



RUTGERS

UNIVERSITY | NEWARK

School of Public Affairs
and Administration



STRATEGIC PLAN 2020



THE SCHOOL OF PUBLIC AFFAIRS AND ADMINISTRATION 2020 STRATEGIC PLAN

Background

The School of Public Affairs and Administration (SPAA) of Rutgers, the State University of New Jersey, Newark Campus, prepares students for careers in public service and administration, as well as in academic research and teaching. SPAA's mission (see below) is driven by the promotion of competency-based knowledge, the celebration of diversity and the advancement of the highest principles of ethics in public service. The School features innovative and comprehensive programs leading to an undergraduate BA degree in public and nonprofit administration, a Master's in Public Administration (MPA), an Executive MPA, a PhD in public administration, and various professional and graduate certificates.

Over 750 students, 25 percent of whom are international students representing more than 30 countries, are enrolled in SPAA's various educational programs. SPAA's graduates have successfully secured chief executive positions in the public and nonprofit sectors, as well as tenured track positions at colleges and universities around the world.

SPAA's twenty-eight faculty have gained international recognition in such fields as: public and nonprofit management and administration, budgeting and finance, behavioral public administration, economic development, health care policy and administration, and urban affairs. The school's faculty have gained recognition as presidents/chairs of the Conference of Minority Public Administrators, Association for Research on Nonprofit Organizations and Voluntary Action, Association for Budgeting and Financial Management, and the Public Management Research Association; editors of numerous journals (American Review of Public Administration, Journal of Public and Nonprofit Affairs, Journal of Public Management and Social Policy, and the Journal of Behavioral Public Administration); and has authored more than forty books, served as members of the National Academy of Public Administration, and won numerous awards for outstanding work in their field of study.

Strategic Planning Process

SPAA's strategic planning process began during the Fall 2017 semester and was facilitated by the new dean. During fiscal year, 2018, the dean drafted language surrounding each of the critical areas and shared this language with an ad hoc committee of three faculty members who vetted the key areas during the Spring 2019 semester. During the Fall 2019, the dean shared the working plan with the SPAA Advisory board and MPA Alumni Board. During the summer 2019, the plan was also shared with the Executive Faculty Committee during a formal strategic planning retreat. Based on feedback from the Executive Committee, the plan was further improved and presented to all SPAA faculty and staff and discussed at the end of year faculty/staff meeting in December 2019 where additional revisions and additions were added. The draft of the plan was emailed to the faculty at the end of the Fall 2019 semester.

Strategic Planning Process Milestones

Fall 2017	The Dean laid out his vision for the school after consultation with the faculty, students, alumni, provost and chancellor of the university.
Summer 2018	A summary of the critical topical areas was shared with the entire faculty.
Spring 2019	The dean created an ad hoc faculty group to vet the plan and make further modifications (Thompson, Davy and Jilke).
Summer 2019	The dean held a strategic planning retreat with the SPAA Executive Committee to discuss the plan and the future of the school.
Fall 2019	The dean shared the working plan with the SPAA Advisory board and MPA Alumni Board.
Fall 2019	The final draft of the strategic plan was presented to all faculty and staff and discussed by SPAA faculty and staff at the end of semester faculty/staff meeting held in December 2019.
Spring 2020	The faculty voted to approve the topical areas in the Strategic Plan.
Fall 2020	The faculty voted and approved the entire Strategic Plan.

Mission Statement

The School of Public Affairs and Administration, through a culture of innovation based upon the values of diversity, competency, knowledge, service and ethical practice, we pursue an evidence-based approach to the effective, equitable, and accountable implementation of public policy. Distinguished

academic scholars, complemented by adjunct faculty rich in relevant government and nonprofit experience, deliver a competency-based curriculum. We are dedicated to student success in applying knowledge to effective ethical public service leadership.

Vision Statement

As a highly ranked school dedicated to public service and engagement, we strive to provide our diverse student body a high quality education, produce high level scholarship in our chosen fields of scholarship, and serve our community in a thoughtful and fulfilling manner with the goal of fostering public understanding of societal issues and stimulating action for positive and ethical change.

Value Statements

Competence	The efficacy of our curriculum is regularly confirmed by our colleagues: our MPA program is accredited by the Network of Schools of Public Policy, Affairs and Administration (NASPAA); our MPA graduates are placed in positions of high responsibility at the federal, state and local levels; nonprofit level; private sector; and our doctoral graduates are teaching and gaining tenure at more than two dozen universities around the world.
Diversity	We are proud that Rutgers University-Newark is, according to U.S. News and World Report, the most diverse campus in America, and that our MPA and PhD programs contribute substantially to that diversity. SPAA seeks to foster diversity through faculty, research, and student networks.
Knowledge	Our curriculum is continually revised to reflect the changing nature of the field of public administration. Specializations ensure that students have access to key areas such as performance management, finance and budgeting, nonprofit management, and technology.
Service	Our faculty, alumni, and students are leaders in the Network of Schools of Public Policy, Affairs, and Administration; Conference of Minority Public Administrators; Association for Research on Nonprofit Organizations and Voluntary Action; Association for Budgeting and Financial Management; as well as local, other national and international organizations. Several faculty members are fellows of the National Academy of Public Administration. We have helped develop the knowledge and practice of public administration through the United Nations, in China, South Korea, and South Africa. In New Jersey, our faculty is instrumental in assisting the city of Newark and regional governments in the urban area.
Ethics	With an emphasis on public service values and competencies for effective performance, SPAA promotes accountability and transparency in the public and nonprofit sectors.

Strategic Directions and Initiatives

With each of the values above taken into consideration, the plan below focuses on six strategic directions:

- I. Enrollment
- II. Student Support
- III. Academic Curriculum
- IV. Research and Scholarship
- V. Fundraising Support
- VI. Community Engagement

School of Public Affairs and Administration Strategic Plan

I. Enrollment

Strategic Direction: SPAA is recognized as a school of choice for students interested in public service. The school is diligent and proactive in helping potential students make an informed decision about attending SPAA. Creative and innovative approaches are used to promote SPAA's programs with public school districts, community based nonprofit organizations, and public sector governments at the local, county, state, and federal levels.

Goal: *The School of Public Affairs and Administration (SPAA) will develop and implement strategies to increase student enrollment to a level that is commensurate with university and school resources.*

Action Step	Indicators of Success
<p>A. BA-MPA enrollment. The school will evaluate current enrollment data and create a plan to recruit more students that are likely to pursue the MPA degree.</p>	<ol style="list-style-type: none"> 1. Creation and implementation of a BA-MPA student recruitment plan. 2. Increase in the number of BA and MPA students. 3. Number of MPA students re-enrolled. 4. Number of admission agreements with community colleges. 5. Proportion of BA students who matriculate into the MPA program. 6. Proportion of accelerated program students who matriculate into the MPA program.
<p>B. EMPA enrollment. The school will create a strategy to recruit more students from local, state, federal, and nonprofit organizations. Specifically, we will focus our efforts on entities that provide</p>	<ol style="list-style-type: none"> 1. Creation of a strategy/plan to recruit more EMPA students from local, state, and nonprofit organizations. 2. Increases in the number of EMPA students from local, state, and nonprofit organizations.

Action Step	Indicators of Success
tuition reimbursements to their employees.	3. Number of multiple cohorts running simultaneously per fall semesters.
C. PhD enrollment. SPAA will create a strategy to increase the number of MPA students enrolling into the PhD program.	<ol style="list-style-type: none"> 1. Number of graduating SPAA MPA students matriculating as PhD students. 2. Number of graduating SPAA MPA minority students matriculating as PhD students. 3. Percentage of diverse PhD students from other institutions.

II. Student Support Services

Strategic Direction: SPAA is proactive in providing its students with career-oriented experiential opportunities and tuition/scholarship support. The school is intentional in connecting students with mentors and leading practitioners, who provide guidance and support in pursuit of successful post-graduate careers.

Goal: *SPAA will expand its capacity to provide career-oriented experiential opportunities to BA and MPA students in public and nonprofit organizations at the local, state, national, and international levels.*

Action Step	Indicators of Success
A. SPAA will expand the use of SPAA alumni serving as mentors and facilitating professional development programs for BA and MPA students.	<ol style="list-style-type: none"> 1. Number of alumni actively engaged in providing mentorships and the number engaged in professional development programs for BA and MPA students. 2. Number and percentage of BA and MPA students actually engaged in mentorships with alumni. 3. Number of BA and MPA students participating in professional development programs.
B. Through increased fundraising support, SPAA will expand the number of tuition and book scholarships for BA, MPA, and PhD students.	<ol style="list-style-type: none"> 1. The increase in the amount of dollars raised for tuition and book scholarships for BA, MPA, and PhD students. 2. Increase the number and percentage of BA, MPA, PhD students receiving tuition and book scholarships. 3. Number of effective and creative fundraising vehicles.
C. Through an increase in endowment support, SPAA will increase the number of MPA and PhD Graduate Assistantships.	<ol style="list-style-type: none"> 1. Increase in the amount of dollars raised for endowment support. 2. Increase the number and percentage of MPA and PhD Graduate Assistantships.

Action Step	Indicators of Success
	<ol style="list-style-type: none"> 3. Number of effective and creative fundraising vehicles.
<p>D. Through increased fundraising support, SPAA will provide funding to expand the number of graduate students attending conferences.</p>	<ol style="list-style-type: none"> 1. Increase in the amount of dollars raised for graduate students to attend conferences. 2. Increase the number and percentage of graduate students receiving attending conferences with SPAA financial support. 3. Number of effective and creative fundraising vehicles.
<p>E. Design a student mentor model where current students will assist current students.</p>	<ol style="list-style-type: none"> 1. Design and implementation of a student-led mentor model. 2. Number and percentage of BA and MPA students engaged in student-to-student mentorships.
<p>F. Expand gender diversity and the number of scholarships for students participating on the debate team.</p>	<ol style="list-style-type: none"> 1. Increase in the amount of dollars raised for debate team scholarships. 2. Increase the number of debate team students receiving scholarship support. 3. Increase the number of women participating on the debate team.

III. Academic Curriculum

Strategic Direction: SPAA is recognized as a student-centered institution of higher education that transforms incoming students into leading academic researchers and practitioners. Students leave SPAA with the skills required to be highly successful in their career of choice.

Goal: *SPAA will ensure that all of its academic programs remain viable and salient in the community and the job market.*

Action Step	Indicators of Success
<p>A. SPAA will evaluate and make improvements (where necessary) to the curricula for its BA, MPA, EMPA and PhD programs. This includes an evaluation of course names and description, courses offered and concentrations.</p>	<ol style="list-style-type: none"> 1. Development of a plan to evaluate the BA, MPA, EMPA, and PhD programs. 2. Completion of an evaluation of the BA, MPA, EMPA, and PhD course names and their descriptions and make recommendations for improvement. 3. Completion of an evaluation of MPA concentrations and make recommendations.
<p>B. SPAA will evaluate all certificate and training programs to determine their continued utility and expand educational program offerings, certificates, and trainings. SPAA will investigate and if necessary, expand certificates and trainings.</p>	<ol style="list-style-type: none"> 1. Development of a plan to evaluate certificates and training programs. 2. Completion of an evaluation of the certificates and trainings and make recommendations for improvement.
<p>C. SPAA will expand on-line course offerings commensurate with increased demand and enrollment.</p>	<ol style="list-style-type: none"> 1. Expand the proportion of on-line course modalities. 2. Expand on-line opportunities in relationship to demand and enrollment.
<p>D. SPAA will create a math lab for students enrolled in economics and statistics courses.</p>	<ol style="list-style-type: none"> 1. Creation of a math lab for students taking economics and statistics courses. 2. Number of students who participate in the math lab. 3. Increase the number of contact hours performed online. 4. Increase the number of contact hours performed in person.

IV. Research and Scholarship

Strategic Direction: As a university that values high quality research, we strive to encourage and facilitate cutting edge research and scholarship from students and faculty. In addition, we actively support grant writing and other activities that increase our visibility and opportunities to generate revenue.

Goal: *SPAA will encourage and support research and scholarship in the field of public affairs and administration.*

Action Step	Indicators of Success
<p>A. SPAA will foster an academic culture and a work environment that promotes faculty research and scholarship that leads to tenure and promotion.</p>	<ol style="list-style-type: none"> 1. Percentage of untenured, tenure track faculty assigned a tenured track faculty mentor. 2. Number of opportunities untenured, tenure track faculty have to present their research projects in professional settings. 3. Number and percentage of faculty successfully tenured and promoted. 4. Number and percentage of faculty actively engaged in research and scholarship, which results in the production of tangible outputs. 5. Number and percentage of faculty actively involved in community engaged research and scholarship, which results in the production of tangible outputs.
<p>B. SPAA will attract and train highly qualified and diverse PhD students to become the next generation of scholars and researchers in the field.</p>	<ol style="list-style-type: none"> 1. Number of PhD applications. 2. Number and percentage of admitted and attending PhD applicants. 3. Within the framework of a merit-based selection process, maintain a balanced ratio of domestic and international students, male and female students, and African American and Hispanic students.
<p>C. SPAA seeks to provide opportunities for its diverse BA and MPA students to become involved in research activities.</p>	<ol style="list-style-type: none"> 1. Number and percentage of BA and MPA students actively engaged in research activities with faculty. 2. Number and percentage of faculty having a student engaged in research. 3. Increase in amount of financial resources for students to become actively involved in research activities.

Action Step	Indicators of Success
<p>D. SPAA will encourage and provide assistance to faculty seeking external funding to support research, student programs, or other academic endeavors.</p>	<ol style="list-style-type: none"> 1. Number of times SPAA actively assists faculty in securing external funding for research, student programs, or other academic activities. 2. Increase in the amount of SPAA resources provided to faculty annually for ongoing research and publication; increase the number of internal research grants awarded.

V. Fundraising Support

Strategic Direction: Sustainable resources that support new and innovative programs and research, faculty, students, facilities and technology fuel SPAA’s success. SPAA’s endowment resources support faculty positions, as well as the school’s PhD., MPA, EMPA, and BA students with financial assistance. SPAA’s capacity for attracting endowment funds fosters and sustains positive and continuous transformative value in applying state-of-the-art technology in the classroom environment and supporting high quality teaching, learning and research. SPAA has a diversified portfolio of financial resources from tuitions, grants, contracts, and endowments.

Goal: *SPAA will increase fundraising and endowment support.*

Action Step	Indicators of Success
<p>A. Through increased fundraising support, SPAA seeks funds to create faculty endowments in <i>public management, nonprofit administration, behavioral public administration, and health policy.</i></p>	<ol style="list-style-type: none"> 1. Create faculty endowments in public management, nonprofit administration, behavioral public administration and health policy. 2. Increase the amount of endowment funding.
<p>B. Through increased fundraising support, SPAA will expand the number of scholarships (books, tuition, graduate assistantships, conference attendance, debate team, internships, and study abroad) for all out students.</p>	<ol style="list-style-type: none"> 1. Increase the number of students receiving scholarships in each of the following categories: books, tuition, graduate assistantships, conference attendance, debate team, and internships and study abroad. 2. Increase the amount of dollars raised to support students receiving scholarships.
<p>C. SPAA will seek outside funding support to extend the research of its centers.</p>	<ol style="list-style-type: none"> 1. Increase the number of applications for research funding. 2. Increase the amount of dollars awarded for research.

Action Step	Indicators of Success
	<ol style="list-style-type: none"> 3. Amount of increased donations to SPAA (Total Net Income) 4. Number of volunteer donors to SPAA.

VI. Community Engagement

Strategic Direction SPAA is well known for the scope and breadth of its engagement of partners, which supports its mission. The school serves as an invaluable resource for local, state, national and international public sector and nonprofit organizations in addressing the public service issues and challenges they face.

Goal: *SPAA will develop and expand its community engagement activities in assisting the governmental and nonprofit agencies of the Greater Newark area with its capacity to effectively address local problems and issues.*

Action Step	Indicators of Success
A. Through increased fundraising support, SPAA will increase funding for student internships for BA students.	<ol style="list-style-type: none"> 1. Amount of funding provided to support student placements in quality virtual/remote and in-person internships. 2. Number of contacts made with organizations to place BA and MPA students in quality virtual/remote and in-person internships. 3. Number of BA student placements in quality virtual/remote internships. 4. Number of MPA student placements in quality virtual/remote internships.
B. Create the SPAA ambassador program, which will allow undergraduate and graduate students to take on leadership roles in the school. This includes, but is not limited to recruitment, community engagement, and SPAA events.	<ol style="list-style-type: none"> 1. Creation of the SPAA ambassador program. 2. Number of SPAA student ambassadors appointed.
C. SPAA will create mechanisms to collaborate with local agencies and community-based organizations by providing organizational and personnel infrastructure through faculty expertise and service learning internship-employment placement.	<ol style="list-style-type: none"> 1. Number of public sector/nonprofit agencies engaged as part of a collaborative enterprise for supporting service learning placements and employment opportunities for students. 2. Number of students placed in service learning placements with agencies, which are part of the collaborative.

Action Step	Indicators of Success
	<ol style="list-style-type: none"> 3. Number of students placed in post-graduate employment in their area of interest.
<p>D. SPAA will collaborate with local agencies and community-based organizations utilizing faculty expertise</p>	<ol style="list-style-type: none"> 1. Number of faculty actually engaged with agencies as a result of linkage with the Office of Community Engagement. 2. Number of faculty provided with advice/guidance about contacts with local community-based organizations.
<p>E. SPAA will collaborate with alumni to provide professional guidance and employment/educational opportunities to our students</p>	<ol style="list-style-type: none"> 1. Number of alumni panels conducted per semester. 2. Number of networking student/alumni contacts created through the Office of Community Engagement. 3. Number of ambassadors provided monthly professional (engage and learn) development by alumni. 4. Number of ambassador students afforded career counseling through alumni contact.