

M e m o r a n d u m

To: University Senate

From: Blaine Lilly, Chair
Council on Academic Affairs

Date: April 14, 2016

A PROPOSAL FROM THE COUNCIL ON ACADEMIC AFFAIRS TO ESTABLISH A CLINICAL FACULTY TRACK, JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

WHEREAS the proposal solidifies the College's commitment to national accreditation standards by providing the College with a professional track to attract and retain high quality expert practitioners, and aligns it with its aspirational peers that have such a track; and

WHEREAS this track provides the Colleges' growing student body more access to professionally informed, high-quality instruction in appropriate courses, and increases the opportunities for student placement in internships and employment; and

WHEREAS this faculty category enhances the ability of the College – and the University – to connect its research, teaching, and service with external stakeholders; and

WHEREAS the proposal adheres to the Guidelines for the Establishment of Clinical Faculty Tracks, and has the support of the College faculty and Dean; and

WHEREAS the proposal was reviewed and approved by a subcommittee, discussed with the University Senate's Faculty Council on April 7, 2016, and then approved by the full Council on Academic Affairs on April 12, 2016; and

NOW THEREFORE BE IT RESOLVED that the University Senate approve the proposal to establish a Clinical Faculty Track in the John Glenn College of Public Affairs and respectfully seek approval from the Board of Trustees.

Reed, Katie

From: Smith, Randy
Sent: Friday, March 25, 2016 12:11 PM
To: Raadschelders, Jozef C.; Hallihan, Kathleen
Cc: Smith, Randy; Reed, Katie; Lilly, Blaine; Brown, Trevor; Greenbaum, Robert; McPheron, Bruce A.; Wolf, Kay; Cowley, Jennifer; Boehm, Mike; Harris, Brad; Carlson, Wayne; Herness, Scott; Davies, Sharon; Whitacre, Caroline; Manderscheid, David C.; Gerber, Timothy; Steward, Deborah; Wells, Thomas; Givens, Bennet; Link, Heather; Thompson, Blake
Subject: Clinical Faculty Track

Jos and Kate:

The proposal from the John Glenn College of Public Affairs to establish a clinical faculty track was approved by the Council on Academic Affairs at its meeting on March 23, 2016. Thank you for attending the meeting to respond to questions/comments – and for the minor revisions made based on follow-up interactions.

The proposal will now be sent to the University Senate with a request for action at its meeting on April 21, 2016 - and prior to that, discussion at a meeting with its Faculty Council on April 7, 2016. I will provide you with details on scheduling as I receive them. If approved by the Senate, the proposal will go to the Board of Trustees for the final level of approval on June 3, 2016.

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions, please contact the Chair of the Council, Professor Blaine Lilly (.2) or me.

Congratulations on the successful completion of this important stage in the review/approval process!

Randy



W. Randy Smith, Ph.D.

Vice Provost for Academic Programs

Office of Academic Affairs

203 Bricker Hall, 190 North Oval Mall, Columbus, OH 43210

614-292-5881 Office

smith.70@osu.edu



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

Regular Clinical Faculty Proposal

December 2015

Table of Contents

| | |
|--|----|
| I. Executive Summary..... | 2 |
| II. Background Information..... | 3 |
| III. Rationale for the Establishment of a Clinical Faculty Track..... | 6 |
| IV. Terms and Conditions of Appointments..... | 7 |
| V. Activities and Responsibilities of Clinical Track Faculty..... | 11 |
| VI. Differentiation of Responsibilities of Clinical Track Faculty..... | 13 |
| VII. Oversight and Evaluation..... | 14 |
| VIII. Resource Availability and Impact..... | 16 |
| IX. Examples of Courses to be Offered by Clinical Faculty..... | 17 |

I. Executive Summary

This document proposes the addition of a Clinical Faculty Track to the John Glenn College of Public Affairs. The Glenn College proposes that clinical faculty can be appointed at the Assistant, Associate, or Full Professor level. Clinical faculty members will be appointed for an initial term of four years on a probationary basis, and then can be reappointed for a three, four, or five year term. The percentage of clinical faculty for the Glenn College will not exceed the 20% of the tenure-track.

The Ohio State University's Board of Trustees created the Glenn College in the spring of 2015. The core mission of the Glenn College is to prepare students for public service by "inspiring citizenship, developing leadership," the College's motto. Public Affairs is an interdisciplinary field of research, teaching, and practice that includes the subfields of public management, public administration, public policy, and public budgeting and finance. As a field of practice, programs in public affairs provide students with knowledge of the public sector and train students in managerial, analytical and financial skills needed to succeed as a public servant. The Glenn College's graduate professional degrees are accredited by the National Association of Schools of Public Affairs and Administration (NASPAA). A principle of NASPAA's accreditation standards is to infuse the curriculum with the experience and insights of practitioners. Many peer institutions rely on clinical/professors-of-practice in the delivery of their research and teaching programs. Six of the top ten rated public affairs programs by the U.S. News and World Report utilize professors of practice or clinical faculty.

There are four principle rationales to establish a Clinical Faculty Track in the Glenn College:

1. Solidifies the college's commitment to NASPAA accreditation standards by allowing the college a professional track to attract and retain high-quality expert practitioners
2. Provides the college's growing student body (both graduate and undergraduate) more access to professionally informed high-quality instruction in appropriate courses and increases the opportunities for student placement in internships and employment
3. Positions the Glenn College among its aspirational peers, many of which rely on clinical professors of practice for curriculum development and delivery and related extramural projects
4. Creates a faculty category that enhances the ability of the Glenn College (and the university, by extension) to connect the research, teaching and service it performs with external stakeholders

II. Background Information

A. The John Glenn College of Public Affairs – Mission and Organizational Structure

The Ohio State University's Board of Trustees created the John Glenn College of Public Affairs in the spring of 2015. The core mission of the Glenn College is to prepare students for public service by "inspiring citizenship, developing leadership," the College's motto. The Glenn College is the focal point for public affairs research, teaching and service at The Ohio State University by integrating expertise across the university around public policy, public management and public finance and connecting that expertise to public sector decision makers.

Public Affairs is an interdisciplinary field of research, teaching, and practice that includes the subfields of public management, public administration, public policy, and public budgeting and finance. It is an interdisciplinary field that draws broadly from a variety of fields of scholarship and application including organizational, administrative, managerial, leadership and network studies, logistics and operations research, finance, various social science disciplines (e.g. economics, political science, sociology, law, history, anthropology), evaluation, decision sciences, ethics and philosophy, and an array of policy specific fields (e.g. science and technology innovation, environment, defense, health, education, energy). Core scholarship in the field examines how organizational, administrative, financial and policy factors impact the performance of public organizations and programs.

As a field of practice, programs in public affairs provide students with knowledge of the public sector (inclusive of the array of public, private and nonprofit entities involved in the production of public policies and the delivery of public programs) and train students in managerial, analytical and financial skills needed to succeed as a public servant.

The organizational structure of the Glenn College reflects the multifaceted, interdisciplinary nature of the field of Public Affairs. As such, the College has no departments. Instead, curricular committees with corresponding faculty chairs align to the college's three categories of degree programs: undergraduate, graduate professional, and doctoral. At the undergraduate level, the Glenn College offers the Bachelor of Arts in Public Affairs, a Bachelor of Science in Public Affairs, and three minors (i.e. Nonprofit Management and Policy, Public Policy, and Science, Engineering and Public Policy). At the graduate professional level, the Glenn College offers two stand-alone degrees: the Master of Public Administration and the In-Career Master of Arts in Public Policy and Management, a joint degree in Arts Policy with the College of Arts and Sciences. These can be paired with an array of dual degrees and two graduate minors (i.e. Nonprofit Studies, and Public Policy and Management). At the doctoral level, the Glenn College offers the Ph.D. in Public Policy and Management.

B. Relevant Accreditation Requirements

The Network of Schools of Public Policy, Affairs and Administration (NASPAA) is the professional association in the field that governs educational and curricular matters.¹ Founded 45 years ago in 1970, the mission of NASPAA is to ensure excellence in education and training for public service and to promote the ideal of public service. At the graduate level, NASPAA accredits programs in public affairs that offer the Master of Public Affairs or Administration (MPA). At the undergraduate level, NASPAA does not accredit programs, but provides guidelines for pre-professional baccalaureate degrees.² NASPAA is the public affairs equivalent of the Association to Advance Collegiate Schools of Business (AACSB), the national accrediting body for Business schools and colleges. NASPAA publishes the *Journal of Public Affairs Education* (JPAAE) "...in order to bring the best scholarship on teaching and quality directly into the hands of [NASPAA's] membership and the profession." JPAAE provides guidance to educators on both graduate and undergraduate education in public affairs practice, scholarship, and training.

NASPAA accredits the Glenn College's MPA and In-Career MA degree programs. In July of 2015, NASPAA accredited both of these degrees for seven years with annual reporting and monitoring. A principle of NASPAA's accreditation standards is to infuse the curriculum with the experience and insights of practitioners. While NASPAA requires the core, nucleus faculty of any accredited program to be tenure-track faculty, NASPAA's accreditation standards also require programs to incorporate public sector practitioners in the curriculum. To date, the Glenn College has relied on practitioners as guest lecturers, co-instructors, and adjuncts in stand-alone courses. During the most recent accreditation review, the site visit team and the accreditation review committee recommended that the Glenn College more systematically incorporate the expertise of practitioners (and potential employers) into the design and delivery of courses. The proposed clinical faculty line will allow the Glenn College to formally incorporate the role of practitioners into the curriculum and align with NASPAA standards. Clinical faculty will be hired as Professors-of-Practice and participate in course design, delivery and evaluation for professional and pre-professional students. This mechanism allows the Glenn College to more systematically incorporate practitioners into curricular design and delivery while still assuring faculty governance since professors-of-practice will be subject to annual reviews which incorporate faculty input and oversight.

C. Comparative Data

Many peer institutions rely on clinical/professors-of-practice in the delivery of their research and teaching programs. According to the *NASPAA Annual Accreditation Data*

¹ To learn more about NASPAA and its 265 member schools see www.naspaa.org.

² See http://www.naspaa.org/principals/resources/document/guidelines_undergrad_programs_pa.pdf

Report 2013-2014, NASPAA accredited programs rely on practitioners for around 25% of all courses offered. Six of the top ten rated public affairs programs by the U.S. News and World Report utilize professors of practice or clinical faculty (see below).

- The Maxwell School of Citizenship and Public Service, Syracuse University (1st)
- The School of Public and Environmental Affairs, Indiana University (2nd)
- Kennedy School of Government, Harvard University (3rd)
- Wagner School of Public Service, New York University (6th tied)
- Sol Price School of Public Policy, University of Southern California (6th tied)
- Evans School of Public Policy and Governance, University of Washington – Seattle (9th)

D. Proposal History

In faculty meetings convened in 2014 as a part of the process for applying for college status, many Glenn College faculty members indicated a desire to seek authority to hire clinical professors of practice. Based on guidance from the Office of Academic Affairs and the Council on Academic Affairs (CAA), the Glenn College opted to separate the proposal to seek college status from the proposal to hire clinical professors of practice. College status preceded the clinical proposal process.

Once the college status proposal process was well underway, during the 2014-2015 academic year, a college (then school) committee reviewed the college's Appointment, Promotion and Tenure documents to ensure that they aligned with university rules for colleges. This committee again signaled the desire of many Glenn College faculty members to seek authorization to hire clinical professors of practice.

This proposal is the result of that ongoing commitment to incorporate a clinical professor of practice line among the other Glenn College faculty positions. On October 23, 2015, the faculty of the Glenn College voted unanimously in favor of moving the proposal forward to CAA.

III. Rationale for the Establishment of a Clinical Faculty Track

There are four principle rationales to establish a Clinical Faculty Track in the Glenn College:

5. Solidifies the college's commitment to NASPAA accreditation standards by allowing the college a professional track to attract and retain high-quality expert practitioners
6. Provides the college's growing student body (both graduate and undergraduate) more access to professionally informed high-quality instruction in appropriate courses and increases the opportunities for student placement in internships and employment
7. Positions the Glenn College among its aspirational peers, many of which rely on clinical professors of practice for curriculum development and delivery and related extramural projects
8. Creates a faculty category that enhances the ability of the Glenn College (and the university, by extension) to connect the research, teaching and service it performs with external stakeholders

IV. Terms and Conditions of Appointments

A. Type and Term of Appointment

The percentage of clinical faculty for the Glenn College will not exceed the 20% of the tenure-track, clinical, and research faculty in the college. (University Rule 3335-7-03).

Clinical faculty can be appointed at the Assistant, Associate, or Full Professor level. As specified by Faculty Rule 3335-7-05, Clinical Associate Professors or Clinical Professors will require the approval of the Office of Academic Affairs. Clinical track faculty appointments are fixed term contract appointments that do not entail tenure.

Clinical faculty members will be appointed for a maximum of four years on a probationary basis, as specified by University Rule 3335-7-07, and will at the end of each year of the probationary period be notified as to whether he/she will be reappointed for the following year. By the end of the second-to-last year of the contract, the clinical faculty member shall be notified whether a new contract will be offered. In the event that a new contract is not extended, the final year of the probationary contract is the terminal year of employment. There is no presumption that a new contract will be extended. In addition, the terms of a contract may be renegotiated at the time of reappointment.

After the completion of the probationary four-year contract, the clinical faculty member may be reappointed for an additional three, four, or five years, at the discretion of the Dean. These extended appointments are not probationary, and the individual may only be terminated for cause (see rule 3335-5-04 of the Administrative Code) or financial exigency (see rule 3335-5-02.1 of the Administrative Code).

B. Criteria for Appointment, Reappointment and Non-Reappointment, and Promotion of Clinical Faculty

Per rule 3335-7-06, procedures for appointment of clinical faculty shall be established by the college and shall be set forth in that unit's appointments, promotion and tenure document. Appointments at the rank of associate professor or professor require prior approval of the Office of Academic Affairs.

Per the Glenn College's Pattern of Administration, search procedures must entail faculty involvement and be consistent with University policies.

The presumption is that all faculty searches entail a national search in addition to the internal posting. OAA will waive the requirement for a national search for regular clinical faculty, but the college must demonstrate why doing so is in the best interests of the unit and university. OAA and College approval is required to waive a national search for a Clinical Track (CT) position.

Clinical faculty may hold a variety of graduate degrees, but minimally would be expected to hold a Master's degree or appropriate professional credentials demonstrating expertise in their relevant area of study, and would have a minimum of five years of experience in the workplace. Examples of appropriate professional credentials demonstrating expertise may include Certified Financial Planner (CFP), Project Management Professional (PMP), Certified Public Accountant (CPA), or Certified Professional Contracts Manager (CPCM).

Clinical faculty serve under fixed term contracts and are not eligible for tenure. The titles of clinical faculty in the Glenn College include, Assistant, Associate and Professor of Professional Practice. Individuals hired as a regular clinical faculty are primarily focused on teaching and service/professional activities. The criteria for appointment of clinical track faculty are similar to those for tenure track faculty (faculty rule 3335-7-05), but will emphasize service and teaching. In general, candidates should be held to a very high standard of excellence in the areas central to their responsibilities. Core responsibilities for clinical faculty in the Glenn College will include teaching and service at the Assistant, Associate and Full Professor levels of appointment.

Clinical Assistant Professor

A Master's degree and/or appropriate professional credentials demonstrating relevant expertise in the field of study, and extensive experience in the workplace are minimum requirements for the rank of Clinical Assistant Professor of Professional Practice. Evidence of potential for high quality teaching and high quality service to the profession is highly desirable. Appointment to the rank of Clinical Assistant Professor is for an initial term of four years. At the end of each year, a review of the

contract must take place and a decision made on reappointment term. At the end of the third year, a review will take place and a decision made on another term.

Criteria for appointment as a Clinical Assistant Professor:

- A Master's or Doctoral degree and/or appropriate professional credentials demonstrating expertise in the field of study
- Evidence of professional experience appropriate to the teaching and service role expected within the unit of hire (minimum of five years)
- Evidence of current knowledge of research impacting practice with the field of study

Clinical Associate Professor

The awarding of the rank of Associate Professor of Professional Practice must be based on convincing evidence that the clinical faculty member has achieved excellence as a teacher, and as one who provides effective service; and can be expected to continue a program of high quality teaching and service relevant to the mission of the academic unit(s) to which the faculty member is assigned and to the university.

Criteria for appointment as, or promotion to, a Clinical Associate Professor:

- An earned Master's or doctoral degree in relevant field of study
- Relevant professional credentials demonstrating expertise in the field of study (if appropriate)
- Evidence of current knowledge of research impacting practice with the field of study
- Evidence of ongoing engagement with practitioners in relevant context.
- Evidence of sustained high-quality teaching
- Evidence of high-quality and impactful service both within and outside of the university

Clinical Full Professor

The awarding of the rank of Regular Clinical Full Professor of Professional Practice must be based on convincing evidence that the clinical faculty member has a sustained record of excellence in teaching and has demonstrated leadership in service at the local, state and national levels.

Criteria for appointment as, or promotion to, a Clinical Full Professor:

- An earned Doctoral degree in relevant field of study

- Current professional credentials demonstrating expertise in the field of study (if appropriate)
- Evidence of knowledge of research impacting practice with the field of study
- Evidence of ongoing engagement with practitioners in relevant context
- Evidence of sustained high-quality teaching
- Evidence of high-quality and impactful service both within and outside of the university
- Evidence of high-quality and impactful service at a local, state or national level

V. **Activities and Responsibilities of Clinical Track Faculty**

Activities and responsibilities of clinical track faculty include three primary areas: course and curriculum development and delivery, advising and service in the unit, and voting privileges in unit governance. These three areas will be discussed separately.

A. Course and Curriculum Development and Delivery

The primary responsibilities for clinical professor of practice faculty are expected to be in the area of teaching and supervision; their teaching load would be a minimum of 80% of their overall clinical faculty workload. Courses taught by clinical faculty are anticipated to be practitioner-oriented courses, where the theory and practice are applied to real-world public policy, public management, or public finance challenges. Clinical professor of practice faculty may be involved in graduate or undergraduate courses, as well as the Glenn College's professional development training sessions. Clinical professor of practice may also work with Glenn College tenure track faculty to develop courses and curricula.

B. Advising and Service in the Unit

A secondary area of responsibility for clinical faculty is service on college committees. The nature of this service will vary by the individual. In some cases, it is anticipated that a clinical faculty member might supervise undergraduate research, while in other cases they might be recommended to apply for Graduate Faculty status in the Graduate School. As stated in section XV, 15.1. of the Graduate School Handbook, regular clinical faculty (appointments at 50 percent time or more) are eligible for appointment as Category M graduate faculty. The qualifications and rights and responsibilities of Category M graduate faculty, as noted in Section XV, 15.4 of the Graduate School Handbook, are as follows:

Minimum Category M Qualifications. The faculty member

- holds a regular, tenure-track, or regular clinical faculty appointment
- holds a master's degree or higher, or equivalent

Rights and Responsibilities of Graduate Faculty. The faculty member

- acts as the advisor for master's students
- participates in the governance of graduate education at all levels within the university
- serves on doctoral examination committees at the discretion of the graduate studies committee.

Approval to advise and supervise graduate students must be obtained from the graduate school as set forth in rule 3335-5-29 and detailed in the Graduate School Handbook.

C. Role in Unit Governance

As indicated by rule 3335-7-01, clinical faculty would not have a voice or a vote on the unit Promotion and Tenure Committee, and would not have a vote on appointments of tenure track faculty. Clinical faculty may be permitted to vote on other matters, including appointment of additional clinical faculty, and where appropriate, on the promotion and retention of clinical faculty. Clinical faculty would not be appointed to the College Promotion and Tenure Committee. However, clinical faculty could be appointed to other College-level committees as appropriate.

VI. Differentiation of Responsibilities of Clinical Track Faculty

Clinical faculty will primarily teach courses that apply theory to field based practice within the "real world" settings. This will most often involve teaching elective graduate and undergraduate courses, as well as professional development training sessions. Second, the primary responsibilities for clinical faculty are expected to be in the area of supervision and teaching; their teaching load would be a minimum of 80% of their overall clinical faculty workload. Third, there would be no requirement that clinical faculty perform research in order to achieve Assistant, Associate and Full Professor status. Fourth, clinical faculty are eligible for "M" status in the graduate school, and as such can advise master's theses and serve on dissertation committees; dissertation committees can be chaired only by tenure track faculty with "P" status. Finally, as specified above, clinical faculty members would not have a voice or vote on appointments, promotions, tenure, or investigations of regular tenure-track faculty.

VII. Oversight and Evaluation

A. Annual Evaluations

Annual renewal of a regular clinical faculty member requires the approval of College Dean who makes the final decision. Oversight of the activities of clinical faculty will be performed by the Dean. Annual evaluations of clinical faculty will also be performed by the Dean including input from the faculty. These evaluations will take place at the same time as those for regular tenure-track faculty. The evaluation will be communicated in writing to the clinical faculty member, together with an invitation to discuss the evaluation in person if the clinical faculty member desires.

A recommendation not to renew a probationary regular clinical faculty member's annual contract requires the approval of the College Dean. Before reaching a negative decision or a decision contrary to the tenure initiating unit's recommendation, the Dean must consult with the unit promotion and tenure committee.

B. Criteria for Evaluation

Evaluation of clinical faculty shall be based on the quality of performance in 1) classroom teaching; and 2) advising and service to the unit, university, and/or community; and 3) knowledge of research impacting practice with the field of study.

Contract renewal of a regular clinical faculty member requires a review and recommendation from the Glenn College Promotion and Tenure Committee, and the approval of the College Dean who makes the final decision. The Dean has the authority to terminate a clinical faculty member's contract before the end of the appointment. Before terminating a clinical faculty member's contract before the end of the appointment, the Dean must consult with the college promotion and tenure committee.

C. Periodic Review of the Clinical Faculty Track

At five-year intervals, the Glenn College will evaluate the impact, both positive and negative, of the clinical faculty track. Both objective data (numbers and percentages of Clinical and tenure-track faculty in the College) and perceptual data (questionnaires and/or College discussions) regarding the perceived benefits and costs of having clinical faculty will be obtained. Input will be sought from curricular chairs, faculty, graduate and undergraduate students, and our community partners. If the input from such an evaluation suggests an overall negative impact, the College may choose not to make further clinical faculty appointments. Also, per the OSU Academic Organization and Curriculum Handbook, reports will be submitted to CAA annually.

D. Transfer to Clinical Faculty Role

Per Faculty Rule, 3335-7-09, a college, school, or department may provide for the possibility of transfers from the tenure-track faculty to the regular clinical faculty track if appropriate to its circumstances. The Glenn College may permit a tenure-track faculty member to transfer to a clinical faculty position with a 2/3 vote from all tenure-track faculty in the College. Transfers must abide by the following:

(A) The request for transfer must be initiated by the faculty member in writing and must state clearly how the individual's career goals and activities have changed;

(B) When a tenured faculty member transfers to the regular clinical faculty track, tenure is lost; and

(C) All transfers must be approved by the Glenn College Dean and the executive vice president and provost.

Per Faculty Rule 3335-7-10, transfers from the clinical track faculty track to the tenure-track are not permitted. Clinical track faculty may apply for tenure-track positions and compete in regular national searches for such positions.

VIII. Resource Availability and Impact

Financial resources to fund clinical hires will come from development funds, general funds, and training contracts.

The Glenn College is home to the Harold L. and Audrey P. Enarson Professorship in Public Policy to provide support for an outstanding faculty member in public policy. The Professorship – named for the former University President – does not specify that the faculty member serve in a tenure-track position. For example, Tom Johnson, current member of the Public Utilities Corporation of Ohio, served as the Enarson Professor immediately following his service as the Budget Director for the State of Ohio. The Glenn College intends to use the Enarson Professorship to fund appointments as clinical professors of practice.

Clinical appointments will also be funded from general funds. Over the last several years, the Glenn College's growing undergraduate and graduate programs have generated incremental income through University's budget model. The Glenn College plans to tie some of the funding for clinical faculty lines to the courses offered by clinical faculty which generate incremental growth.

The Glenn College has a robust professional development and training unit under its Management Development for Public Service program. This program, and related training and professional development programs, provide skill-based courses for public sector professionals. Clinical faculty will be involved in the design and delivery of these training courses and professional development programs. As such, some of the funding to support clinical faculty will come from income generated from these programs.

IX. Examples of Courses to be Offered by Clinical Faculty

The Glenn College offers a variety of courses that apply theory to practice and develop professional skills. These classes are primarily offered at the graduate professional level (although there are a handful of such courses in the Glenn College's Bachelor of Arts). Clinical professors of practice will be utilized to co-teach or teach these classes. Three such classes include:

| | |
|--------------|--|
| PUBAFRS 6050 | Managing Public Sector Organizations [core course] |
| PUBAFRS 5030 | Local Government [elective course] |
| PUBAFRS 6890 | Grant Management [skills course] |

Example syllabi for these courses are attached.