last two years of undergraduate study. Under special circumstances, we can petition to have these requirements waived. We rarely request waivers, but may do so for applicants who, despite lower scores, show evidence of solid academic skills and considerable promise for public service leadership.

GRE AND GPA AVERAGES FOR ADMITTED MPA STUDENTS

YEAR ADMITTED	AVERAGE GRE SCORE*	AVERAGE GPA
2009	1186	3.49
2008	1187	3.52
2007	1218	3.32
2006	1235	3.42
2005	1176	3.48

*Sum of Verbal and Quantitative scores.

B.   Admissions Record:

ADMISSIONS/ATTRITION RECORD*

2005-2006	Minority Female	Minority Male	White Female	White Male	Total
	FT	FT	FT	FT	FT
Applicants	20	10	42	35	107
Regular Admits	2	2	22	16	42
Registrants	2	0	12	14	28
Active Students					
Graduates	2	0	12	13	27
2006-2007	Minority Female	Minority Male	White Female	White Male	Total
	FT	FT	FT	FT	FT
Applicants	20	17	27	28	92
Regular Admits	1	4	12	20	37
Registrants	1	4	10	13	28
Active Students		1	1		2
Graduates	1	3	9	13	26

2007-2008	Minority Female	Minority Male	White Female	White Male	Total
	FT	FT	FT	FT	FT
Applicants	15	10	30	25	80
Regular Admits	3	2	17	13	35
Registrants	2	1	15	6	24
Active Students			1		1
Graduates	2	1	14	6	23

2008-2009	Minority Female	Minority Male	White Female	White Male	Total
	FT	FT	FT	FT	FT
Applicants	13	10	29	19	71
Regular Admits	5	2	18	16	41
Registrants	3	1	12	13	29
Active Students	2	1	12	13	28
Graduates					

2009-2010	Minority Female	Minority Male	White Female	White Male	Total
	FT	FT	FT	FT	FT
Applicants	34	14	45	38	131
Regular Admits	11	3	19	13	46
Registrants**	9	3	14	10	36
Active Students**					
Graduates					

*   NOTE: The MPA Program does not admit part-time students (except MPA Flex) or students on probationary status. However, students in dual degree programs and MPA Flex students require more than two calendar years to complete both degrees.

** Fall 2009 Matriculation

C. Probationary Student Assessments:

    We do not admit any students to probationary status.

D. Enrollment/Size of Program:

PROGRAM SIZE--NUMBER OF STUDENTS REGISTERED IN FALL TERM*

Year	Total	Minority	Female	Disabilities
2005	55	9	32	0
2006	56	7	25	0
2007	48	6	26	0
2008	53	7	30	1

*Excludes one student who enrolled Fall 2005 and subsequently withdrew September 2005.

STANDARD 7.0--STUDENT SERVICES

Student Services and Mission:

    To help our students prepare to be effective public leaders, we strive to help them learn how to work well together on teams. The small size of our program (50 to 60 students) and its organization by student cohorts support that mission well. So does the active engagement with MPA students of 17 MPA faculty, other School of Government faculty, and MPA staff (full-time MPA Student Services Manager, full-time admissions coordinator/staff assistant, full-time placement coordinator/research associate, and part-time external relations coordinator).

7.1 Advisement and Appraisal

A.   Advising System:

Each student is assigned a faculty advisor if they indicate they would like to have one. In addition, the MPA Program Director serves as academic advisor for all MPA students. Other faculty members advise students regarding specific program specialization areas. For example, Professor Berner advises students interested in the Presidential Management Fellows program and similar programs. Professor Whitaker advises students interested in nonprofit management or policy analysis certificate programs. Professor Rivenbark advises on financial management. All program faculty members advise students on careers and on research projects. Each MPA faculty member chairs some capstone project advisory committees, so that no faculty member is overburdened with that responsibility. The Student Services Manager provides information about elective course options, procedures for adopting formal minors, registration for credit at Duke or North Carolina State University, and other administrative matters.

Students may informally specialize in one or more areas of interest – Local government Management, Financial Management, Nonprofit Management, Public Policy, and Economic Development – or choose not to specialize at all. If they choose to do so, in addition to their assigned advisor they are encouraged to consult with lead faculty in these specializations.

During individual appointments with their advisors, students review their academic progress and performance. Students also get frequent feedback from faculty members who are teaching their courses. Faculty/staff discussions of student progress enable the Director to monitor each student's progress and to identify any student encountering difficulties. The Director then meets with the student to explore the situation and help the student identify resources and plan for improvement. University resources include the student counseling center, the writing center, and disability services.

B.   Financial Assistance:

FINANCIAL ASSISTANCE

YEAR	MPA RESEARCH ASSISTANTSHIPS	OTHER UNIVERSITY-FUNDED RESEARCH ASSISTANTSHIPS	GRADUATE ASSISTANTSHIPS	SCHOLARSHIPS	UNIVERSITY FELLOWSHIP
2005 - 2006	6	14	10	37	3
2006 - 2007	9	13	8	31	3
2007 - 2008	15	14	3	29	1
2008 - 2009	19	18	2	26	2

C.   Student Attrition:

Almost all of the students who enroll in the MPA Program complete the program and complete all degree requirements in two years. A very few students withdraw from the program for personal reasons. Others are enrolled in dual degree programs that require additional years for completion of the two degrees, and so they remain active for more than two years. Student retention is not a problem for our program.

7.2 Placement Services

A. Placement Assistance:

MPA students have access to university-wide and program-specific placement services. The University Career Center offers information about job openings, assistance in resume writing, and help in preparing for interviews. Interview preparation assistance includes practice interviews that are video-taped and individually critiqued.

The MPA Program Placement Coordinator, working with the student designated as the "MPA Jobczar," provides second-year students and interested alumni with information about current job openings via weekly email announcements. The Career Services section of the MPA website allows employers to post jobs, internships and post-graduate fellowships online. The website provides links to an array of organizations that publicize job opportunities and information about post-graduate fellowships. Students are especially encouraged to apply to the Presidential Management Fellows and ICMA Local Government Management Fellows programs.

During the first semester students are enrolled, the MPA Placement Coordinator works with each student individually to design a professional resume and craft a short statement describing their career aspirations. The statements are compiled in booklets, one for prospective interns and one for prospective graduates and distributed to potential employers. Employers also have access to the students' resumes via the MPA website. We hold a job fair on campus each February. Many potential employers come then to interview applicants. Other employers come on their own schedules.
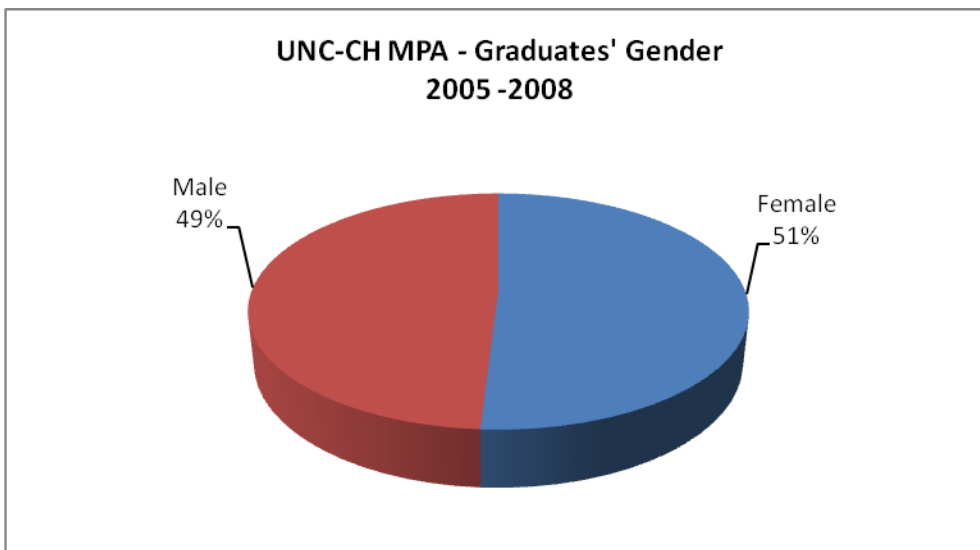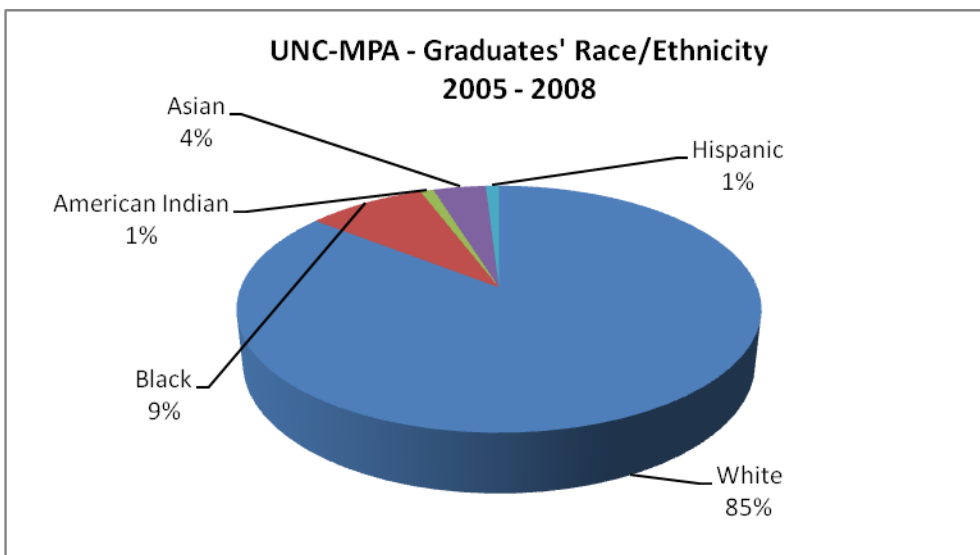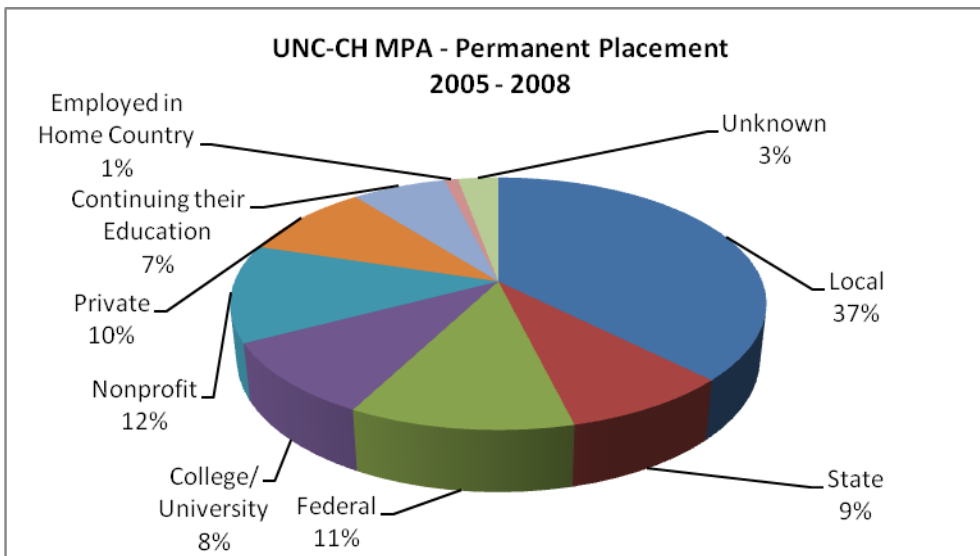
At the beginning of their second semester the students are required to participate in a three-day, mock assessment center. Program alumni critique each student's performance individually and offer suggestions for overall improvement. We also hold placement seminars every year to help the students improve their interviewing and job-search skills.

In alternate years a faculty member accompanies a group of MPA students to Washington, DC to meet with alumni and other professionals in various government agencies, nonprofit and private organizations to learn about internship and career opportunities there. Students travel to the state capitol and another major metropolitan area in North Carolina in successive years to meet with alumni and discuss state and local job opportunities. A variety of additional networking opportunities including the winter North Carolina City and County Management Association Seminar and the Conference on Public Administration sponsored by the UNC-CH MPA Alumni Association occur annually. At the beginning of their first year, students may volunteer to be connected with an alumnus. Students are matched with alumni according to their interests and most take advantage of this relationship to explore career opportunities with an experienced practitioner.

All program faculty members advise students on careers and on research projects. Helping students learn and use their own job-finding skills is emphasized throughout the two years MPA students are on campus.

B. Follow-up of Graduates:

The graphs below provide breakdowns by type of employer, race/ethnicity, and gender for the 104 MPA alumni who graduated from 2005 through 2008.

UNC-CH MPA - Permanent Placement
2005 - 2008

- Employed in Home Country 1%
- Continuing their Education 7%
- Private 10%
- Nonprofit 12%
- College/University 8%
- Federal 11%
- State 9%
- Local 37%
- Unknown 3%

UNC-MPA - Graduates' Race/Ethnicity
2005 - 2008

- Asian 4%
- American Indian 1%
- Hispanic 1%
- Black 9%
- White 85%

UNC-CH MPA - Graduates' Gender
2005 - 2008

- Male 49%
- Female 51%

We are not able to provide similar breakdowns for all MPA alumni. However, we can provide estimates based on responses to our 2009 Alumni Survey:

CURRENT EMPLOYMENT OF MPA GRADUATES in 2009 Alumni Survey

TYPE OF EMPLOYER	PERCENTAGE
City, County or Other Local Government	40%
State or Federal Government	14%
School, College or University	15%
Nonprofit Organization	17%
Consulting firm – government/nonprofit clients	6%
Law/Private Industry/ Consulting firm – business clients	15%
Other	3%

RACE/ETHNICITY OF MPA GRADUATES IN 2009 Alumni Survey

RACE/ETHNICITY	PERCENTAGE
Black	11%
White	86%
Other	3%

GENDER OF MPA GRADUATES IN 2009 Alumni Survey

GENDER	PERCENTAGE
FEMALE	41%
MALE	59%

STANDARD 8.0--SUPPORT SERVICES AND FACILITIES

Support Services and Mission:

The MPA Program has a strong resource base. While additional funding for student support would be welcome, the program has sufficient resources to attract many outstanding students to each entering class of approximately 25 to 36. The program has excellent staff support, library resources, computer facilities and technical support, other instructional equipment, and physical space for students, staff, and faculty.

8.1 Budget

A. Budget Process:

The budget for the MPA Program includes student support, adjunct instructor fees, and operating expenses, but does not include salaries of permanent faculty and staff. The budget is prepared and reviewed annually by the MPA Program Director, MPA Program Manager, and Dean of the School of Government. The MPA Director confers directly with the Dean of the School of Government on all MPA Program budget needs. Because the tenure-track MPA faculty employed by the School of Government also carry responsibilities with the Institute of Government, the budget for their salaries and staff salaries is included in the School of Government budget and is not listed separately in the MPA budget.

Department of Political Science faculty salaries are budgeted through their home department. Professor Michele Hoyman from Political Science regularly teaches three MPA courses. In lieu of providing faculty to teach additional MPA courses, Political Science now contributes $10,000 annually to the MPA budget for adjunct salaries.

    B.   Budget Sufficiency:

University funds are allotted to the MPA Program for student support, adjunct instructor fees, and operating expenses. Grants and endowed scholarship support have supplemented student support during a time of reduction in state appropriated dollars. Resources have increased during the last four years, and we have received more tuition support from the Graduate School. As a result of additional resources, the Program also benefited from partnerships with outside agencies. The Program supplemented funding for students if those agencies were able to partially fund the stipend.

During the years of 2005-2009, there were at least seven new scholarships established for supporting students. While these endowments are at various levels of growth, all have provided some scholarship support during this time. These and other scholarships will become increasingly vital as the Program sustains permanent and temporary state budget cuts in future years. While we are gratified by the growth in gifts to the Program, additional scholarship and research funds will be essential to attract top candidates in the future.

Budget Item	2005-2006	2006-2007	2007-2008	2008-2009
Instruction	$14,227.00	$19,000.00	$22,350.00	$25,100.00
Student Aid State Funds	$74,100.00	$90,140.00	$116,600.00	$155,928.00
Student Aid Grants	$59,275.00	$69,200.00	$73,900.00	$54,000.00
Student Aid Other Univ. Resources	$159,977.00	$163,736.00	$168,599.00	$223,698.00
Student Aid Tuition Scholarships	$37,400.00	$46,200.00	$62,400.00	$48,750.00
General Support: Supplies; Equipment	$28,003.00	$20,598.00	$13,753.00	$19,759.00
Totals	$372,982.00	$408,874.00	$457,608.00	$527,235.00

    C.   Salary Information:

FACULTY SALARY DATA*

RANK	NUMBER	MEAN	MEDIAN
Professor	5	$168,124	$171,370
Associate Professor	4	$111,870	$113,500
Assistant Professor	3	$100,580	$94,800
Instructor	0	n/a	n/a
Lecturer (includes 3 Lecturers and 1 Senior Lecturer)	4	$104,051	$96,892

*Includes only SOG Faculty and all have 12-month appointments.

8.2 Library Services

A.   Library Support:

MPA students and faculty have full access to the Graduate Library on the UNC-CH campus, one of the nation's leading academic libraries. The Graduate Library provides access to all major journals, as well as most minor journals, with an increasing number of these journals being available through online access. The UNC-CH library system collections include more than 5 million volumes.

Library services are also available in our building through the School of Government Library. In addition to MPA students, the School of Government Library serves residents of North Carolina, especially state and local government personnel, both elected and appointed. The School of Government Library's collection and research services provide access to materials on topics related to public law, public administration, management and government. The collection contains more than 15,600 bound volumes, approximately 870 periodical subscriptions, and 20,500 pamphlets relating to these subjects.

B.   Library Program Role:

The School of Government Library's information services and collections support the instructional and research programs of the School of Government. Acquisition of new serials is based on faculty need, as are new books, which are primarily ordered at faculty request.

8.3 Support Personnel

The MPA program has a full-time Program Manager that also serves as the Student Services Manager, a full-time Admissions Coordinator/Student Services Assistant, a full-time Placement Coordinator/Research Associate, and a part-time External Relations Coordinator who support daily operations of the program, including all aspects of program administration, student records and assistance, and MPA alumni affairs. They are assisted by work-study students in handling administrative details. In addition, faculty members have the assistance of School of Government or Department of Political Science secretarial and clerical staff, depending on their home appointment. Work-study students and MPA student research assistants are available for special projects or upon request by faculty.

8.4 Instructional Equipment

A.   Computer Support:

The MPA program has a computer lab with fully networked Pentium PCs. Network access is provided for printing and personal space to store files. The lab is located on the same floor as the program office and is primarily used by MPA students, but shared with School of Government clients, faculty, and staff.

The computer lab houses nineteen computers, with DVD-RW drives, networked to 2 LaserJet printers, Internet access (6 additional public computers in SOG Library); a typewriter, and a scanner. All graduate students must pay a nominal fee at the beginning of the year in order to obtain a key to the computer room and use the facilities. The fee is used to cover operational expenses such as repair and material upkeep.

Software: Windows XP, Office 2007 (Word, Excel, Access, PowerPoint), SPSS; Firefox; OpenAFS; Telnet; Symantec Antivirus software.

Computer assistance is available from the Lab assistant (a current MPA student), the SOG Helpdesk, or the campus support department, Academic Technology & Networks.

B.   Audio-Visual Support:

The classrooms utilized by the MPA Program have a permanent video-data projector installed for faculty, staff, and student use. Additionally, the Program also has a portable video-data projector and VCR-TV classroom use. Furthermore, we have access to other School of Government and University media facilities and use them as well.

8.5 Faculty Offices

Full-time faculty members of the School of Government and the Department of Political Science have private offices, which include a networked personal computer, telephone, and access to network printers.

8.6 Classrooms

MPA courses are typically scheduled for one of the two dedicated MPA classrooms in the School of Government building. Each of these has computer projection equipment and wireless access. Each has moveable tables and chairs and can be configured in a variety of ways to meet teaching needs. The computer lab in the MPA wing is also equipped with a video projector and instructor's station.

8.7 Meeting Area

The MPA program has its own space within the building with areas designed specifically for use by students for group projects and informal gatherings, including a kitchen and lounge and two small conference rooms. Open classrooms at the School of Government are sometimes available for student use. Student lockers are available near the MPA student space.

STANDARD 9 OFF-CAMPUS SITES

The MPA Program is not offered in any off-campus site.