

Five-Year Strategic Plan for SPA (As adopted: December 14, 2006)

Mission

The mission of the School of Public Affairs is to enhance the performance of governmental and nonprofit institutions in New York and the nation in the interest of effective and equitable public service and public policy in a diverse society. Using insights from theory, research, and practice, we are a multidisciplinary community of scholars engaged in teaching, research, and outreach to achieve this mission.

We place special emphasis on educating responsive and accountable leaders who combine managerial expertise, creative and critical thinking, and rigorous analysis in the formation and execution of public policy. The School also serves as a site for debate and reflection on issues of public importance to New York and the world beyond.

I. History and Overview

Baruch has had a strong interest in educating government leaders since it was founded as the City College School of Business and Civic Administration in 1919. Baruch admitted its first MPA students in 1951 and robed its first MPA graduates in 1954. More than 30 years ago the MPA program formally acknowledged the increasingly important role of nonprofit institutions in New York and launched the first graduate-level coursework on nonprofit administration in the City. In the 1980s, the MPA program, then housed in a department in the School of Business and Public Administration, developed a strong executive program and an alliance with the National Urban Fellows.

In 1991, the President's Task Force recommended that Public Affairs education and research be undertaken in a separate school of the College. The goal was to concentrate the College's public affairs resources in one place and to provide the resources and visibility necessary to build the College's recognition and influence in public sector scholarship. The new School of Public Affairs was launched in September 1994 with 28 full-time faculty and fewer than 300 graduate students. The School was expected to grow to roughly 400 graduate students within ten years.

Today the School of Public Affairs has almost 700 graduate students, 300 undergraduate students, 38 full-time faculty members and one of the largest public sector executive programs in the United States. Its students and faculty are strong, its research centers are vigorous, and it has an excellent record of research grant support. The School is well-known in New York and is achieving national recognition for its scholarship and its academic programs. It has a robust set of community partnerships sustaining its student base, advancing its research potential, and enhancing "the performance of governmental and nonprofit institutions in New York and the nation."

This document will recast a strategic plan for the School's next five years. It begins with a description of the School today and adduces SPA's key strengths,

weaknesses, opportunities and challenges. It then forecasts goals in its academic, research, and community programs.

II. The School and Its Environment

A. The School Today

The School’s academic, research and service programs sustain its mission of training leaders and community outreach. Its public programs have helped to establish SPA as a leading “site for debate and reflection on issues of public importance to New York and the world beyond.” All of these activities are created by the School’s faculty together with and for the benefit of its students as well as the broader public.

Programs

Academic Programs: The School of Public Affairs offers the Master of Public Administration (MPA), the Master of Science in Education Administration (MSED) and

<p>SPA Credit-bearing Programs at a Glance</p> <p>MPA --Part-time/evening --Full-time/day and evening --Saturday executive --National Urban Fellows, on- and off-site --UWNYC Senior Fellows, evening, cohort-admit --MS/MPA with Hunter’s Nursing Program</p> <p>MSED --K-12 Administration *Certificate in School Building Leadership --Citywide on-campus, individual admit --Region 9 on-campus --NYC Leadership Academy off-campus --NVNS/SAM off-campus *Certificate in School District Leadership --Higher Education Administration</p> <p>BSPA BS-REMD (no longer admitting students)</p>	<p>the Master of Science in Higher Education Administration (MSED-HEA). Subsumed under the MSED are two New York State certificates, one in School Building Leadership (SBL), required to become an assistant principal or principal, and School District Leadership (SDL), which is required to become an assistant superintendent or superintendent. SPA also offers one undergraduate degree program, the Bachelors of Science in Public Affairs (BSPA), and will for the next two</p>
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years continue to deliver coursework for students seeking the Bachelor of Science in Real Estate and Metropolitan Development (BS-REMD).

SPA’s programs are delivered in a variety of formats. The MPA is delivered as a part-time evening program (both self-admitted and as a cohort program sponsored by the UWNYC), as a full-time day and evening program, as a weekend executive program, and as a mixture of on- and off-site learning in partnership with the National Urban Fellows. In addition, SPA had entered a partnership with the Hunter Bellevue School of Nursing to

offer a dual-degree program in Nursing Administration and Public Administration leading to the Master of Science and the Master of Public Administration Degrees. Under the MSED umbrella, the SBL is offered in an un-sponsored, on-campus program, and on-campus cohort sponsored by Region 9, and largely off-campus programs co-sponsored by the New York City Leadership Academy and New Visions for New Schools.

In addition to its credit-bearing programs, SPA collaborates with government agencies and nonprofit umbrella organizations in academic programs designed to improve leadership in the public sector. The School has active programs with the Partnership for After School Education (PASE), the Hispanic Federation, the United Way of New York City (UWNYC), the Health and Hospitals Corporation (HHC), the Greater New York Hospitals Association (GNYHA), the New York City Housing Authority (NYCHA), and the Mexican Consulate.

Research Programs: There are three formally acknowledged research and/or service centers in the School: The Center for Educational Leadership (CEL); the Center for Equality, Pluralism and Policy (CEPP); and the Center for Innovation and Leadership in Government (CILG). SPA is also home to the New York Census Research Data Center (NYCRDC) and the CUNY Institute for Demographic Research (CIDR). The NYCRDC is operated by a consortium of 16 academic and research organizations; the CIDR serves all of CUNY. In addition to the formal centers, SPA has a vigorous Nonprofit Group studying nonprofit management and offering services to the nonprofit community. It also houses the Baruch Survey Research Unit, a busy research organization working with faculty, CUNY, City agencies such as the Department of Health, and nonprofit organizations.

Service Programs: The School operates a number of lecture series, training programs and workshops for its constituent communities. Many, such as the Ackerman Lectures and the Public Policy Breakfasts, are open to the general public. Some, such as the Nonprofit Group's evening seminars, are targeted toward the nonprofit community. Others, such as the CILG's training program for newly elected Members of the City Council, involve only public officials and their staff. Most of the School's service programs are coordinated by the CILG, the Nonprofit Group, the Office of Executive Programs, or through the Director of Community Affairs. Last year more than 2,000 nonprofit organizations and more than 4,000 individuals participated in one or more Public Affairs events.

Faculty

The School has 38 full-time faculty, 30 of whom are tenured or on the tenure track, four of whom are Distinguished Lecturers, and four of whom are on visiting or substitute lines. There is one endowed tenure-track chair in the School (the Robert P. Luciano Chair of Health Care Policy, occupied by Professor Shoshanna Sofaer) and one endowed visiting professorship (the Ackerman Chair in Race and Social Justice, occupied by Associate Professor Sonia Jarvis). Twenty professors have tenure. Thirteen are fully promoted. Faculty backgrounds reflect the School's interdisciplinary nature and intellectual diversity. Faculty hold terminal degrees in Political Science, Public Policy,

Public Administration, Economics, Education Policy, Education, Sociology, Communication, Engineering, Health Policy, Chemistry, and Law.

The faculty are highly productive scholars. In calendar 2005, SPA faculty produced two books, 19 peer-reviewed articles, seven book chapters, three non-refereed articles, and numerous foundation reports, conference papers, and public lectures. External support from grants, contracts and subcontracts is robust. There were 25 awards made in AY 2005-06 involving 17 faculty for a total dollar value of \$1,581,766. The volume of grant activity has risen in each of the last five years; during that time a substantial majority of the School's faculty have received one or more awards.

The faculty also teaches well, with an average student rating of 4.32 and strong peer observations. When teaching performance falls short of expectations, faculty receive guidance from the Faculty Development Coordinator and are encouraged to pursue assistance through one of the many College programs on teaching excellence. In 2005-2006, of 158 graduate classes taught by full-time faculty in SPA, 73 percent were in the MPA, 19 percent in the MSED, and eight percent in the MSED-HEA.

Students

Graduate Students: SPA's student body is strong, large, and growing. With just under 700 graduate students overall, the MPA is still the largest grouping with roughly 550 students. There are approximately 150 students in the two MSED programs. The average GPA for an entering graduate student is 3.3; the average GRE is 502 verbal, 582 math, and 4.35 in analytic writing. (Seventy-seven percent of incoming students qualified for a GRE waiver based on previous coursework or strong undergraduate records.)

When the School was founded in 1994, all graduate students were either part-time or in the executive program. The full-time MPA program, which began recruiting students in 1998, has grown significantly since then. There are now 42 traditional MPA students studying on a full-time basis, 22 of whom have graduate assistantships. Present throughout the day and in active collaboration with faculty on research and service projects, these students have become an important component of the School's culture.

Many more of our students now study in cohorts than was the case in 1994. The Executive MPA, UWNYP Senior Fellows, National Urban Fellows, Citywide MSED, DOE Region 9, NYC Leadership Academy and New Visions students are all enrolled in cohort programs. In addition, all of the roughly 350 noncredit students involved in our partner programs in the government, health care and nonprofit sectors study in cohorts.

SPA had an 11 percent increase in inquiries and applications last year and is so far seeing another 11 percent increase this year. The School's yield rates are exceptionally high, with a rate of 71 percent in the MPA, 93 percent in the MSED, and 85 percent in the MSED-HEA.

This growth and increase in the qualifications of entering students has come as SPA has maintained its position as the most diverse school of public affairs in the United States. SPA's student body is 60 percent minority. No other school in the nation has more than a 20 percent minority enrollment.

Undergraduate Students: Counting declared students and students who had completed a large percentage of their majors without yet declaring, there were 312 students in the BSPA and BS-REMD at the end of spring 2006. The BS-REMD ceased admitting students on September 15, 2006, coincident with the launch of the BBA in Real Estate Finance in the Zicklin School of Business. Students in both programs have to maintain a 2.5 GPA in order to declare the major.

B. The External Environment

Competitors: New York City has a robust capacity for public affairs education, both in the areas relevant to the MPA and in areas relevant to the MSED (though this distinction is changing rapidly for reasons that will be explained under “Opportunities” below). Many schools in the area compete directly with SPA for students, faculty and external support. In addition to Baruch there are three major schools of public policy and administration in Manhattan alone, the Wagner School of Public Service at New York University, the Milano School of Management and Urban Policy at the New School, and the School of International and Public Affairs at Columbia University. John Jay College’s strong identification with the administration of criminal justice makes its MPA sequence less competitive with Baruch’s.

Rutgers launched a new School of Public Administration at its Newark campus in September and there are MPA programs at Long Island and Pace Universities. The Rockefeller College at SUNY/Albany attracts significant State resources and serves the Capital Region. Baruch has New York’s only public school of public affairs south of Albany.

The MSED/SBL programs are competitive principally with schools of education where most such degree and certificate programs are housed. Columbia’s Teachers College, New York University’s Steinhardt School, Fordham, Hunter College, City College, Brooklyn College, and Pace University have the programs most closely competitive with ours. Pace collaborates with New Leaders for New Schools, a program that had been with the School of Public Affairs from 2003-2005.

SPA is unusual in that it 1) is housed in a College associated principally with business, 2) is a public school in an area dominated by private schools, 3) offers programs in education administration as well as the more traditional areas of public administration and policy, 4) has a student body that puts it among the largest schools of public affairs in the country, and 5) balances its commitments to teaching and research, but 6) does not have a doctoral program. That profile requires widening the pool of possible programs against which SPA measures itself and selects program components in many cases.

III. Strengths, Weaknesses, Opportunities and Threats

A. Strengths

The School of Public Affairs has many strengths on which to build over the next five years. Ten are particularly relevant to the School’s current circumstances and ambitions:

- 1) An excellent faculty: Our faculty are disciplinarily diverse, productive scholars and effective teachers. Many have experience as practitioners as well as academics and have access to decision makers and the media. Their talents attract external funding and an ever-improving stream of junior colleagues.
- 2) An excellent student body: Our students are comparable to those of our strongest competitors. It is the most diverse (graduate) student body in the nation. Our graduates go on to leadership roles in the government and nonprofit sectors, exceeding expectations for a program only 12 years old.
- 3) Size: We are one of the largest programs in the country, affording us a national profile at disciplinary conventions and a significant role in educating New York's public sector leaders.
- 4) SPA is a department-of-the-whole; the interdisciplinary structure obviates many turf battles and allows for a lean administrative structure. The program is also easier for students to navigate than are programs divided into departments.
- 5) Strong degree programs: Both our traditional and executive programs are strong degrees, challenging for our students and well-regarded in the market.
- 6) Location: New York is the nation's nonprofit capital and one of its government centers. The size of those two sectors together with the proximity of large international institutions such as the United Nations offers immediate employment opportunities for our students, a steady stream of adjunct faculty, the prospect of educational collaborations, and exciting internships. Quite apart from its institutional infrastructure, New York is a destination for students from around the world.
- 7) Relatively low tuition: Our tuition is the lowest in the State of New York for an MPA program; at this writing the out-of-state tuition is only \$200 more than an in-state tuition for a student from New Jersey attending a state institution.
- 8) A growing research infrastructure: Over the last three years SPA has added to its research infrastructure through the establishment of new research oriented centers and through cluster hires.
- 9) Institutional partnerships: The School participates in several important partnerships in the government, education, health care and nonprofit arenas and has a long-standing relationship with the National Urban Fellows. These relationships produce research opportunities, credit-bearing and non-credit programs for leadership development, and streams of students for SPA's traditional programs.
- 10) An excellent regional and an emerging national reputation. SPA has established a strong regional reputation for educational quality and research excellence. It is beginning to make that case for a larger national audience as well.

B. Weaknesses

- 1) Faculty recruitment remains a challenge. While the contract implemented in October 2006 has improved salaries, the CUNY teaching load remains almost

- twice that at Research-1 universities. An expensive housing market compounds the problem of recruiting a diverse faculty at all ranks.
- 2) Student recruitment from outside of the metropolitan area remains a challenge. Without dormitories or any other form of housing support, SPA is unable to address a critical need for prospective students from around the nation and the world.
 - 3) Space is extremely limited. While the situation should improve with the completion of the Field Building renovation, SPA is severely strapped for space in the interim.
 - 4) Support Staffing is very thin. Providing basic services is a daily challenge, much less the enhanced services expected by SPA's graduate students and faculty.
 - 5) Research productivity is limited by the contract, space and support.
 - 6) SPA has no endowment.
 - 7) SPA has no doctoral program. This is a limitation on national visibility and therefore a barrier to improving the School's rank in the *US News* survey.

C. Opportunities

- 1) A large, growing, underserved market. Several research reports indicate that more than 50 percent of nonprofit and government leadership will retire over the next five years. Professional journals in both sectors have been filled with articles on filling the anticipated gap; schools of public affairs will be an important part of the solution. SPA is well-positioned to participate disproportionately in addressing the need, given its early work with community partnerships, its excellent faculty, its size, its public character, its comparatively low costs, and its location. New York's public school system and the very high rates of principal turnover in those schools, together with the creation of new charter schools, sustains robust opportunities in principal education as well.
- 2) SPA's local competitors are private institutions with tuitions well in excess of even the out-of-state tuition at SPA.
- 3) The placement of educational administration in a school of public affairs rather than a school of education makes these programs more visible and affords instructional advantages. Accreditation is moving to require a range of skills in finance, budgeting, communication and interpreting data in which SPA's faculty excels. Enough schools of public affairs are now offering or considering offering coursework in this area that NASPAA is reviewing the possibility of launching accreditation standards in educational administration for their 2009 decennial standards review. SPA is one of the schools leading this discussion.
- 4) Members of the SPA faculty are committed at both personal and institutional levels to community engagement. Their profile in New York and the nation significantly enhances opportunities for collaborative programming and other forms of community outreach.

D. Threats

- 1) Executive programs are likely to see much more competition.
- 2) More competition for support from foundations, private philanthropy and the public sector.
- 3) A shifting environment in SBL and SDL accreditation. Accreditation for high school principals and regional administrators is undergoing intense scrutiny and a great deal of change. Standards are in flux and the national conversation about how best to manage leadership training in elementary and secondary education is heated. SPA has diversified its strategy by working both locally and with educational partners such as Region 9, the Leadership Academy and New Visions, but the School has no control over possibly quite rapid changes in accreditation requirements emanating from Albany.
- 4) Uncertain New York State funding.

IV. Overall Goals

SPA has seven overall goals. This section describes those goals in brief. The report will then detail those goals in three sections covering SPA's academic programs, its research activities and its community partnerships. The last two sections of the report describe improvements to the School's administrative support and to its physical and financial resources necessary if these goals are to be achieved.

Over the next five years, SPA must:

- A. Continue to attract and retain a diverse and excellent faculty. Recent hires have set a high bar for teaching excellence and research productivity. SPA must advance those standards of excellence while better aligning hires with its academic programs and continuing to diversify its faculty.
- B. Continue to attract and support an excellent student body. SPA seeks to maintain its nation-leading role in educating a diverse student body while recruiting larger classes at the graduate level and incrementally improving the average qualifications of incoming students.
- C. Make students, employers and the academic community better aware of SPA's accomplishments and capabilities. Too many people friendly to SPA have described the School as "the best kept secret in public affairs education." At the end of the next five years, SPA should have markedly enhanced national and international understanding of its students, programs and faculty. It should have a more prominent role in policy discussions at the City, State, national and international levels.
- D. Develop resources to sustain its mission of teaching, research and service. SPA supports less than 50 percent of its overall activity through the tax-levy budget. Currently heavily reliant on grants and the revenue from value-added educational programs, SPA must diversify its revenue streams to include private philanthropy.

The School will seek a naming endowment as well as naming opportunities for several key programs.

- E. Participate more actively in doctoral education. The School's reputation and community impact are limited because of SPA's light involvement in educating students with an express interest in policy and administrative research at the doctoral level. SPA will seek an improved and highly visible collaboration with the CUNY Graduate School and University Center to enlarge and improve doctoral studies in policy and public sector administration. Early conversations have been encouraging; the School will pursue an independent doctoral degree only if a robust, clearly co-branded collaboration with the GSUC proves impossible.
- F. Balance its strengths and accomplishments in the New York context with an increasingly regional, national and international program. The City is the School's best laboratory and an enormous strength. But that strength must not be allowed to obscure the national and international scope of much of the work done by its scholars, nor to unduly constrain its students' options for study.
- G. Develop an undergraduate program of exceptional quality oriented toward preparing students for graduate study.

V. Academic Programs

For the purposes of this plan, "academic programs" refer to the School's degree and certificated educational programs; research will be treated in the next section. Over the next five years, SPA's goals with respect to its academic programs are to:

- A. Sustain the continued development of broad-based graduate programs in the analysis of public policy and the leadership of public and nonprofit institutions.
 - 1. In the MPA, this will mean achieving better balance among our four tracks and increasing non-track offerings. A more robust practicum will be developed to ensure that full-time students are well acquainted with the professional environments in which they seek careers.
 - 2. In order to better reflect the program's intellectual diversity and improve SPA's ability to make curricular and pricing decisions regarding the MPA, the degree should be retitled as the Master of Public Affairs (not Administration).
 - 3. In the MSED, SPA will develop its partnership with New York City public schools into a forum for a national conversation about best practices and research on urban educational leadership. SPA's formative role in developing alternative models of principal training should be leveraged to promote a wider discussion of leadership education in this critical sector.
 - 4. In the MSED-HEA, SPA will continue to strengthen the program to prepare students for senior positions within higher education administration at both public and nonprofit universities. To that end, a committee will be empanelled to study the program during spring 2007.

5. SPA should recognize greater benefit from its department-of-the-whole organization by improving integration among its degree programs. This will mean greater coordination – i.e., of faculty, of core coursework, of co-curricular programming, etc. – within and across degrees. The benefits of this integrated model should be promoted among prospective students as well as among employers and accrediting bodies.
- B. Further develop global and international themes in the curriculum. While SPA does not propose to initiate a program in international affairs, the faculty believe that greater attention to international affairs is essential in an increasingly global society where lessons and challenges can emerge anywhere in the world. This will be achieved:
1. Through increased attention to comparative courses in the curriculum.
 2. By highlighting the faculty's international work in research and in the classroom.
 3. Through making global and international interests a criterion in faculty hiring.
 4. Through relationships with outside institutions such as universities in other nations and the United Nations and foreign consulates in New York.
- C. Seek improved rankings for the School and select programs.
- D. Improve curriculum and teaching. SPA will:
1. Encourage faculty participation in pedagogical programs on campus and through national disciplinary and professional associations. The School will work with the Provost's Office to identify the most appropriate faculty development opportunities for SPA.
 2. Mount a regular brown bag series on PA instruction to parallel its already very successful brown bag research seminars.
 3. Utilize the model of co-teaching as a way to use some of the School's master teachers to strengthen the classroom practices of other faculty.
 4. Strengthen the depth and diversity of its online course offerings.
 5. Maintain the currently high ratio of full-time faculty coverage in core courses.
 6. Provide better support for adjuncts. Adjuncts must have space made available to them for meetings with students and to partake more fully of the School's academic community. The School will need help from the College in meeting this goal. Adjuncts should also be encouraged to take advantage of professional development opportunities and should be made better aware of innovations in course support on campus and from national associations devoted to public sector education.
 7. Continuously review curricula to make sure that course goals and objectives align with the School's overall goals for student learning.
- E. Significantly expand the School's commitment to doctoral education. At present the School sends faculty to the Graduate School and University Center (GSUC) on an as-requested basis but has no meaningful or externally discernible institutional role in doctoral studies at CUNY. This limits the School's national profile, hinders recruitment of research-oriented faculty, and deprives CUNY of robust participation from the system's largest concentration of scholars interested

- in policy research and the administration of public and nonprofit sector institutions. SPA needs a more robust role in doctoral education in order to sustain its research mission, improve faculty recruitment, and help shape public affairs education nationally. Over the next five years, SPA will:
1. Seek a close, highly visible collaboration with the GSUC to foster high quality doctoral education with two points of entry: SPA and the GSUC.
 2. Seek to share planning and curriculum development responsibilities equally with the GSUC. Governance matters are subject to negotiation and cannot be further specified here.
 3. Develop a course of study that educates students for careers in research institutions and for research positions in government and nonprofit organizations as well as for careers in higher education.
 4. Seek resources adequate to sustain the program without damaging the MPA, the MSED, or the BSPA. The SPA faculty strongly believes that a doctoral program should not be pursued unless resources align with programmatic needs. For example:
 - a) SPA will require at least one additional faculty line for every ten students to be enrolled in the program.
 - b) Students must be provided with scholarship and/or assistantship support in sufficient proportion to make study in the program attractive to top-quality scholars.
 - c) Together with colleagues at CUNY, SPA can, through a carefully constructed course of study, increase the numbers of doctoral students from traditionally under-served groups. Resources, which may be raised from foundations and private philanthropy should match a robust program of professional development to ensure effective outreach and retention.
 5. The SPA faculty, recognizing the present investment in policy education through the Political Science Department at the GSUC and the enormous capacity of distinguished faculty throughout CUNY strongly prefer a collaborative, collegial modification of the existing program to creation of a new program at Baruch. The faculty will, however, seek to develop its own program should a program such as the one outlined above not prove possible in concert with the GSUC.
- F. Redesign and redirect the BSPA to prepare students for graduate study. The faculty do not believe that pre-professional education at the undergraduate level is appropriate in public affairs. On the other hand, the challenges of policy making and service delivery in New York City present an unparalleled laboratory for engaging undergraduate students in the basic questions of how citizens shape and are served by their government and other institutions that have such a profound influence on their lives. The BSPA will examine these issues and educate students in the basic literature and research practices of social science that they will need to achieve success in graduate study. The program will regularly and explicitly introduce students to the options available to them through graduate study and will connect them with recruiters from graduate schools across the United States. The goal is to provide an excellent, liberal, social science education for SPA's

students and to increase the number of students going on to supported graduate study. Given the diversity of SPA's student body, the undergraduate program should help increase the number of students from underrepresented minorities in doctoral programs.

- G. Develop life-long learning opportunities for our alumni.
- H. Increase the size, better balance and maintain the diversity of its student body.
 1. Retain SPA's current role as the most diverse school in the United States.
 2. Increase the number of students interning, studying abroad, and participating in campus-based co-curricular activities.
 3. Leverage community partnerships to develop new streams of students and influence the vision of professional development in partners organizations.
 4. Leverage community partnerships to develop job opportunities for students graduating from the program.
 5. Increase the number of international student seeking certificates and degrees.
 6. Attract more students from government agencies and others interested in public management.
 7. Involve more students in faculty research and strengthen opportunities for students to do their own original research.

VI. Research

SPA's reputation is to a large extent driven by its research. The faculty are productive but can be more so and their work should be more widely distributed to achieve greater influence in City, State, national and international policy discussions. To these ends, SPA will:

- A. Enhance the support for research activities in SPA.
 1. Mount regular sessions on research development and publishing.
 2. Sustain and support small faculty seminars.
 3. Develop a visiting scholars program, where possible using the program to recruit international scholars for brief terms of residence.
 4. Increase the presence of staff researchers.
 5. Reconstitute the faculty research committee and charge the committee with responsibility for identifying opportunities to develop and fund faculty research. Included among the matters on which the committee should advise the dean are:
 - a) Funding a fixed number of summer research projects annually.
 - b) Increasing GA support. In addition to enhancing the research infrastructure, this also has obvious benefits for graduate recruitment.
 - c) Sustaining support for conference travel through the Provosts faculty development fund and/or other means, if necessary.
 - d) Arranging for senior faculty "tutors" to assist junior faculty in grant development.

- B. Leverage academic centers. SPA has several robust academic centers. It should make better use of these centers and focus resources on those most likely to drive research activity in the School.
1. Develop the School's growing capacity in population studies through the CIDR, the NYCRDC and the BSRU.
 - a) Work within the campus and CUNY to launch a robust CIDR.
 - b) Work within the NYCRDC Consortium to build the NYCRDC.
 - c) Work with the Provost, the Library, the Statistical Consulting Lab and other campus offices to build awareness of the NYCRDC and enhance its role in the research infrastructure of the School and the College.
 - d) Build the BSRU by:
 - i. Enhancing recognition of its services on campus and increasing faculty use of survey resources and data.
 - ii. Recruiting more off-campus research partners.
 - iii. Developing a faculty survey consulting function.
 - iv. Building staff and RDD capacity in the Unit.
 2. Establish the Nonprofit Group as a free-standing Center: the Center for Nonprofit Strategy and Management. Center status will improve funding opportunities, make key constituencies better aware of SPA's role in nonprofit research and education, and help recruit nonprofit faculty to SPA.
 3. Extend the mission of the CEPP to focus on the faculty's already vigorous basic research on and service programs for immigrants and their children in education, health, political awareness, legal status, and diasporic relations.
 4. Develop SPA's collaboration with the Consortium on New York City School Research into a full-fledged alignment on educational issues among the Consortium, the education faculty, the CEPP, the CIDR, the NYCRDC and the BSRU. Formally suspend the CEL pending finalization of this emerging relationship.
 5. Enhance the CILG's strong role as a convener for important public debates and training of civic leaders by building its funded research activity.
- C. Increase external research awards to SPA centers and faculty. Results should improve in each of the following areas:
1. Number of awards
 2. Number of faculty receiving awards
 3. Average size of awards
 4. Average value of indirect costs
 5. Improved receipt of federal grants
 6. Expanded range of funding sources

VII. Community Programs

SPA has developed a strong community role as a convener for seminars and public forums on important issues in the government, health care, education and nonprofit sectors. These community programs significantly improve the School's visibility and expand the range of possible collaborations. Over the next five years SPA should:

- A. Continue to support and expand the influence of its public programs.
- B. Increase awareness and dissemination of its programs through:
 - 1. The development of durable products such as occasional papers and a video archive.
 - 2. The development of ephemeral products such as podcasts and blogs.
 - 3. Better coordination with CUNY-TV and other media outlets.
- C. Work through CILG and the new Nonprofit Center (See VI.B.2.) to deliver new programs that:
 - 1. Emphasize research for public sector organizations
 - 2. Enhance the School's convener function for pivotal public debates.
- D. Develop revenue streams to support these activities.

VIII. Conclusion

The goals outlined in this document are ambitious but achievable in the stated time frame. They will require continued growth of resources, but none inconsistent with the Baruch College Strategic Plan. This plan sustains SPA's ability to meet its mission over the next five years, extending its capacity to improve public and nonprofit sector institutions, educate the next generate of public sector leadership, perform research that informs policy development and administration, and serve as a site for key debates on issues of public importance to New York and the world beyond.

Approved by the Executive Committee: December 4, 2006

Approved by the Faculty of the School of Public Affairs: December 14, 2006