

Department of Public Administration and Urban Studies

ACTION PLAN FOR ACADEMIC PROGRAM REVIEW

October 2005

This action plan is based on the Department of Public Administration and Urban Studies (PAUS) 2004 Academic Program Review (APR) Self Study, memoranda of the PAUS Chair and the Dean of the Andrew Young School of Policy Studies (AYSPS), the External Review Team Report, and the report of the Academic Program Review subcommittee of the Senate Committee on Academic Programs. PAUS faculty voted and positively endorsed this Action Plan.

Introduction

The goal of this document is to establish a plan for the future of our department and to request the resources that we will need to be successful. *The primary goal of the faculty in PAUS is to become one of the top ten public administration and policy programs in the nation.* We believe that this is a goal we can achieve.

PAUS Today

Our department has always been strong. Before the Andrew Young School formed, we had a nationally prominent public administration program. Since the founding of the AYSPS, we have benefited greatly from the leadership of our Dean, the Department of Economics, and a group of effective research centers. The synergy created by these like-minded units gives us the base to compete at the highest levels. As our APR External Review Team noted, “The birth of the Andrew Young School of Policy Studies in 1996 ranks among the more significant developments in public affairs education in the United States over the last decade.”¹

Our 2004 APR Self Study shows substantial progress since our last APR in 1994. The department has expanded scholarly research programs, enhanced external funding, strategically built its degree programs to meet heavy demand, and extensively utilized instructional technology to enhance teaching performance. We have also seen gains in student enrollments, graduations and career placements, faculty academic publications, external funding, and applied research support and training in the community.

Our success is being noticed. A recent analysis of public administration research rates us 5th in the nation in research productivity. The 2004 U.S. News and World Report ratings are also impressive. Georgia State University was rated in the top 10 percent of the 252 public affairs programs in the nation. Rankings in specialties within public affairs are even more impressive. We are ranked 5th in the nation in public budgeting and

¹ Quoted directly from the PAUS APR External Reviewers’ Report.

finance, tied for 12th (with University of California-Berkeley) in city management and urban policy, 16th in public management and administration, and tied at 21st (with Johns Hopkins) in public policy analysis.

PAUS Innovation and Future Prospects

While PAUS has done well, we seek greater accomplishments. There is little question that we can rise higher in the national rankings. Being a part of the Andrew Young School gives us a major boost, and we have been carefully building a foundation for greater growth and success. The department we bring into the next decade is far better structured than the one we had before. Recent changes include:

- The department has a new Bachelor of Science degree in public policy (pending approval by the Board of Regents). This allows us to share our excitement about public policy and governance with an entirely new audience and has the potential to far outshine our previous undergraduate programs.
- Our doctoral program in public policy has matured. This program attracts top students who benefit from our extensive experience in public administration and policy research and the high-level methodological skills available throughout the Andrew Young School. Growing a doctoral program takes time, but ours is ready to produce a steady stream of graduates.
- We have hired impressive new faculty to our programs in nonprofit administration, and we are poised to become one of the nation's most important centers for the study of nonprofit organizations. This development also greatly strengthens our Master of Public Administration degree, a degree that is the cornerstone of most policy schools.
- We draw strength from hundreds of alumni in prominent positions. Our programs are applied in nature, focusing on leadership development. Program graduates occupy an impressive array of positions, both within the state and across the nation, in the public and nonprofit sectors. We are in a position to welcome them to our new building and to get them involved with us to achieve greater success. Our graduates continually remind us that we helped them to become successful in the public and nonprofit job markets—areas that are now starved for new talent.
- The department has undergone a major restructuring. If innovation is a team sport,² then PAUS is a winning team. We have made hard decisions about priorities and resource allocations to focus on the strategic priorities of the University and the School. PAUS terminated degree programs not central to the School's mission (a Ph.D. and M.S. in human resource development and a B.S. in human resources policy and development). We are also phasing out a popular undergraduate specialization in aviation and transportation. Enrollments in these programs were substantial and met University criteria with regard to viability, but fit to PAUS and the Andrew Young School was a

² Kelly, Tom with Jonathan Littman, 2005. The Ten Faces of Innovation. Doubleday Publishers.

concern in every case. Phasing out these programs has cleared the way for us to focus on our top priorities.

PAUS Strategic Integration

Georgia State's 2000 Strategic Plan states that "[t]he overarching goal of the [University] is to become one of the nation's premiere research universities located in an urban setting." This is to be achieved "through the continual pursuit of excellence in its instructional and strategic research programs." The strategic plan for the Andrew Young School (2002-2007) indicates that it "intends to be the highest rated policy school in the South and one of the highest ranked in the nation by 2007." Our department can support efforts to attain these goals. Programs like ours often flourish in an urban setting, and the degrees we offer are essential to the overall success of the Andrew Young School.

We seek to build our faculty and staff to meet the challenges associated with moving the department to the next level of excellence in research, education, and service in the areas of public and nonprofit policy, management and leadership.

Our Progress as Documented in the 2004 Self Study

The recent successes of PAUS have been achieved with no increase in the number of full-time tenure-track faculty, with minimal staff support, and, until recently, in physical office facilities that were inadequate. It is easy to forget that the Andrew Young School has only been in a newly renovated building for a little more than a year. While we have benefited from our affiliation with the Andrew Young School since 1995, our success is due in large part to two decades of hard work.

Instructional Capacity and Productivity

PAUS currently has 21 full time regular faculty members, 16 who are academic, tenured faculty (one associate professor is on leave), five who are academic tenure-track faculty, and one who is research faculty, non tenure-track. The department also currently employs three full time, temporary faculty (academic visiting lecturers), and three part time temporary faculty (including one academic adjunct professor and two academic adjunct lecturers) (See **Appendix A** for a current list of these faculty by status and rank). PAUS faculty and instructors annually teach over 90 different courses and more than 140 class sections at the undergraduate and graduate levels. During the period of review, the department had an average of 313 urban policy studies undergraduate majors, 246 master's students and 27 Ph.D. students (See **Table B-3**).

From 2002 to 2004, the number of credit hours generated by the department increased by 87 percent. Credit hours produced by graduate teaching assistant (GTAs) alone increased by 238 percent! Tenure-track faculty generated 74 percent more graduate credit hours in 2004 than in 2002, while still teaching 80 percent as many upper-division hours. The result is heavy reliance on non regular faculty for undergraduate teaching. By 2004 part-time instructors, GTAs, and non tenure-track faculty generated 65 percent of our undergraduate credit hours. In AY 2004, the department hired anywhere from 8 to 17 GTAs and part time instructors *per semester* to provide instructional support.

Research and Publication Productivity

PAUS faculty are highly productive. By 2005, the department was ranked 5th in the nation in terms of research production, with two PAUS faculty members ranked among the 15 most productive public administration researchers in the United States.³ PAUS faculty scholarship covers all areas of the disciplines of public administration, public policy and nonprofit management. PAUS research is published in top tier refereed academic journals, award winning books, and many other professional outlets in our disciplines, and has strong, direct policy and management application. In the three years covered by this cycle of APR, the department produced over 170 publications (at least 100 in peer reviewed academic journals), more than \$8 million in external funding, over \$50,000 in internal funding, and over 145 conference papers and research presentations at scholarly and professional meetings.

Professional and Community Service

The PAUS 2004 APR Self Study documents significant, highly visible engagement in service and policy-making activities at the local, state, and national levels of government and in the nonprofit community. Professional service includes contributions to regional and international training initiatives, and international collaborative ventures for teaching and research purposes that now include Northumbria University in the United Kingdom. Of course, our department is also rapidly becoming a source of significant support for Atlanta's large and internationally known nonprofit community.

During the period of review, our faculty members were actively engaged in a wide variety of service activities on all levels: departmental, school, university, governmental, nonprofit agencies, and community. Faculty were also actively engaged in service to professional associations such as the American Society for Public Administration, the Association for Research on Nonprofit Organizations and Voluntary Action, the American Political Science Association, the Association for Public Policy Analysis and Management, the Urban Affairs Association, and numerous others that focus on public and nonprofit management, public budgeting and finance, transportation management, program and policy evaluation, and human resource development and management. PAUS faculty service contributions provide the department, School and University with positive national and international exposure and recognition.

Action Plan Funding Requests and Justifications

The PAUS 2004 Self Study establishes that the department has created the necessary base for advancing its instructional, research and service activities to the highest levels of excellence in targeted areas of public policy, public administration, and nonprofit policy and leadership. Over the next five to six academic years, PAUS will focus on achieving the following goals:

³ Watson, Douglas J., Wendy L. Hassett, and Donna Milam Handley, 2005. "ASPA Journals: Who is Publishing?" *Journal of Public Affairs Education* vol. 11, no. 1, pp. 53-60.

- Establishing a nationally recognized, high quality Bachelor of Science degree in public policy delivered by tenure-track faculty who are excellent teachers able to challenge and inspire students. We expect this program to be a rigorous undergraduate major as well as popular with students.
- Enhancing the Master of Science degree in urban policy studies by adding to the faculty resources available to deliver high quality course work and research products in this area of public policy. This program currently has strengths, but enrollments are down in many specializations. We seek to revitalize this program and raise enrollments.
- Building the Ph.D. in public policy program by adding faculty able to teach excellent doctoral seminars in areas that complement our targeted areas of excellence, supervise doctoral dissertations, mentor junior faculty, and prepare students for high-level academic and policy analyst positions. This is a strong program, but we are not currently able to offer the full range of courses that students want.
- Sustaining and advancing the quality and rigor of the MPA degree program, the flagship degree of the Andrew Young School. This requires continued attention to the core curriculum and to several of its career tracks—most notably nonprofit management and leadership, public management and finance, and policy analysis and evaluation. As with the doctoral degree, our offerings are currently limited in some key areas.
- Creating a Center for Public Performance and Management to generate increased collaborative research, service and executive training in a field where we have substantial faculty expertise. This will enhance the School's local and national visibility significantly in the area of results oriented government. We are specifically focused on becoming closer aligned with efforts to improve public leadership in the Atlanta metropolitan area.
- Offering competitive graduate student stipends and facilities that allow us to recruit effectively on a national level for highly qualified applicants to the MPA, the M.S. in urban policy studies, and the Ph.D. in public policy degree programs. We need to offer students the level of funding that they find at competing institutions.
- Significantly expanding the department's involvement with each of the School's research centers. The focus of the Andrew Young School is on applied policy research, which is best accomplished through the development and work of effective research centers.
- Building the professional staff necessary to provide our students and graduates with career planning, job placement, and other programmatic support. Building better relationships with our students increases the value of our degrees.
- Renewing our commitment to quality instruction by continuing our investments in technology, enhancing the networking opportunities for our students, improving our internship program, developing more project-oriented courses, and offering more possibilities to study abroad. We can

do more in each of these areas to actively engage students in public and nonprofit policy and management work.

Strategic Investment Equals Greater Achievement

Additional resources will help us to achieve our potential. We can achieve greater national prominence, which will greatly enhance the reputation of Georgia State University. The work we do is essential to an urban university and a policy school. Through our degree programs, research and training, we help to provide the future leaders needed in governments and nonprofits in this state, across the nation and beyond.

We are looking to invest in a number of new ventures that will expand our efforts in strategically important ways. For example, we need additional policy faculty to help us to grow our new Bachelor of Science in public policy degree program, which can become an exciting option for undergraduate students at Georgia State—to study critical policy and governance issues in the heart of one of the nation’s most dynamic urban environments. The new faculty we request will also help to maintain our research reputation, with one position targeted toward the development of a Center for Public Performance and Management, which is greatly needed in the Atlanta metropolitan area.

We request four new Assistant Professor tenure-track lines, one Associate or Full Professor line, one Full Professor line, and one professional staff position. The department proposes to add one to two new positions over each of the next four years in the following areas: health or environmental policy, urban/housing/economic development policy, public program evaluation, nonprofit management, and public finance (specifically, debt management). One senior faculty position will focus on health policy or economic development and public finance. The Full Professor position will spearhead our work in the area of public management and performance. Every new faculty member we hire will serve a dual mission. They will fit with our goals in teaching and research, and they will also contribute to new or existing research centers in the Andrew Young School.

We propose increased funding for graduate stipends in order to better compete with top policy and public administration programs around the nation. Stipends for doctoral students would increase by \$3,000 per student over a three year period, such that by the third year, doctoral stipends would equal \$18,000 per student. The stipends for master’s level students would increase by \$3,000 per student over a three year period, such that by the third year, master’s stipends would equal \$5,000 per student. These amounts represent realistic support that can significantly enhance our ability to draw top graduate students to Georgia State.

Our assessment of capacity in the 2004 APR Self Study recognizes a critical need to expand our professional staff. As the External Reviewers noted, “For a nationally ranked program that can legitimately aspire to be in the top five percent of all public affairs programs, PAUS has very meager staff resources.” The “administrativization”⁴ of our faculty hampers instruction, research, and our involvement with the Andrew Young School’s research centers. We propose the addition of one full time professional staff position to advance our student recruitment, career development and placement, and

⁴ Quoted directly from the PAUS APR External Reviewers’ Report.

alumni relations on both the undergraduate and graduate levels. This investment will also help us to enhance our engagement with current and past students.

Our requests are summarized below:⁵

<u>Year 1</u>	
1 research professor (tenure-track, assistant)	\$ 75,000
1 research professor (tenured, full)	\$135,000
1 graduate/undergraduate program administrator position	\$ 55,000
Increase stipends for 10 Masters level students	\$ 10,000
Increase stipends for 12 Ph.D. students	\$ 12,000
<u>Year 2</u>	
1 research professor (tenure-track, assistant)	\$ 80,000
Increase stipends for 10 Masters level students	\$ 10,000
Increase stipends for 12 Ph.D. students	\$ 12,000
<u>Year 3</u>	
1 research professor (tenure-track, assistant)	\$ 85,000
1 research professor (tenured associate or full)	\$135,000
Increase stipends for 10 Masters level students	\$ 10,000
Increase stipends for 12 Ph.D. students	\$ 12,000
<u>Year 4</u>	
1 research professor (tenure-track, assistant)	\$ 90,000

⁵ New faculty lines do not include administrative support.