



Faculty Qualifications: Discipline Description

Public Administration

Active Teaching Disciplines

For Administrative Use Only		
CIP Code	Description	NCES Definition
44.0401	Public Administration	For more information on the NCES CIP taxonomy, see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55 A program that prepares individuals to serve as managers in the executive arm of local, state, and federal government and that focuses on the systematic study of executive organization and management. Includes instruction in the roles, development, and principles of public administration; the management of public policy; executive-legislative relations; public budgetary processes and financial management; administrative law; public personnel management; professional ethics; and research methods.

The qualifications described below represent commonly accepted good practices for teaching in the discipline(s) included in this unit.^[1]

Please provide a general description of unit, including programs and course offerings^[2]

The School of Public Administration offers eight (8) degree programs and nine (9) certificates and minors:

- B.A. and B.S. in Public Administration
- Master of Public Administration (MPA)
- Master in Nonprofit Management (MNM)
- Master of Science in Urban and Regional Planning (MSURP)
- Master of Research Administration (MRA)
- Dual Degree - Master of Public Administration & Master of Nonprofit Management
- Dual Degree - Master of Public Administration & Ph.D. Public Affairs/Public Administration Track
- PhD Public Affairs – Public Administration Track

At the undergraduate level it offers the following certificates and minors:

- Public Administration (minor)
- Nonprofit Management (minor) (Nonprofit Leadership Alliance)
- Urban and Regional Planning (minor)
- Emergency Management and Homeland Security (minor)
- Nonprofit Management Undergraduate Certificate

At the graduate level the Department offers certificates in:

- Public Administration
- Nonprofit Management
- Urban and Regional Planning
- Emergency Management and Homeland Security

Terminal degree(s) for each discipline taught in the unit [3]

A terminal degree in the teaching discipline qualifies a person to teach throughout the broad scope of the teaching discipline at the undergraduate and graduate levels. [4]

Public Administration

Ph.D. in Public Administration or Public Affairs allows individuals to teach Public Management, Nonprofit Management, Urban and Regional Planning, Research Administration, Emergency Management, Policy courses, Public Affairs, and other courses broadly linked to any of these disciplines.

Nonprofit Management

Ph.D. in Philanthropy or in Nonprofit Management allows individuals to teach courses in nonprofit management, fundraising, or philanthropy

Urban and Regional Planning

Ph.D. in Urban and Regional Planning or Architecture to teach courses in urban and regional planning

Research Administration

See section below regarding “other” demonstrated competencies and achievements.

Emergency Management

Ph.D. in Public Administration or Public Affairs allows individuals to teach Emergency Management

Broadly related discipline(s) for each discipline taught in the department

Specialization qualifies a person to teach throughout the broad scope of teaching discipline (approximately five or more courses on distinct topics)

A degree in one of the following disciplines at the appropriate level (doctorate or other terminal degree for graduate, master’s degree for undergraduate), qualifies for teaching courses in specific areas of specialization within the field of public administration.

- Business Degrees (all)
- Urban and Regional Planning
- Planning

- Political Science and Politics
- Policy
- Public Affairs
- Law
- Education
- Emergency Management
- Nonprofit Management
- Philanthropy
- Architecture
- Research Administration
- Psychology

Selectively related discipline(s) for each discipline taught in the department

Specialization does not qualify a person to teach distinct topics throughout the broad scope of the teaching discipline but does qualify to teach a more restrictive set of courses in the discipline (approximately four or fewer courses on distinct topics)

None

Justification for use of faculty with 'other' teaching qualifications and additional faculty teaching qualifications information [5] [6]

Consideration of other teaching qualifications in lieu of academic credentials is made on a case-by-case basis and requires compelling evidence of other demonstrated competencies and achievements relevant to the teaching assignment.

Public Administration

The accrediting body of the field, the National Association of Schools of Public Affairs and Administration (NASPAA), strongly urges practitioner involvement in the teaching of classes to enhance the professional experience. The previous standards stated “The involvement of practitioners is integral to the activities of a professional master’s degree program. The institution shall specify how it involves practitioners in its program.” (Standard 5.3, Practitioner Involvement). The current NASPAA Standards approved in 2009 state *“Students should have the opportunity to receive instruction from properly qualified faculty. The program’s faculty, as a group, should include a variety of perspectives and experiences (e.g., gender, ethnicity, race, disabilities) to invigorate discourse with each other and with students and to prepare students for the professional workplace. Faculty members should form a self-sustaining community of scholars who pursue intellectual, professional, and community service agendas consistent with the program’s mission. Program faculty should engage in the scholarship of public affairs, administration, and policy because it leads to teaching and mentoring of students in cutting-edge methods and applications, it advances the profession, and it impacts the community. They should engage in community and professional service related to public affairs, administration, and policy because it promotes their personal*

accountability and commitment to the values they are expected to model, and it provides opportunities for them to connect theory and practice and to recruit students and place graduates.” The M.P.A. program at UCF utilizes practitioners in courses where their experience is most relevant. These practitioners are used on a part time (adjunct) basis.

Nonprofit Management

Currently an accrediting body does not exist for the nonprofit management programs, however many of the NASPAA programs offer nonprofit management and the NASPAA standards are upheld by many of the nonprofit management programs nationwide. In addition, the Nonprofit Academic Centers Council (NACC) has produced a document “Indicators of High Quality Education.” The indicator for highly qualified faculty state “A majority of instructional faculty are permanent, full-time appointments within an academic program.” “Adjunct faculty are carefully recruited and supervised.” The M.N.M. program at UCF is primarily taught by full-time faculty members who have a Ph.D. in Public Administration or Public Affairs. Several of the adjunct faculty members also have a Ph.D. in addition to extensive experience in nonprofit organizations, and the remaining adjunct faculty members have a masters’ degree in nonprofit management or a related field with extensive experience in nonprofit management. The following guidelines apply for those lacking an appropriate terminal degree.

- Master of Nonprofit Management with a minimum of 5 years of management experience working in the nonprofit management discipline (very few doctoral programs exist nationally)
- Masters in a related field with a minimum of 5 years management experience in the nonprofit management sector.

Urban and Regional Planning

According to the Planning Accreditation Board’s (PAB) Accreditation Standards and Criteria Approved April 14, 2012 *“the faculty will include a mixture of individuals with backgrounds in planning scholarship and planning practice. Regular, full-time faculty members have educational and professional backgrounds appropriate for the program level, with a relevant mix of credentials (i.e., accredited degrees in planning, significant experience in planning, PhDs in planning, degrees and experience in related fields, and AICP membership). Regular, full-time faculty members have the educational background and competencies to teach core courses and an area of specialization (if offered by the program), and to carry out the major share of teaching, research, and service based on the mission and goals. Adjuncts, lecturers, and guest speakers include individuals with the professional involvement and status to effectively add perspectives from the planning practice and other related specialties. Adjunct faculty members should complement the teaching competencies of the full-time faculty based on educational and professional backgrounds, experience in the planning field, and AICP membership.”* The following guidelines apply for those lacking an appropriate terminal degree.

- Masters in Urban and Regional Planning or a related field with a minimum of 5 years of experience working in the profession or an AICP Certified Planner

Research Administration

Currently an accrediting body does not exist for Research Administration programs. The National Council of University Research Administrators (NCURA) and the Society for Research Administrators (SRA) are the top professional organizations advancing the field. NCURA does have criteria for “traveling faculty” that provide education for their members, and the qualifications for those individuals are “[s]ignificant

knowledge in the research administration areas being taught as well as the ability to provide instruction online. Extensive effective presentation experience is necessary. Excellent facilitation and communication skills are required. Extensive experience with university research administration issues and both broad knowledge of all areas and particular specialty areas within the profession is required. Extensive interaction with faculty, university committees, the federal government and auditors to provide attendees with real life experiences is required. Be a current/regular member of NCURA. Have demonstrated leadership in the field of research administration. Have minimum of (5-7-10 years of experience based on the areas of specialization) in research administration.” The MRA program at UCF is taught by full-time-faculty members and by adjunct faculty members, some who have a Ph.D, or a J.D, or a masters’ degree. All adjunct faculty members must have at least seven (7) years of experience in research administration and many are Certified Research Administrators. In general, the following guidelines apply to all faculty members teaching M.R.A. program courses:

- Ph.D. in Business Administration, Public Administration, Education, Psychology, or a related discipline with a minimum of 7 years of experience working in the field of research administration and Certification in Research Administration is preferred to teach courses in research administration
- Master of Business Administration, Public Administration, Psychology, or a related field with a minimum of 7 years of experience, and a Certification in Research Administration is preferred to teach courses in research administration.

Emergency Management

The following guidelines apply for those lacking an appropriate terminal degree.

- Master of Emergency Management, Master of Public Administration, Master of Urban and Regional Planning or a related field with a minimum of 3 years of experience working in the area of emergency management

Additional Information

In the school at this time, we have three (3) professors, four (4) associate professors, seven (7) assistant professors, and five (5) instructors. Ninety (90%) of faculty members have a Ph.D. Only two (2) instructors have a masters’ degree in their primary area of teaching, with over 40 years of experience between them.

[1] The unit chair/director, in consultation with unit faculty, has responsibility for identifying and articulating commonly accepted good practices in each teaching discipline taught in the unit and for providing appropriate justification as needed. In the case of an emerging discipline for which common collegiate practice has not yet been established, a compelling case must be provided as necessary to substantiate the claims made.

[2] Please provide a general description of the unit course and program offerings at the undergraduate and graduate levels (e.g., degree and certificate programs, minors, departmental contribution to interdisciplinary core courses). This section may also be used to provide other pertinent information about the unit and the discipline(s) it represents (e.g., discipline accreditation, faculty research emphases).

[3] List those degrees for each discipline taught in the unit that are regarded by the respective disciplinary community as terminal degrees in the discipline and thus, qualify a faculty member to teach throughout the broad scope of that discipline at both the undergraduate and graduate levels. In most fields, a terminal degree is the commonly accepted highest degree in the given field of study. In such instances, the terminal degree is usually considered to be the academic (or research) doctorate (e.g., Doctor of Philosophy). However, some academic fields have, through custom, recognized terminal degrees that are not doctorates (e.g., Master of Fine Arts, Master of Social Work). Note that terminal degrees from other disciplines may be appropriate for teaching in the discipline as well, but such credentials should be listed as broadly or selectively related degrees, as appropriate.

[4] A non-terminal master's degree in the teaching discipline qualifies a person to teach throughout the broad scope of the teaching discipline at the undergraduate level, not at the graduate level.

[5] Please use this section to provide justification that helps to make the case for special circumstances that apply to your unit including the use of faculty qualified to teach by 'other' qualifications and other special situations. Typically the statements provided in this section should be of a general nature, and not address specific individuals. (Justification for specific individuals is typically handled separately during the teaching certification process.) As appropriate, please cite to appropriate authorities to justify departmental practices (e.g., discipline accreditation guidelines, state regulations).

[6] When a faculty member cannot be qualified to teach on the basis of academic credentials (degree(s) and course work) alone, qualifications other than academic credentials (or combined with credentials) may be appropriate for teaching particular courses. Consideration of other teaching qualifications either in conjunction with or in lieu of academic credentials must be made on a case-by-case basis. Such cases should be exceptional and the evidence of other demonstrated competencies and achievements provided must be compelling. It should also show substantial and significant evidence of professional progress as related to the faculty member's teaching assignment.