ANDREW YOUNG SCHOOL OF POLICY STUDIES

STRATEGIC PLAN

2002-2007

Goal

The Andrew Young School of Policy Studies' intends to be the highest rated policy school in the South and one of highest ranked in the nation by 2007.

Mission

The School's mission is to create and disseminate knowledge and analytic methods that are highly valued by policy makers and leaders in the public, nonprofit, and business worlds; and to educate students who are highly qualified and sought after as policy analysts, program evaluators, and designers of administrative systems. This mission is focused on economic and social development policy issues and problems, and on the design, implementation, management, and evaluation of policies that address issues of economic and social development on the local, regional, national, and global levels. The instruments used by the School to achieve and carry out its mission include a variety of educational programs, scholarly and applied research activities and public service. Excellence and distinctiveness are the School's goals. Over the past five years, the Andrew Young School has established the strong foundation of performance and human resources needed to achieve the objectives set forth in this strategic plan.

This document sets forth the School's primary objectives for 2002-2007 in the context of its mission, describes how these goals may be achieved, and identifies resource-related issues that must be addressed by the School's leadership, faculty, and staff. The principal elements of our mission are:

- The School will advance knowledge through scholarship conducted as part of organized research activities, individually initiated research projects, and teaching.

- Students are of primary importance. Teaching will occur through the classroom, faculty mentoring, internships, and service learning. The School will provide programs, activities, and materials through which information about policy is
conveyed to traditional full-time students, and to those working for non-profits, businesses, governments and the public.

- The School will engage in training programs, technical assistance and other forms of support that will be provided to governments, business, community organizations and other non-profits.

- In accomplishing these goals, we will be an integral unit of the University and will further the strategic goals of the University.

As we move toward becoming a top ranked policy school, we will continue to attract high quality research and teaching faculty, and be invited to important forums to influence policy discussions at the local, state, national and international forums. Our vision for the Andrew Young School cannot be satisfied if we do not achieve excellence in all three fronts we have chosen: (a) in the classroom, (b) in research, and (c) in outreach. We want to be “The Policy School of Choice” for excellent students, for excellent faculty, and for the community at large when it seeks policy help in our fields of comparative advantage.

We will take steps intended to create conditions under which Atlanta, Georgia, the U.S., and the world will think of us as a premier place for information, education, and training; for leading edge thinking on important issues, and; for technical assistance to resolve real world problems. The public, private, and non-profit sectors in Georgia will think of us as their personal think tank on key policy issues of the day. Undergraduate and graduate students will see of the School as one of the best of its kind.

Perception is reality. It is not enough to be as good as we expect ourselves to be. It must be generally recognized that we are exactly that good. Part of our strategy is to make effective use of a high profile and active advisory board, to solicit external funding that raises our profile, and to have an aggressive public relations/advancement program.

**Strategy**

Central to our strategy is that the teaching; research and outreach programs must march along together. If they are not reinforcing, we will have lost a significant comparative advantage.

**Performance-Centered Governance**

The Andrew Young School uses a decentralized decision making model and delegates extensive authority, responsibility and accountability to department chairs and center directors. The School is performance and results-oriented within a general
framework of core values, driving goals and objectives, and its current strategic plan. This approach to School governance is a basic component of its 2002-2007 Strategic Plan since it is designed to encourage innovation, creativity, commitment, and entrepreneurship throughout the organization, all of which are essential ingredients of a high energy, high performance system.

Accordingly, Chairs and Directors will have substantial autonomy and will be required to assume leadership roles for their departments and centers. As a matter of organizational strategy, a culture of faculty and research associate initiative and creative problem solving will be encouraged and the School will recruit and hire personnel who are attracted to and able to be highly productive in this kind of environment.

- A School management committee, composed of the Deans, Directors and Department Chairs will consider and evaluate the school’s mission, objectives, and priorities and formulate responses to contingencies and opportunities requiring action and leadership from various groups in the School.

- Operating with the framework established by this document, Standing and Ad hoc faculty committees assume leadership in decision-making that governs the full range of School activities, such as faculty affairs, curriculum, and promotion and tenure decisions.

- Research centers and academic departments will seek to establish collaborations in the areas of applied research projects, professional education, and sharing human and technical resources to promote the School’s mission and goals and objectives as set forth here.

- A high-profile board of advisors makes general policy recommendations to the Dean and college, and does selective program review. It also assists with furthering the reputational goals of the college.

**External Funding**

External funding will play a major role in achieving the mission of the AYSPS. It provides us with a platform, which we need, and with additional resources that we need. Our principal research mission is to advance knowledge. This pushes us away from getting top heavy with technical assistance research that does not offer scholarship possibilities. Nevertheless, some of our most important work offers less opportunity for “journal” publication than other, and this research and delivery work is essential to the long run development of the AYSPS. A careful balance between scholarly research and technical assistance will be struck, as it has been in our first five years as a college. In this connection, each center may fulfill a different mission in terms of how it balances...
scholarship and outreach, but all will have the advancement of knowledge as an objective.

**Departments and Centers Working Together**

The departments will lead our teaching programs and be the tenure homes to our faculty, Non-tenure track faculty will participate in departmental affairs while having their primary homes in centers. Distinctiveness and excellence will be based on a productive interface of centers with departments. Therefore:

- Most faculty will be encouraged to be at once members of the departments and the centers. Joint efforts by faculty and research associates to attract funded research projects will be supported.

- The School will continue its efforts to incorporate center research expertise, projects, and research products into appropriate undergraduate and graduate curricula and involve center leadership and staff in the instructional programs of the departments through research seminars, guest presentations, internships, and practicums.

- We will use the activities and reputations of the centers to attract quality students to our degree programs, and quality faculty to our departments. We will use the activities and reputations of our departments to attract quality researchers to our centers.

- Centers and departments will be supportive in their efforts to employ and jointly fund Masters and PhD students who are Graduate Research Assistants.

Faculty are urged to be involved with centers, and are given incentives to do so. Senior associates are urged to become involved with departments through appointments as non-tenure track faculty. It is entirely appropriate and encouraged for faculty to have their office space in the centers. Faculty members may move from center to center, or work in more than one center, in the spirit of strengthening the multi-disciplinary approach that we want to be known for.

The departments will be supportive of faculty efforts to involve themselves with centers in a variety of ways, including proposing research projects, participating in the proposal design and writing, serving as principal investigators, and leading the program development of centers. The centers will support faculty efforts to translate project findings into scholarly publications. Whenever feasible, data sets will be shared with interested faculty, and staff support for un-funded faculty research will be provided if resources permit.
Centers will emphasize their comparative advantages. Some will focus more on technical assistance and some will focus more on hard research. A major goal of the centers and the departments will be to maximize the volume of quality scholarly research that is published on a basis of funded projects. We are extending knowledge with all of our work, and it is essential that we make this known to the policy profession.

Another major goal of the School is to raise the quality of the discussion about policy issues and this may be done with written analysis and/or direct technical assistance.

**Internal Allocation of Resources**

State funds from the regular budget of the University; course releases, direct hires and cost reimbursements from external funding, indirect cost recovery and endowment/savings will be allocated in a manner designed to support the School's mission, goals, and objectives. Resources Allocation will be based on performance and results. The departments and centers have some control over their budgets, as noted below:

- While State funds are heavily earmarked for specific uses in the University budget, the Dean, in consultation with the departments and centers, will allocate the discretionary amounts according to priorities established through the strategic plan, and according to performance.

- Direct hires by centers or special projects are to support specified projects.

- The departments and centers will initiate faculty course releases funded from contracts and grants. A first call on these funds will be to cover the cost of those released from the classroom, and to cover the cost of graduate research assistants. The remainder will be allocated to goals and objectives set through negotiation between Chair and Center Director/principal investigator.

- The college share of indirect cost recovery is split evenly between Dean and representative(s) of the receiving unit. The latter make a decision as to the allocation of their share. The basic principle is that the expenditure must have some benefit to the College. No “extra compensation” is permitted.

- Endowment /savings. The receiving unit will allocate these funds, but will abide by university rules in doing so.

The principle in all of these allocations is to guarantee that the essential functions of the college are carried out and properly funded, to provide some incentive for the
centers and principal investigators to strengthen their programs, and to work toward continued external funding. Centers that do not raise external funds will not likely continue. Departments that do not encourage centers to develop their external funding will not likely grow or have significant discretionary funding.

We believe that resource allocations to instructional programs within the School should reflect the organizational mission and the specific goals and objectives set forth in the strategic plan.

- The School will seek the funds necessary to attract and hire high quality people. All faculty hires will have the potential to become national leaders in their fields.

- Salary increases and other incentives will be allocated on the basis of merit. Across-the-board increments are not part of the strategy.

- As a matter of stated policy, every faculty member and research associate will have the performance goal of gaining national or international reputation in his/her field.

- We will keep focused on a relatively small number of areas. This will allow us to become deeper in these areas, and enhance our chances of becoming one of the best policy schools in the country.

- We will continue to return some of the external award surpluses to the centers/departments where it was generated, so as to provide positive incentives, and to further develop those centers, individuals, and departments.

Other Elements of the Strategy

There are a number of other important elements to the strategic plan for AYSPS. These are things that make us distinctive, and add significantly to what we are trying to achieve:

- The role of non-tenure track faculty and research associates is crucial to what we do in AYSPS. With appropriate exceptions, senior associates who are appointed, as non-tenure track faculty will be placed on an equal level with tenure-track faculty in terms of decision making in the school, expected contributions and leadership.

- We will establish formal relations with other organizations, including inviting them to join our college in a close affiliation. Research Atlanta, the Council
for School Performance and the Oak Ridge National Laboratories, are examples. This approach will enrich our scholarship opportunities and allows a more focused outreach program.

- We will pursue close affiliations with other public and private universities in the state. Joint teaching and research programs and shared faculty will be an important part of our strategy to leverage always limited human and material resources.

- Consulting activities will be an important part of what we do. So long as faculty engage in consulting activities that bring enhanced reputation and resources to AYPS, we will encourage this form of outreach insofar as it does not conflict with other responsibilities, obligations, and school objectives.

The Elements of the Plan

Teaching and The Classroom

We are committed to excellence in the classroom. Our strategy is to be concerned both about what we teach, and how we teach it. We are committed to the following:

- We will continuously review all of our curriculum and focus, both in terms of the new “academics” and the emerging policy issues.

- We will provide high quality training for our traditional degree students, and for non-traditional students and programs.

- Our enrollment management program will be to keep our classroom obligations within our capacity to provide service without unduly compromising the other legs of our mission.

- As a policy school, we have strong interdisciplinary interests that we bring to the classroom, but we are discipline-based. We will continue to teach the discipline-based theory and methods courses, and train our students to the same level as those not in policy schools. We are pointed toward teaching the application of theory and method. We will fully develop graduate and undergraduate policy degrees that embrace both the economics and the non-economics disciplines in our college, in the best kind of interdisciplinary collaborations.

- We will bring our research and outreach activities to the classroom. We will continue to work hard to expose our students to the policy research activities of our centers. A key part of our graduate student training is involvement in
the research centers and involvement as faculty research assistants and co-authors.

- We will continue to work to use appropriate technology in the classroom. This includes web-based instruction, distance learning, and the use of our two laboratories. We will be innovative in the classroom and use new modes of instruction whenever they can serve our students better.

- Diverse and innovative approaches to instruction will be encouraged and supported, including web-based courses, service learning, and active learning.

- We will continue to pursue new and innovative programs.

**Research and Scholarship (e.g., FLIE)**

Our tenure track faculty and research associates must advance academic scholarship, and add new knowledge that will benefit the policy-making community. They should become leaders in their respective fields of study.

- We will publish frequently in the leading academic journals in our areas of expertise. We will engage the leaders in the academic fields of our interest in this way, in presentations at important meetings, participation on important panels, invited lectures, and technical assistance.

- Our focus is policy and we will take a broad view of advancing knowledge than would a non-policy school. We will value publications in journals that are not strictly academic, and in fact set this as part of our mission. This is not a substitute for academic journal publications, but a complement to it.

- We will involve graduate students in our research and in our centers, and we will view this as an integral part of their training.

- We will continue to have a center-department strategy of enhancing our scholarship. We recognize that some of the best scholarship can come from center research projects, and we recognize that some of the best scholarship can take place outside the centers. We will emphasize center participation for our faculty, feeling that this is an effective way of encouraging scholarship while enhancing the special policy mission of the Andrew Young School.

- We will seek high profile activities for our faculty and research associates in order to pursue our reputation goals.
• We will continue to push for more external funding to enhance our reputation and to augment our research budgets.

**Outreach and Policy Expertise**

Perhaps more than any other activity, our outreach programs make the departments located in the Andrew Young School different from Public Administration and Urban Studies or Economics departments located in other universities. Outreach to us means many things: technical assistance to a foreign country in tax policy, mid-career training for public servants, a roundtable for the not-for-profit community, running a water auction for state environmental department agency, and doing a survey for ICMA linking school resources to community organizations, etc. We think outreach is important because it allows us to serve the broader community, it makes us better at the practice of policy analysis, and it brings new ideas to the classroom and new relevance to our research.

• We will work to make each of our centers the “Center of Choice” for the targeted public sector and private sector clients. This is part of our reputation goal.

• The Georgia State Legislature will continue to be our special emphasis for providing assistance and advice. We will continue to keep our research and technical assistance expertise close to their interests.

• We will push our international programs of technical assistance and training, as we continue to take a more global view of our mandate. We will continue to keep our research and technical assistance expertise close to the interests of developing countries, given these countries great need for policy expertise. In our areas of specialization, we seek to be one of highest rated and most influential policy schools in the world.

• We will work to ensure that our outreach, teaching and scholarship activities march along together. Each of the three should draw off the other two in demonstrable ways, to the benefit of the others.

**Focus**

Our approach, in the classroom and outside, is interdisciplinary. Interdisciplinary approaches require strong disciplinary foundations. Our faculty and professional staff will bring to policy analysis, evaluation, and implementation problems the concepts, methods, and perspectives of many disciplines.
We believe strongly in the application of quantitative techniques to improve policy analysis, we think good policy analysis must feature economics, and we think good economic policy must feature management and implementation strategies. This view is what gives us distinctiveness among policy schools.

Over the 2002-2007 time frame, the School will focus its efforts and resources on building further capacity and delivering products and services in the following areas of expertise:

- Fiscal policy.
- Economic and community development policy, including policies designed to build human capital.
- Urban governance, economic development, and management.
- Environmental policy and management.
- Social service, education and health policy, and program evaluation.
- International economic policy, budget, and finance.
- Public and nonprofit management and capacity building.
- Methodologies for making rational choices among policy alternatives and for evaluating policy outputs and outcomes.

We believe that we can build a national reputation for outreach and scholarship, by focusing a significant share of our applied work on the Atlanta region, and on Georgia.

What we will not be is a traditional grouping of academic departments with a broad range of coverage. Nor will we follow traditions that departments be the sole centerpieces of the college, with centers as places to receive funded research. The focus of our research centers will complement and significantly determine our teaching emphasis and our outreach programs. The School will build on existing synergies between its two academic departments, Economics, and Public Administration and Urban Studies, to provide high quality degree programs, certificates, and training that prepares policy professionals and upgrades the skills, knowledge, and abilities of practitioners. These synergies also will be applied to the staffing, design, and execution of applied policy research within and between departments and research centers. Likewise, community service and outreach will emphasize interdisciplinary approaches and the School’s distinctive areas of expertise.
**Diversity**

Our policy mission, and our teaching mission, requires diversity in our students and our faculty. Our diversity program has several dimensions that we will continue to push.

- Our view is global, and having international students and an international faculty is an essential component of success.

- Our research subjects include urban poverty, children's policy, improvement of K-12 education policy, rural health issues, and city finances and services. We teach urban policy and economics to majors who are over 50 percent African American. We will continue to have a special interest in topics that are of special concern to the African American community.

- We teach in disciplines where African Americans are under-represented. We will address this by having a multi-racial student body and by collaborating with HBCU's in teaching and research and outreach programs. We will expand on the programs already begun with HBCU's, Albany State, Georgia Southern and Morehouse.

- We will encourage students and faculty to participate in activities that address unmet community needs.

**Challenges**

The AYSPS faces a number of major challenges and opportunities as it moves into this plan period. Integrating these challenges and opportunities with our strategy will largely determine our success over the next few years. The list below constitutes areas that must be brought more directly into our implementation program.

- Defining a curriculum that fits the 21st century in terms of focus and interdisciplinary bent by creating lively undergraduate majors that attract greater numbers of quality students and courses that attract majors from other colleges.

- Bringing new technology to the classroom and to our outreach work.

- Enhancing the academic life of students who study in our programs.

- Deciding on the future and the structure of our professional degrees and taking our professional degrees “on the road.”

- Bringing our research and technical assistance into the classroom.
• Working to add courses to the core of the University related to the urban and global missions of the University.

• Establishing appropriate enrollment targets and targets for external funding.

• Developing a program of accountability for Departments, Centers and Deans.

**Strategy for 2002 - 2007: Principal New Elements**

We will continue to focus on our areas of strength and excellence. We will spend more of our resources and human capital on our strong programs and continue to deepen them. However, when opportunities present themselves, we will be prepared to consider new activities in an aggressive way. We will follow certain guidelines for considering new activities.

• New activities must somehow “fit” our mission and our objectives. They should play off existing programs. Only programs that take us a step closer to our goal of becoming one of the best policy schools in the country will be considered.

• There should be broad support within the college, and a critical mass of interested faculty and or research associates.

• If it is a teaching or degree program, there should be broad student support.

• Cost recovery is a desirable and perhaps a necessary feature.

• Any new program requires a champion, either faculty or research associate.

• There must be a fit with the strategic plan of the University.

The following are the new activities or shifts in emphasis that are under consideration for the next five years.

• We have now established a firm base of students, and with existing resources our capacity to deliver in the classroom is about exhausted. We will now begin pushing to upgrade the quality of our offerings and therefore of our student body. The urban policy major, the human resources major and the economics major will be undergraduate programs that we will target for stimulating interest.
• While we believe there is unmet demand to study in the Andrew Young School we will be careful not to expand our credit hour delivery beyond the resources we have available.

• We will enhance student life in the Andrew Young School. We have been badly harmed in this regard by the absence of “place,” but we hope that this will be resolved during this plan period. The new building will offer many features that can make student life better, and programs will have to be developed around these features. This will be one challenge that we will work to meet over the next five years.

• As we move into the University teaching core with a new course in global economy, we will increase our ability to deliver in the classroom in the international area. We expect this to lead to an increased demand for international studies, and new programs will be developed and faculty will be hired to satisfy this need.

• We will come to some understanding about the future of our joint PhD program in public policy with Georgia Tech. There is a need to decide if this joint program is the best long run strategy for delivering this PhD, and if so, how might it be made even better.

• Development of the not-for-profit area is a priority emphasis. This activity will grow as a classroom program, adding one or two more faculty who will enhance the scholarship, and the outreach and research programs will build on the gains already made. There is broad faculty community and board support, and cost recovery is a possibility. The Atlanta area is home to a large and growing non-profit sector.

• We are moving toward the development of a research-outreach program in child policy. Cost recovery is possible and there is broad faculty interest and legislative support.

• Our existing aviation program may be expanded to include a flight school option, which would seem to guarantee a significant cost recovery. It also will have an important diversity objective, as African Americans are underrepresented in this sector.

• We will continue to expand and deepen our brand of enhancement of diversity at GSU. We will recruit minority students and faculty, will continue our contact with HBCU’s, will deepen our community activities, and will work closely with African and Caribbean institutions.

• We will try to develop new working relationships with other universities in our state and other departments within our university. The guiding principle will
be to use each other’s comparative advantages to deliver a better product for our state.

**Evaluation and Output Indicators**

The School will evaluate its progress toward achieving its goals and objectives and toward realizing its mission by using peer groups, board feedback, the legislative indicators, and various available measures of external reputation. Among the indicators to be used are:

Student mission:

- Retention rates, placements, test scores
- Alumni success
- Enrollments
- Use of technology
- Student evaluations
- Integrating center and department missions
- Success with non-traditional classes
- External funding

Research Mission

- “Counts” in quality journals, national recognition
- Invited lectures and program participation
- Books and awards
- Prestigious professional and technical committee assignments
- External funding

Outreach Mission

- Tangible evidence of influence on the policy debate
- Requests for technical assistance
- Relationships with key political leaders