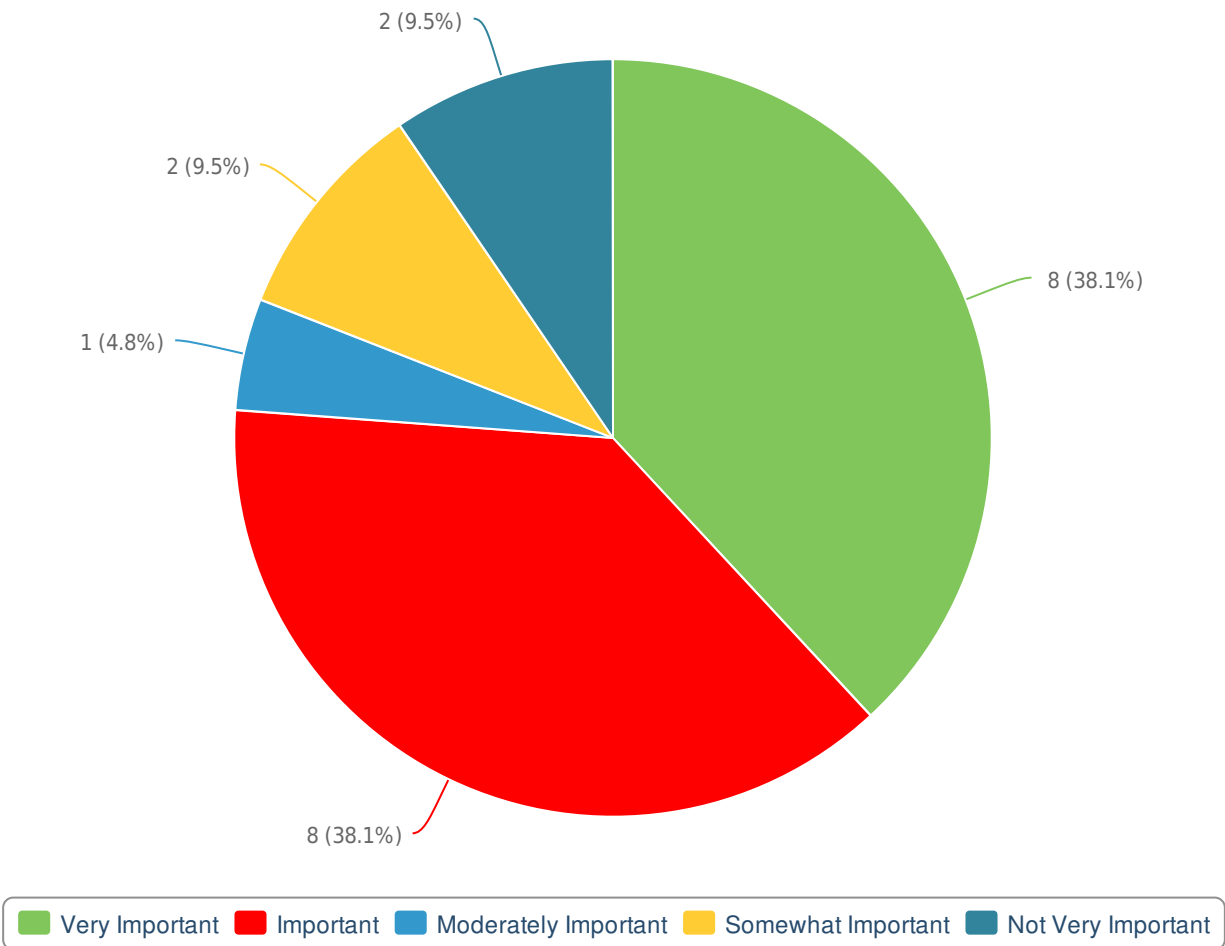


2014.10.30_CAPPA Survey Results

1. How important do you think it is that your program be accredited by CAPPA?



2. What do you consider to be the major benefits of accreditation?

| Variable | Very Important | Important | Moderately Important | Somewhat Important | Not Very Important | Total: |
|---|----------------|-------------|----------------------|--------------------|--------------------|--------|
| Improved ability to recruit students | 6 28.6% | 9 42.9% | 2 9.5% | 3 14.3% | 1 4.8% | 21 |
| Improved ability to recruit faculty | 2 9.5% | 4 19.0% | 6 28.6% | 4 19.0% | 5 23.8% | 21 |
| Improved ability to obtain resources from central administration | 3 14.3% | 5 23.8% | 6 28.6% | 2 9.5% | 5 23.8% | 21 |
| Stronger connections to other accredited programs | 4 19.0% | 10 47.6% | 5 23.8% | 1 4.8% | 1 4.8% | 21 |

| Variable | Very Important | Important | Moderately Important | Somewhat Important | Not Very Important | |
|--|----------------|------------|----------------------|--------------------|--------------------|--------------|
| Improved ability to raise funds from donors | 0 0.0% | 5 23.8% | 6 28.6% | 4 19.0% | 6 28.6% | Total: 21 |
| Improved ability to partner with government | 1 4.8% | 9 42.9% | 1 4.8% | 4 19.0% | 6 28.6% | Total: 21 |
| Enhanced overall reputation | 8 38.1% | 8 38.1% | 1 4.8% | 2 9.5% | 2 9.5% | Total: 21 |

3. What do you consider to be the major impediments to achieving or renewing accreditation?

| Variable | Very Important | Important | Moderately Important | Somewhat Important | Not Very Important | |
|---|----------------|------------|----------------------|--------------------|--------------------|--------------|
| Meeting the current standards | 0 0.0% | 3 15.0% | 6 30.0% | 3 15.0% | 8 40.0% | Total: 20 |
| Convincing colleagues of the importance | 4 20.0% | 6 30.0% | 2 10.0% | 2 10.0% | 6 30.0% | Total: 20 |
| Time and effort to assemble the required documentation | 8 40.0% | 5 25.0% | 3 15.0% | 2 10.0% | 2 10.0% | Total: 20 |
| Obtaining the approval of senior administration | 1 5.0% | 2 10.0% | 5 25.0% | 6 30.0% | 6 30.0% | Total: 20 |
| Accreditation application fee | 2 10.0% | 3 15.0% | 2 10.0% | 3 15.0% | 10 50.0% | Total: 20 |
| Other | 1 25.0% | 0 0.0% | 1 25.0% | 0 0.0% | 2 50.0% | Total: 4 |

If other, please specify

| Response | Count |
|----------|-------------|
| | 6 responses |

Limited information about accreditation; not enough discipline in setting the prerequisites for accreditation in that to be meaningful programs must provide the core skills and knowledge of a common public policy analysis program if they are to use the MPP designation. If they offer a specialized area based public policy program it should be required that this be part of the designation (e.g. Masters of Public Policy in Sustainability, etc.) . Without this the designations will become meaningless and misleading.

U of T prefers to compare itself with "international standards"


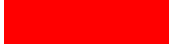



At the moment the standards are in flux. Given what I have seen of the "atlas" of Public Admin project I wonder if at the end of the day the accreditation standard will be such that our curriculum will be considered inappropriate. This is inspite of the fact that it was consciously developed with the advice of senior public servants and other practitioners

Some moderate resource constraints aside, I don't see significant impediments to accreditation. Certainly, in my view, the benefits of accreditation greatly outweigh the effort needed to overcome any attendant hurdles.

All of the above will be challenges, but the biggest challenge for us currently is that we anticipate making significant changes to our program over the next couple of years. Once those changes are in place, it will certainly make sense to go ahead with the accreditation process as long as we can secure support internally.

Single most important matter is that process feeds into University review processes.

4. All accreditation systems have standards. Mission-based standards are those devised by and for a given program; universal standards apply to all programs equally. Looking to the future, CAPPAs accreditation system should employ:

| Response | Count | |
|--|----------|--|
| Strictly universal standards | 2 9.5% |  |
| Mostly universal standards | 3 14.3% |  |
| Equal emphasis on universal and mission-based standards | 13 61.9% |  |
| Mostly mission-based standards | 1 4.8% |  |
| Strictly mission-based standards | 2 9.5% |  |
| <i>Total: 21</i> | | |

Comments

| Response | Count |
|----------|-------------|
| | 7 responses |

See previous notes. I am concerned that there will be a proliferation of MPP programs without any substantial commonality in standards. This will discount the value of the designation and undermine our ability to communicate and provide assurances about the program that is offered.

Some programmes have a greater emphasis on global public policy - traditional public policy school standards may clash with these.

We are a unique program which focuses on a specific student body rather than a general intake of post-grads. If a balanced approach is not taken we likely will have to exit CAPPAs as we will be dramatically out of line with the accreditation standards

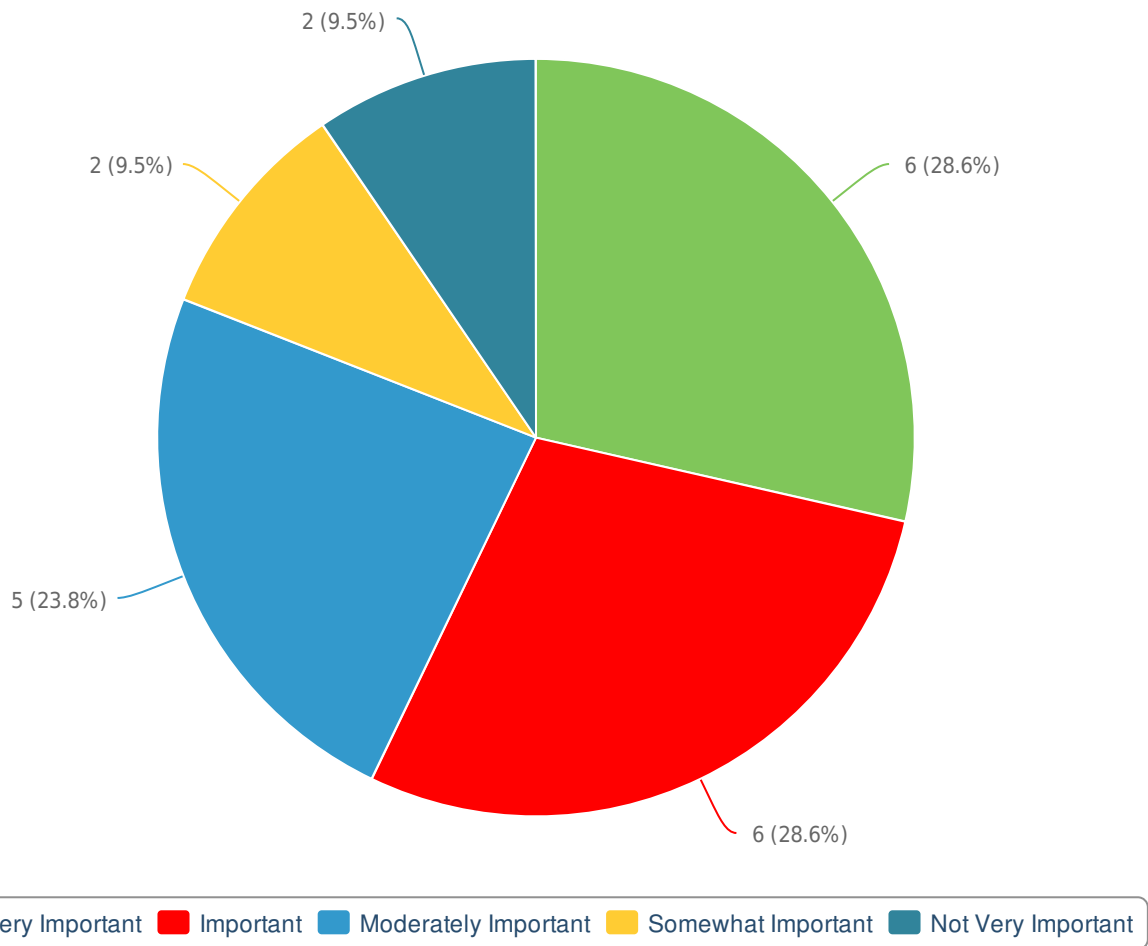
Upholding universal standards will promote accreditation legitimacy and ensure a measure of continuity regarding best practices and appropriate standards in the discipline and profession.

I believe that it's important to have clear, rigorous universal standards. However, there is substantial variety among MPA/MPP program structure and specific emphasis (our program, for example, focuses primarily on local government matters, unlike any other Canadian program). The overall health of MPA/MPP programs in Canada is strengthened by this differentiation, since the market served by MPA/MPP programs is segmented and diverse, and so no one is served well by excessive duplication among programs. As a result, it's important to also retain evaluation of mission-based standards.

It will be important to have a robust discussion about what constitutes the universal standards that we - as a discipline - agree upon. It is possible (likely?) that there will be significant variation in what that looks like. There will certainly be a need to acknowledge - and accommodate - differences in the programs across the country. A smaller program focused on specific populations will need to be recognized for the value that provides (assuming it does), while balancing the need for some common standards/approaches.

This is the basis on which the CAPPAs system was initiated; to do otherwise snuffs out innovation and different approaches to education in public administration and public policy; this becomes particularly important in a small country, with programs of different size.

5. Some accreditation systems require that before being considered for accreditation, programs must have a strategic plan that contains a statement indicating a commitment to public service values. How important do you think such a statement should be in determining accreditation eligibility?







6. Some accreditation systems stipulate minimum standards that must be achieved in a variety of areas. In your opinion, how important are the following:

| Variable | Very Important | Important | Moderately Important | Somewhat Important | Not Very Important | Total |
|--|----------------|------------|----------------------|--------------------|--------------------|-------|
| A minimum amount of dedicated space | 1 5.0% | 6 30.0% | 6 30.0% | 3 15.0% | 4 20.0% | 20 |
| A minimum number of dedicated faculty expressed in FTEs | 3 14.3% | 8 38.1% | 6 28.6% | 3 14.3% | 1 4.8% | 21 |
| Adequate instructional equipment | 0 0.0% | 7 33.3% | 5 23.8% | 8 38.1% | 1 4.8% | 21 |
| Adequate library services | 5 23.8% | 8 38.1% | 6 28.6% | 1 4.8% | 1 4.8% | 21 |
| Minimum staff support expressed as a percentage of student body | 0 0.0% | 6 28.6% | 9 42.9% | 4 19.0% | 2 9.5% | 21 |

| Variable | Very Important | Important | Moderately Important | Somewhat Important | Not Very Important | |
|-----------------------------|----------------|------------|----------------------|--------------------|--------------------|---------------------|
| Minimum entrance GPA | 3 14.3% | 9 42.9% | 2 9.5% | 3 14.3% | 4 19.0% | <i>Total:</i> 21 |

7. Some programs describe themselves as professional in orientation, with an emphasis on preparation for employment; others emphasize academic goals and the acquisition of research skills. Assuming such a distinction can be made, how would you describe your current program?

| Response | Count | |
|--|----------|--|
| Mostly professional in orientation | 8 38.1% |  |
| Equally balanced between academic and professional orientations | 10 47.6% |  |
| Mostly academic in orientation | 2 9.5% |  |
| Entirely academic in orientation | 1 4.8% |  |
| <i>Total:</i> 21 | | |

Would you like to elaborate on your response?

| Response | Count |
|----------|-------------|
| | 6 responses |

Programs should be professional and be able to attract those who wish to obtain professional skills and qualifications. However as parer of the research universities and to enhance teaching, service and reputation, research must be part of the mission.

It would be mistake to emphasize only professional programs as many will need to be the pathways to PhDs in order to build the field.

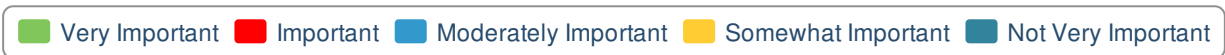
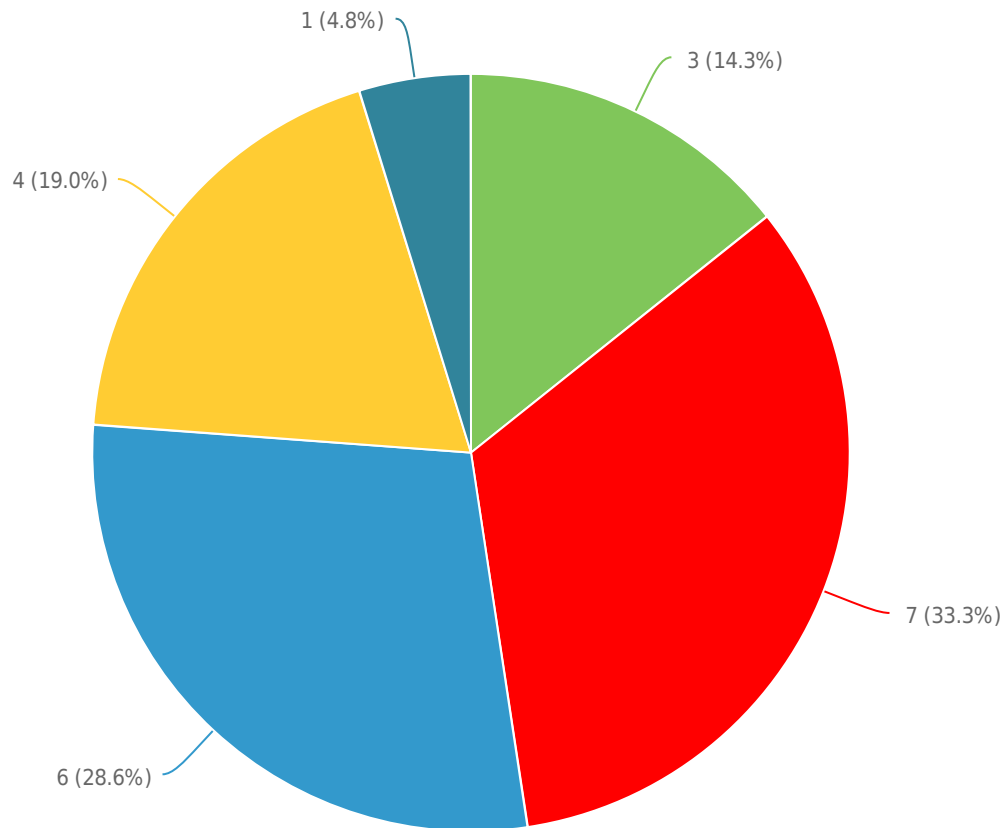
Our MPA program is mostly professional; our MPP is mostly academic

Our students for the most part are mid-career learners who have decided to make the public-service a career or have discovered that they have inadvertently done so. Our curriculum is designed to equip them so that they can succeed as managers regardless of whether they are engaged primarily in policy-design and analyis or operations.

We ensure students engage with published academic literature and theories of public policy and public administration but also offer a co-op program. Some courses also have an experiential learning component. We plan to expand this aspect of our MPA program.

Our program explicitly markets itself as one that is both academically rigorous and imparts significant professional/technical competencies. This balance is generally seen as a major strength of the program by students and Alumni.

8. In establishing eligibility for accreditation, how important should employer evaluations be?



9. Many professional programs endorse a learning outcomes or student competencies approach to curriculum design. Should accreditation be available only to those programs that have measurable learning outcomes in areas such as leadership, methodological skills, managerial tools and so on?

| Response | Count | Percentage |
|--|-------|------------|
| Yes, a defined set of universal competencies only. | 3 | 15.0% |
| Yes, both universal and mission based competencies. | 13 | 65.0% |
| Yes, but only mission based competencies, no universal requirements | 3 | 15.0% |
| No, no competency based requirements. | 1 | 5.0% |
| <i>Total:</i> | | 20 |

10. Please share with us: a) any thoughts you may have regarding accreditation in general and, b) any advice on the best policies to adopt in improving our accreditation system.

Response

Count

9 responses

I used to be part of a academic unit that had several accreditations (in BCom & MBA). My experience with accreditation is that it increases competition between University and increase costs and administrative duties. There are no real benefits (eventhough students believe they are: what they like is the transferability: if they move, they can transfer more easily their credits to another university . Would that be feasible for public adm? I'm not sure, give the diversity of our programs. Overall, I do not recommend an accreditation (it is a prisoner's dilemma: if one does not join, he losses; if all decid not to join, the overall well-being is higher, compare to joining...)

Accreditation is only worthwhile if it is based on meaningful and substantive criteria. The most important of these are the competencies that students acquire and how effectively those are inculcated. To do this we need standards about types of course offerings and knowledge goals in specific terms. Resource constraints like space and number of faculty are less important provided minimums are met as universities pursue innovation in delivery, which is to the good. But as more delivery options are pursued core competencies and knowledge become even more important. One great fear about accreditation is that they are not rigorous because of 'politics'. This is to be avoided at all costs, nothing discredits accreditation more than this.

A robust accreditation system is important for Canada, but in order to have broadly based support, it still needs to encourage engagement by a diversity of programs.

In my experience convincing colleagues of the value of a CANADIAN accreditation system is challenging but could be facilitated by outlining the expected gains from the accreditation system. Having some entente with other international accreditation systems may substantially increase the value proposition attached to the accreditation.

Accreditation has to mean something more than "academically sound," although that is obviously important. I would like to see some emphasis on getting practitioners involved as research or teaching colleagues. That could easily be included as one of the requirements of accreditation.

CAPPA accreditation is very important to our program and has served us well. As suggested by my responses above, I think the CAPPA system could be improved by moving in the direction of emphasis on formally defined competencies and, to some extent, universal standards. However, for reasons I discussed earlier, it's very important to retain sufficient allowance for mission-based evaluation that the accreditation system supports the maintenance and development of a diversity of distinct MPA/MPP programs. Also, since there is no space for comments in question 6, I will take this opportunity to note that I do believe that it is important to have minimum standards in all of the matters listed in the question; however, the importance of universal (as opposed to program-specific and mission-based) standards varies across the different categories. It is this variation that I've tried to express in my differential responses to question 6.






A) I am concerned about the potential to create an accreditation system that implicitly reflects the reality/privileges larger, stand-alone schools of public administration over those that do not mirror these kinds of arrangements. Criteria designed to identify an appropriate number of full-time faculty (as well as those teaching in other

Criteria designed to identify an appropriate number of full-time faculty (as well as those teaching in other programs), administrative staff, and geographical space will be very problematic. Accreditation criteria may help us to make the argument to central administration about the need for more/different resources in order to become accredited, but it may also create barriers to participation in the accreditation process. Ultimately, any new system will need to be flexible enough to ensure that there are agreed-upon core competencies (which I would support) as well as acknowledgement that different programs will have different strengths and niches to occupy: benefitting their students (and government/non-profit organization employers) in different ways. B) The "best" approach will be one that has a minimal core, allowing programs flexibility to meet the needs of their students while acknowledging that there are key competencies that students in an MPA program must expect to obtain. Language that is broad and inclusive, allowing programs to work in different ways to address the core competencies.

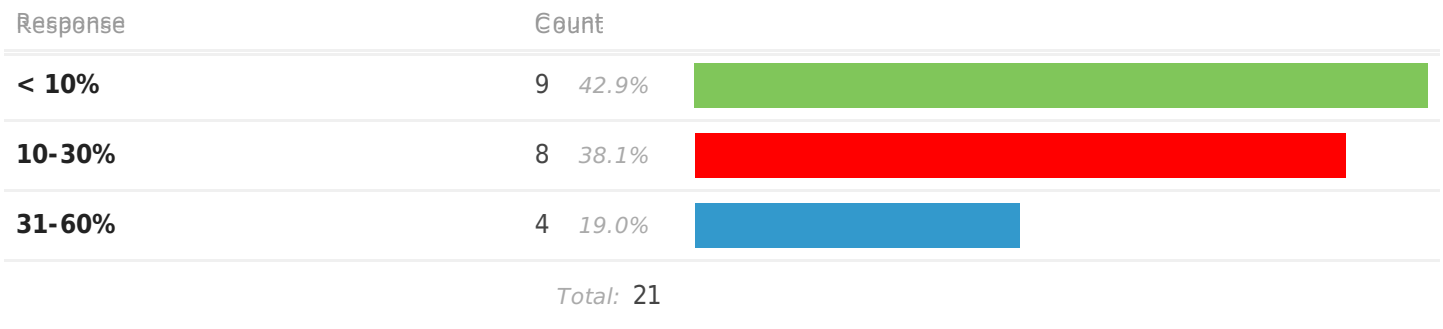
I don't know much about the accreditation system. I am concerned about how much work it would entail for a small school. That noted, accreditation seems to be very important to other schools in our faculty; I think it would strengthen our school in the eyes of our own faculty if we were accredited. It is certainly a big deal for business schools, for example. That noted, I'm not sure it makes a big difference to our local public service, for example. I am also concerned about the process of defining competencies. We just finished a strategic process; competencies were so vague it was easy to slip a number of courses under these competencies; I'm not sure it told us a lot in the end; there was also a feeling that they were 'someone else's competencies' (ie expectations) that we were trying to meet; it can have the effect of distancing the faculty from their own material.

I am surprised at the indicators identified in Q6 which simply miss the mark for programs that are delivered in different ways; this reveals the problem of adopting universal criteria and standards, the ideas of a very few people about how education should proceed, nor the context in which many programs operate, which may not be a central priority of a well-heeled institution. The goal of an accreditation program should be to strengthen the field across the country, not to further the competitive advantage of a few institutions using their own image. And for anyone who has used a competency-based approach to design curriculum, Q9 simply does not make sense since it conflates at least three different matters into the premise and the question that follows. It cannot possibly lead to good answers.

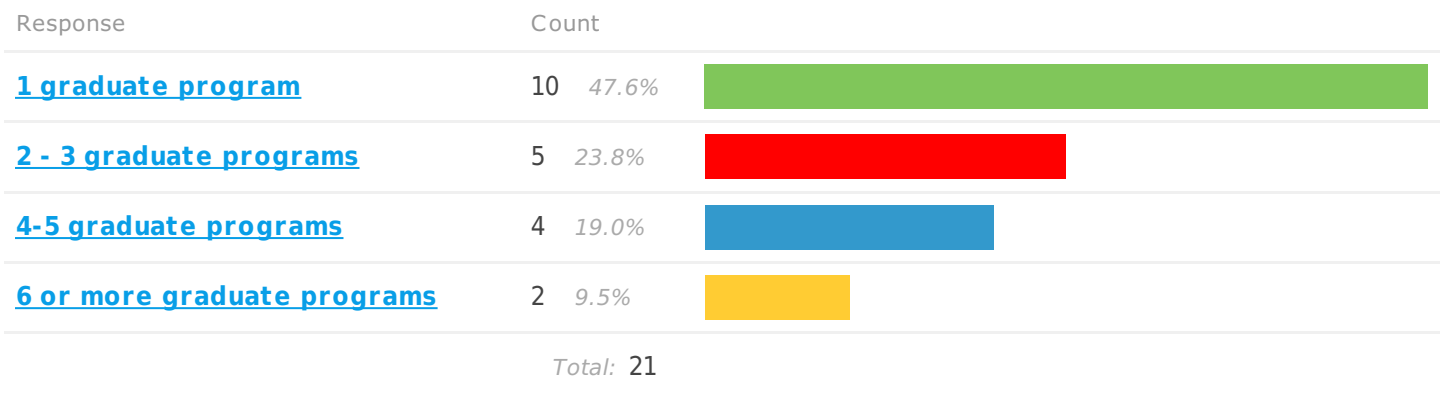
11. Please identify the number of faculty FTEs within your policy school.

| Response | Count | |
|---------------------|---------|--|
| 1-5 FTEs | 3 14.3% |  |
| 6-10 FTEs | 7 33.3% |  |
| 11-15 FTEs | 5 23.8% |  |
| 16-20 FTEs | 2 9.5% |  |
| > 21 FTEs | 4 19.0% |  |
| <i>Total: 21</i> | | |

12. Please estimate the percentage of your courses that are delivered by practitioners and/or non-PhD faculty.



13. Please identify how many graduate programs your policy school offers.



PhD, several Masters and Graduate Diplomas

MPA, MPP, phd, MIT

master, graduate certificat, PhD

MPA and part-time MPA

Master of Public Policy, Administration & Law (MPPAL) and Graduate Diploma in Court Organization & Management

Our Department offers an MPA (jointly with UWinnipeg) and an MA (with a specialization in Public Administration)

MPA and MPA (Management); the latter is on-line and mid career)

MPP

Masters in Public Policy

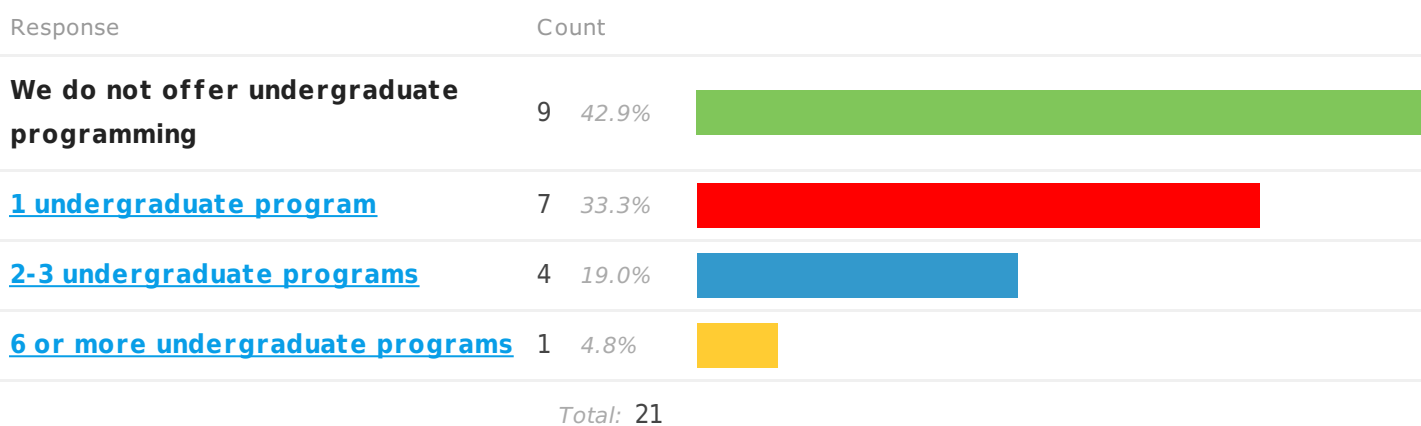
MPP

MA in public and international affairs

MPP

Masters in Public Administration

14. Please identify how many undergraduate programs your policy school offers.



No Items to Display

Bachelor of Public Administration (Hons); Professional Certificate in Policy Analysis; Professional Certificate in Law & Public Policy

Two diplomas; a third on the way.

Conflict studies and human rights







Just starting a concentration

Diploma in Public Administration (in four separate streams)

Our Department offers a BA Advanced and a BA Honours, and participates in others.

Bachelor of Management

15. Please identify how many graduate students (on average) you admit each academic year.

| Response | Count | |
|----------------------------|---------|--|
| 1-10 students | 1 4.8% |  |
| 21-30 students | 6 28.6% |  |
| 31-40 students | 3 14.3% |  |
| 41-50 students | 4 19.0% |  |
| 51-60 students | 2 9.5% |  |
| 61 or more students | 5 23.8% |  |
| <i>Total: 21</i> | | |