The Department of Public Administration prepares students to be professional public leaders and future faculty. Our programs stand on two pillars: interdisciplinary social science research and dedication to professional public service. We seek to advance government and non-profit institutions through the production of cutting-edge research, collaboration with practitioner communities, and international outreach.

The department offers an undergraduate major and minor at the Edwards Campus focused on educating leaders for government and nonprofit organizations as well as private sector companies who interrelate with government. The Masters in Public Administration program is offered on three campuses: Edwards, Lawrence, and Topeka. The MPA offers education public service leadership for traditional age full-time students and part-time students who are employed in the public sector. A PhD program prepares students to contribution to the professional in faculty roles and in public sector research organizations. The Public Management Center, based in Topeka and Overland Park, provides robust professional development opportunities and consulting for government and non-profit organizations.

- The MPA degree is ranked #1 in City Management and Urban Planning by *U.S. News and World Report*.
- The overall program (public management) is tied for the rank of #7 by *U.S. News and World Report*, reflecting the quality of all the programs and the research produced by faculty members.
- The programs at the Edwards Campus serve as a means for advancing public service careers in the Kansas City metro area, enhancing the community resource for solving important public programs.
- The MPA program in Topeka makes a major contributor to the education and professional development for state employees and public servants from middle and western parts of the State.
- Over 22,000 public servants have been educated in professional development programs over the last 1993 years.
- Five senior faculty members are elected members of the National Academy of Public Administration.
- Graduates for our programs serve in prominent positions throughout the nation, particularly as professional leaders of city and county governments. Twenty Kansas local government units are led by MPA graduates including three of the largest counties.
I. Mission

The mission of the University of Kansas Public Administration Department is to prepare undergraduate and graduate students to be professional public managers and future faculty for the challenges of public service; contribute to knowledge in the discipline through scholarly activity; and advance government, the profession and the University’s standing through the application of research and expertise. Toward those goals, the faculty and staff remain dedicated to:

- superb graduate, undergraduate and professional programs;
- cutting-edge research;
- leadership in both the academic and practicing communities of public administration;
- collaboration with intellectual partners within and outside of the university;
- international outreach and programs; and
- value-added consultation, professional development and continuing education.

II. Background and History

A. The University

The University of Kansas is a major research and teaching university and serves as a center for learning, scholarship, and creative endeavor. The University mission encompasses teaching, research, and service, with an emphasis on international perspectives and humanitarian values. At KU, research and teaching are mutually reinforcing, with scholarly inquiry underlying and informing the educational experience of undergraduate, professional, and graduate students. The phrase, “Kansas roots, global reach,” captures KU’s dedication to discovering and creating local, national, and global connections.

The Carnegie Classification of Institutions of Higher Education deemed KU a research-extensive institution because of the breadth and depth of its graduate programs, particularly at the doctoral level. KU is viewed as the national public research university for Kansas because of the breadth and global impact of its research enterprise as well as its level of research funding; total annual expenditures in research, development, and training have risen more than 135 percent during the past 10 years, growing from $124 million in fiscal year 1996 to $292 million in fiscal year 2006.

The University of Kansas has two administrative units: the main campus and the Medical Center. There are four major campus locations. The main campus is in Lawrence, Kansas. The Edwards Campus in Overland Park, Kansas is considered part of the main campus and offers programs from many of the schools based in Lawrence. Additionally, the KU Medical Center has its main campus in Kansas City, Kansas and also maintains a campus for medical training in Wichita, Kansas. Chancellor Robert Hemenway leads the University of Kansas. Provost and Executive Vice Chancellor Richard Lariviere serves as the Chief Executive Officer and the Chief Academic Officer of the main campus in Lawrence and the Edwards Campus in Overland Park.

The College of Liberal Arts and Sciences was organized in 1893 and is home to the largest number of students at KU – more than 17,300 enrolled in fall 2006 and over 1,900 bachelor degrees were awarded in spring 2006. The College offers degree programs in the humanities, the social sciences, and the natural sciences in over 50 different fields and included 579 tenured and tenure-track faculty in fall 2006. The College includes several top ten graduate programs as rated by the U.S. News and World Report. The Master of Public Administration is rated the number one program in the United States in local government.

The Department of Public Administration is a unit of the College of Liberal Arts and Sciences at the University of Kansas, Lawrence campus. The Department Chair reports to the Dean of the College through the Associate Dean for Social Sciences.

B. Department History

The Public Administration Department has its roots in the late 1930s and early 1940s when Professors Edwin O. Stene and Ethan Allen, in the Department of Political Science, conducted seminars to aid practicing city managers in their professional development. Following World War II, these efforts took the form of workshops
and seminars offered at an annual spring “school” for city managers. In 1948, with support from the Carnegie Foundation, the first students enrolled in the MPA program established under the direction of Edwin O. Stene.

Academically housed within the Department of Political Science until 1984, the MPA program had a director appointed by and reporting to the chair of the Political Science Department. In 1984, following recommendations by a special committee composed of representatives from faculty, students, and program alumni, and with the support of the dean of the College of Liberal Arts & Sciences, the MPA program became the Department of Public Administration. The new Department was located within a newly created Division of Government which also housed the Department of Political Science. The divisional structure reflected the roots of the KU MPA program as well as a continued commitment to the intellectual tradition in democratic theory established by Professor Stene and his colleagues.

In July 2003, at the initiative of the two departments, the College of Liberal Arts and Sciences dissolved the Division of Government. Since that time the Department of Public Administration has functioned as a fully independent department within the College. We have also added two new degrees in recent years. In 2002, an undergraduate major was added at the Edwards Campus in Overland Park. In 2004, the Kansas Board of Regents approved an independent Departmental PhD in Public Administration. Thus, presently the Department offers the PhD and MPA degrees and the undergraduate major. Additionally, the Department collaborates with the KU Public Management Center in Topeka, which reports to the Division of Continuing Education, to offer the Kansas Certified Public Manager program.

III. Professional Education

As described above, The Department collaborates with the Public Management Center in Topeka in the delivery of the Certified Public Management program to provide professional education to State and local public managers. The Public Administration Department also conducts conferences, courses and symposia that enhance workforce skills, build post-graduate knowledge, and advance innovation in public management. These programs support the teaching, research, and public service missions of the University, contributing to postgraduate professional education, workforce development, and quality of life for Kansans. In the area of professional education, the Public Administration Department offers the following programs:

**KU City/County Managers’ Conference:** For 59 years the Public Administration Department has conducted an annual KU City/County Managers’ Conference convened on campus in Lawrence. This conference also serves as the spring meeting of the Kansas Association of City Management. It is attended by KU intern-option students and interns, incoming intern-option students, career-option students, and alumni as well as non-KU local government professionals from throughout the state, region and country. Over 150 people registered for the most recent conference in April 2007. Titled “Privatizing the City and County”, the conference explored new ways to provide services, presenting perspectives on the role of local government in a world of privatization. Participants also reflected on future relationships among local governments and the private and nonprofit sectors.

**Leadership Academy for Local Government Professionals:** The Leadership Academy for local government professionals is sponsored by the Public Administration Department and the Mid-America Regional Council; Professor John Nalbandian serves as the Academy Coordinator. Each year we bring together a distinguished faculty, well-respected for their innovative thinking and extensive knowledge about local government affairs, to lead the Academy. Current MPA students participate along with local practitioners, so the program serves their professional education as well. The Department continues to update the Academy curriculum to match contemporary, national trends.

**National Forum for Black Public Administrators Executive Leadership Institute:** For the last two years, the Public Administration Department has hosted the Executive Leadership Institute (ELI) for black senior-level public servants. The ELI was established in 1987 as a program dedicated to preparing African American managers for the rigors of executive positions in public service organizations. This program is one of the few training institutes in the United States offering a curriculum that mixes both academic-based theory and practitioner-based experience through partnerships with universities and cities throughout the country. Professor John Nalbandian serves as the Institute Coordinator.
Ethics Training for the Unified Government of Kansas City, Kansas: Professor George Frederickson serves the Unified Government of Kansas City, Kansas as Ethics Administrator and manages their Ethics Program on a part-time contractual basis. The Program consists of four main components: (1) A Code of Ethics for all elected officials and employees of the Unified Government; (2) a five-member Ethics Commission; (3) an Office of the Ethics Administrator; and (4) an ethics training regimen and an investigatory process that promotes both compliance with the Code and a redress for complaints and violations.

Certified Public Manager Program: The Department collaborates with the Public Management Center in Topeka, Kansas to offer the Kansas Certified Public Manager program. The Kansas CPM program was established in 1993 and since that time more than 1,000 public managers from state and local government have completed certification through the program. It offers four classes yearly (two in Topeka, one in the Kansas City area, and one circulating around the western reaches of Kansas). Each operates on an annual cohort basis, meeting three days per month for one calendar year for a total of 288 contact hours. The curriculum is built upon a competencies model developed by the National CPM Consortium, which accredits all CPM programs. These competencies include: personal and organizational integrity, managing work, leading people, developing self, systematic integration, public service focus, and change leadership. While following the competency model, the Department faculty members review the CPM curriculum elements each year to ensure that the Kansas CPM program reflects normative practices and incorporates emerging research.

IV. Undergraduate Program

A. Program Description

In the fall of 2004, the Public Administration Department began offering an undergraduate major at the KU Edwards Campus in Overland Park (the program is not offered on the Lawrence campus). In a relatively short time, the Public Administration major has grown to become the largest undergraduate program on the Edwards Campus. There are currently a total of 60 students with declared majors in Public Administration and another 6-10 non-majors enrolled in the Department’s undergraduate courses.

With its location at the Edwards Campus, our undergraduate major directly contributes to KU’s capacity as a University that serves not only the state of Kansas, but also the Kansas City metropolitan area, encompassing students from both urban centers of Kansas City, Kansas and Kansas City, Missouri. Specifically, the major in Public Administration directly and substantially enhances KU’s position as an urban-engaged university. To further this goal, the undergraduate curriculum in Public Administration focuses on community-based teaching and learning strategies designed to prepare students to take leadership positions in local and state governments as well as in private, for-profit and nonprofit community organizations.

B. Mission Statement

The undergraduate major in Public Administration provides the necessary knowledge and skills for planning, administering, and evaluating public programs. Graduates must demonstrate the capacity to:

- apply contemporary concepts of public administration to government organizations;
- found and lead nonprofit organizations that work in partnership with business and government to address complex social problems; and
- prepare business organizations to think critically about relevant aspects of public policy.

Undergraduate students already employed in the public and non-profit sectors will be positioned for advancement within their organizations and fields of interest. Other students will be positioned to enter the public and non-profit sectors, or to bring facility in analyzing and managing public policy issues to their organizations.

C. Goals and Objectives

Toward realizing the undergraduate mission, the goals and objectives of the Department of Public Administration are to:
1. Recruit and retain talented and diverse students into the undergraduate major.
   1.1 Engage in activities to build the pool of students interested in a public service career.
   1.2 Build collaborations with appropriate organizations to encourage minority applicants.
   1.3 Engage in student support activities to maintain a high rate of retention in the major.

2. Provide a high quality education for the students.
   2.1 Ensure student satisfaction with classroom and other learning activities.
   2.2 Evaluate student learning through appropriate assessment tools.
   2.3 Provide opportunities for community-based learning and relevant fieldwork experiences.
   2.4 Inculcate habits of life-long learning.

3. Position students for nonprofit and public service employment.
   3.1 Placement of students in entry-level nonprofit and public service jobs.

4. Involve students and graduates in other Departmental activities and programs.
   4.1 Foster connections with MPA alumni through internships and focused work and service learning projects.
   4.2 Invite collaboration with doctoral students and faculty through the undergraduate research experience program.
   4.3 Support continued involvement through alumni programs and continuing education opportunities.

5. Encourage students of promise to pursue MPA and PhD degrees.

D. Recruitment

Recruitment for the undergraduate Public Administration major occurs through strategic, combined efforts of the Department's Undergraduate Program Director, the Recruitment Director at the Edwards Campus, and the CLAS Undergraduate Advisor at the Edwards Campus. We pursue a two-pronged approach, involving outreach to prospective students in the KC metro area and, to a lesser extent, traditional undergraduate students from the Lawrence campus who are familiar with our Department's reputation and ranking in the MPA program and therefore wish to focus their undergraduate studies in our Department.

These traditional undergraduates comprise just under a third of our students. They commute from the Lawrence campus, using the K-10 connector service that began in January 2007 or their own transportation resources. The majority of undergraduates in our program are nontraditional students; more than two-thirds are over 24 years of age and more than two-thirds work full-time. Some of these nontraditional students have recently completed an associate degree from one of the six community colleges in the Kansas City metropolitan area, while others are adults that have a significant numbers of hours completed but have previously left a 4-year institution (including KU) without completing the degree. In addition, a few adults that have relocated to the Kansas City area with a significant number of college credits toward a baccalaureate degree at another 4-year institution are currently enrolled in the program. Given that the bulk of our student population base consists of nontraditional students from the Kansas City metro area as well as the location of the major at the Edwards Campus, the majority of our recruitment efforts are geared toward this population. However, we continue our efforts to make the program visible to Lawrence students and increase their awareness of public service careers and Public Administration as a major.

The KU Edwards Campus has developed strategic partnerships with Johnson County Community College and Kansas City Kansas Community College; the Public Administration program benefits from these partnerships as well as from the proximity of the Edwards Campus to these two and four other area community colleges. Among our current 60 majors, 15 students are transfers from JCCC, and two from KCKCC. Additionally, Kansas City Kansas Community College has developed a pre-Public Administration major, from which our program has recruited a few students. We are continuing to work with the faculty of KCKCC to improve this program.

We pursue systematic recruitment efforts for our undergraduate degree program through the following activities:

- The KU Edwards Campus regularly advertises our major as one of five undergraduate degree programs available at that campus in the “I Went Back” campaign through billboard signs, media
(radio, television, print), and distribution of print materials to local community colleges, career centers, and education fairs.

- The Department’s Undergraduate Program Director participates in the four prospective student information sessions held each year at the Edwards Campus. Prospective students are provided with an overview of curriculum, faculty accomplishments and student services and have the opportunity to meet one-on-one with the Undergraduate Director to talk about their career interests and how they might fulfill these interests on the job market with a bachelor’s degree in Public Administration.

- All visitors to the Public Administration sessions at the prospective student events receive follow-up for one year by the CLAS Undergraduate Advisor at the Edwards Campus. Through this follow-up, prospective students are invited to attend various events sponsored by the Public Administration Department. For example, nearly a dozen prospective students were invited to attend two events this fall, one at the Edwards Campus and one at the Dole Center in Lawrence that will feature panelists speaking about careers in public service.

- Strengthening our relationships with JCCC and KCKCC, the main community colleges that supply students for our undergraduate major, by meeting with the student advisors at these institutions and exploring ways to strengthen the referral process of students to the Edwards Campus. The CLAS Undergraduate Advisor also regularly attends education fairs at each of these schools to apprise students of the Edwards Campus degree options.

- Reaching out to our MPA alumni network to help us identify non-degree personnel in their workforce who may be interested in pursuing the undergraduate major.

- Participating in education fairs at local governments and businesses. In the past few months, we have participated in education fairs for Johnson County Government and the Unified Government of Wyandotte County.

- Featuring Public Administration as a “spotlight on the major” in the CLAS display case in Strong Hall in the spring of 2008.

The Public Administration Department maintains a strong commitment to diversity. To that end, we are actively seeking ways to bring more minority students into the program. Not only is a diverse student body important to enhancing the learning and educational experience of all undergraduates, but we also aim to ensure that the next generation of local government workers and leaders are responsive to the needs of the diverse communities they will serve in their various job placements; a diverse public sector workforce is essential to this goal. Specific efforts we have undertaken in the last year toward achieving greater diversity in our undergraduate major include:

- Continuing to work with Kansas City Kansas Community College to jointly recruit students to our programs.

- Targeting recruitment efforts aimed at the municipal workforce of Kansas City, Missouri, and Unified Government of Wyandotte County in Kansas City, Kansas.

- Informing prospective Public Administration majors who are African American about our affiliation with the National Forum for Black Public Administrators, which serves as an invaluable professional network and opportunity to acquire mentoring.

E. Curriculum

The undergraduate curriculum in Public Administration is designed to provide students with an understanding of the institutional foundations and intellectual traditions of Public Administration and policy, including the ethical issues central to public service, and the political, economic, social, and multicultural dimensions of public affairs. The curriculum is also designed to facilitate student learning in the analysis and applications of data, decision-making models, and fundamental principles of management and leadership. This provides students with a solid academic foundation in the field that is designed to help them connect theory to practice.

Further, the curriculum of the Public Administration major focuses on community-based learning strategies and uses a wide variety of teaching methods designed to prepare students to take leadership positions in local and state governments and in other public, private, and nonprofit community organizations. In many courses, students complete hands-on research projects and have the opportunity to engage and interact with local community leaders and organizations. Through a variety of specialized course offerings, students are also provided with opportunities to complete internships, service-learning projects, and to participate in research with the Department’s faculty through KU’s Undergraduate Research Experience Program.
Students must complete 27 credit hours for the major in Public Administration, equating to 9 courses. Three of the 9 courses (nine credit hours) are required courses that comprise the core curriculum of the Public Administration major. These courses are identified as follows:

**Core courses (9 credit hours)**
- PUAD 330/331 Introduction to Public Administration
- PUAD 332 Quantitative Methods for Public Administration
- PUAD 333 Hard Choices in Public Administration

Introduction to Public Administration, PUAD 330/331, introduces theory and an overview of bureaucratic organizations, the democratic context of public organizations, bureaucratic politics, public management, personnel, budgeting, and inter-governmental relations. Quantitative Methods for Public Administration, PUAD 332, focuses on building students’ research analysis skills. Students learn research design, basic and intermediate statistics, and develop skills in forecasting, cost-benefit analysis, and the use of other quantitative analysis tools. Hard Choices in Public Administration, PUAD 333, highlights some of America’s most complex public policy challenges and emphasizes the historical and cultural context of difficult choices. Students learn to use and understand relevant research and analysis and how to apply both to make policy judgments. Public policy topics vary across semesters and can include issues such as stem-cell research, urban/regional transportation, school funding, global warming, and international conflicts.

In addition to the 3 core courses, students are required to complete an additional 18 hours of elective credits (6 courses). They can choose from a wide variety of electives to fulfill these requirements. The Department’s elective offerings are reviewed frequently and changed from time to time to reflect current trends and issues facing the field. For example, PUAD 694 is a topics course that changes from semester to semester. Within the last year, courses offered under 694 have included Managing Information Technology and Public Service Leadership. In response to student demand, a number of courses previously offered as topics have been added as permanent, regularly offered electives to provide academic program content in the areas of public budgeting and finance and human resources management. Students are also able to earn elective credits through internships, individualized directed readings in a specialized topic of their choice with a faculty member, or by working with an assigned faculty member to learn research skills through the Department’s participation in KU’s Undergraduate Research Experience Program. The current list of the Department’s undergraduate elective courses is identified below:

**Elective courses: Students choose six (18 credit hours)**
- PUAD 430 Experts, Elected Officials, and Citizens
- PUAD 431 Bureaucracy, Public Administration, and the Private Sector
- PUAD 432 Conducting the Public’s Business Ethically
- PUAD 433 Metropolitics and Macroproblems
- PUAD 435 Generating, Allocating, and Managing Public Resources
- PUAD 436 Managing People in Public Organizations
- PUAD 601 Crime and Punishment
- PUAD 602 Diversity and Public Administration
- PUAD 603 The Nonprofit Sector: Formation, Leadership and Governance
- PUAD 639 Community Engagement and the Civil Society
- PUAD 640 Practicum
- PUAD 641 Public Service Leadership and Community Building
- PUAD 693 Research Experience Program/Directed Readings
- PUAD 694 Topics in Public Administration

In addition to the courses in the major, students are required to fulfill the University's requirements for a Bachelor of Arts or Bachelor of General Studies. These bachelor degree requirements include a minimum of 124 total hours, including 45 hours at the junior/senior level (those numbered 300 and above) and completion of the general education requirements in the College of Liberal Arts and Sciences.

In January of 2008, the Department voted to offer a minor in Public Administration at the Edwards Campus. The minor will require two courses (Introduction to Public Administration and Hard Choices) and an additional twelve hours of electives.

**F. Student Achievement/Learning Outcomes**
Perhaps the greatest indicator of student achievement is the extent to which our graduates are successful in the job search process after graduation. Since the program began in 2004, we’ve graduated 15 students with a bachelor’s degree in Public Administration, and many more are scheduled to graduate this year. Examples of the academic and job placements of our undergraduates include:

- U.S. Bureau of the Census
- Federal Aviation Administration
- Municipal housing and development office
- Bank of Blue Valley
- Private sector government consulting firm
- Two of our undergraduates successfully competed in the selection process for admission to the full-time, intern-option track of our MPA program.

In their courses, Public Administration faculty members rely upon a variety of methods to assess the extent of student learning. For example, many faculty members employ the use of grading rubrics to provide feedback to students. These rubrics give students more detailed information about their skill development, both in areas where they demonstrate academic strengths and in areas where they need improvement. Other faculty assess student learning through weekly writing assignments that challenge students to improve their reading comprehension and ability to process the key concepts from assigned readings. This permits the faculty member to assess not only the students’ substantive knowledge of key course concepts, but allows for assessment of how much the students’ abilities to convey ideas and arguments as well as their writing skills improve over the course of the semester. Finally, a number of faculty members have developed and use ungraded pre- and post-test exercises to assess student awareness, perceptions, and/or knowledge of critical concepts at the start of the semester and again at the end of the semester after completing the course.

In an effort to improve how we assess student learning outcomes, two junior faculty members teaching in the undergraduate program participated in the Best Practices Institute at the Center for Teaching Excellence in May of 2007. The participating faculty are incorporating elements of “backwards design” method into their teaching; this requires that they structure assignments, reading materials, and lectures around a set of faculty-identified indicators of what students should learn as a result of the taking the course. As part of this process they are also creating electronic course portfolios that will help them to preserve examples of both exemplary student work and of student work that needs improvement, illustrated with faculty comments on how the work might be improved. This will allow future students to benefit from existing models. The portfolio project will also benefit the faculty members by helping to inform and improve their teaching over time.

G. Student Support

All students entering the Public Administration major begin the program with an orientation to the Department and to the services and support available at the Edwards Campus. The Department’s Undergraduate Program Director participates in the orientation sessions to provide information and resources specific to the Public Administration Department and to inform students about office hours for program and career advising. The orientations are usually conducted by the Undergraduate Advisor for the Edwards Campus, and a typical agenda for orientation includes: 1) welcomes from university administrators, including one of the Associate Deans of the College, University officials and the Associate Dean of Academic Affairs for the Edwards Campus 2) a tour of the campus, 3) an introduction to library services, 4) introduction to the services of the KU Edwards Campus Office of Student Success, including the Writing Center, and 5) a presentation about the Department by the faculty Undergraduate Director.

The full time College of Liberal Arts and Sciences Undergraduate Advisor for the Edwards Campus advises students on course scheduling and general degree requirements. The Departmental Undergraduate Program Director also advises students on course selection and as well as on post-graduation academic and career planning. This faculty advisor also assists in connecting students to unique learning opportunities and experiences including field-based internships and with appropriate faculty members to guide a directed study of a particular topic that the student wishes to study in-depth.

Public Administration faculty members teaching in the undergraduate program are committed to student achievement. Many invite staff from the Student Success Center into their classrooms at the start of each
semester to orient students to the services available to them at the Edwards Campus. These resources include:

- Tutoring and resources designed to enhance academic achievement;
- Career counseling and preparation for the job market, assistance with resume development, job interviewing tips and strategies, technology for “mock” interviews so students can practice, and assistance with job search and placement;
- Disability resources specific to the Edwards Campus;
- Writing Center consultants are available to assist students with developing their writing skills over time as well as on a “drop-in” basis for proofreading assignments and providing feedback.

A number of other important resources are conveniently accessible to Public Administration majors at the Edwards Campus including on-site financial aid and scholarship assistance, modern computer labs, and full library services. In addition to these resources, Edwards Campus students are encouraged to take advantage of resources that may be based in Lawrence such as Multicultural Affairs and University Health Services; this can be facilitated by Edwards Campus staff at the students’ request.

In terms of facilities, the Edwards Campus provides contemporary classrooms equipped with state-of-the-art instructional technology. Students regularly report a high level of satisfaction with facilities, parking, and accessibility of student services.

V. Masters Program

A. Program Description

Our program has a tradition of excellence in educating local government leaders which stretches back to 1948. We continue this tradition of excellence by offering two tracks in the MPA program, the intern-option and the career-option.

Intern Option The intern-option MPA, the longstanding tradition of our program, is designed for those who are “pre-service” and have little or no public administration experience. We admit approximately twelve students per year in this category; admission is competitive, and our intern-option students come from a variety of states and communities. The typical intern student begins coursework during the summer session with two courses, and then takes four courses during the fall semester and four courses and one workshop credit in the spring semester. In addition to their coursework, these students work 15 hours a week in a paid local government or non-profit internship.

The second year of the intern-option students’ education is grounded in a full time, paid internship that students secure with our assistance; our internship placement rate has been 100 percent for at least twenty years. Internships include positions as budget and management analysts, assistants to city managers, and interns in state government or non-profits, as well as formal internships that include traditional rotations between departments. Importantly, during their internship year students participate in three Professional Development Seminars for their final six hours of academic credit. Invited distinguished local government professionals, along with MPA faculty, program staff and a “Practitioner in Residence” provide substantial guidance and support for students to facilitate the connection between their academic year and their internship experiences, to help them think about their futures, and to assist them with preparation of an individual learning plan/portfolio.

Career-Option The career option is for those already working in the field of their choice who desire an MPA for career development and advancement. These students should have at least three years of professional experience and many have considerable more. Most career-option students enroll part-time, but it is possible to be a full-time career-option student. Career-option students complete the same coursework as intern-option students except for the last 6 hours. While the intern-option students enroll in six units of professional development seminars associated with their full-time internship, career-option students take two additional elective courses or in some cases they may write a Field Project Report, a thesis equivalent.

Career-option students come from local, state, and federal government and from non-profit organizations. A substantial number of local government employees come from Johnson County, Kansas and Wyandotte County, Kansas which together make up the western portion of the Kansas City metropolitan area. Kansas
City, Missouri is a federal regional center. As such, there are a few students in the program from such varied federal agencies as the Federal Aviation Administration, Environmental Protection Agency, and General Services Administration; a regional arrangement permits students who reside on the Missouri side of Kansas City to take KU courses at the Edwards Campus at in-state tuition rates. We also draw students from Lawrence and many surrounding communities. The presence of the Public Management Center in Topeka provides a vehicle for attracting students from state agencies and non-profits in the Topeka area. While the state government has experienced a significant reduction in force in recent years, largely through attrition, there is a push for greater professionalization of the workforce due to the leadership of the current Governor Kathleen Sebelius, a KU MPA alumni.

B. Mission Statement

The Masters of Public Administration (MPA) degree prepares students for leadership and management positions in the public and non-profit sectors, especially at the state and local levels, stressing competencies that include values and ethics, strategic thinking, engagement, and management. The program combines an established tradition of academic excellence with a dedication to the practical aspects of public management.

C. Goals and Objectives

To advance the MPA program, the goals and objectives of the Department of Public Administration are to:

1. Recruit talented and diverse students into the MPA program.
   1.1 Engage in activities that build a diverse pool of applicants.
   1.2 Engage in activities that ensure students, once admitted, choose to come to KU.

2. Provide a high quality education for the students.
   2.1 Ensure student satisfaction with classroom and other learning activities.
   2.2 Evaluate student learning through appropriate assessment tools.
   2.3 Inculcate habits of life-long learning.

3. Offer in-service and highly relevant learning opportunities
   3.1 For intern-option students, ensure quality educational experiences with practicing professionals through the practitioner-in-residence program and part-time and full-time internships.
   3.2 For career-option students, encourage the linkage of academic assignments and discourse to workplace issues with which they are actively engaged.
   3.3 For all students, provide current topical presentations through the PUAD 831 course and other activities.

4. Place intern-option graduates in administrative jobs with non-profit or public sector organizations, and position career-option graduates to advance within their organizations and areas of interest.
   4.1 Placement of intern-option students.
   4.2 Advancement of career-option students.
   4.3 Ensure satisfaction of employers with student interns and graduates.

5. Involve alumni in ongoing support of the MPA program and other Departmental activities.
   5.1 Welcome and promote continuing involvement with the Department and its alumni.
   5.2 Develop a strong level of financial support provided by alumni.
   5.3 Encourage participation of alumni in ongoing professional educational opportunities.

D. Recruitment

The Public Administration Department has an active recruitment program for MPA students. The Administrative Director and the Graduate Advisor for the Edwards Campus (Kansas City) and the Public Management Center (Topeka) all actively recruit applicants using various available means. The recruitment focus for career option students is Kansas and the immediate geographic region. For the intern option students, we recruit both locally and nationally.
Increasingly current students and alumni assist in the recruitment effort. We utilize our extensive alumni network to refer students both in the region and nationally; in 2006, the alumni formed a Recruitment Committee to assist with this effort. We also utilize professionals in the field who have supervised our interns. Examples of activities include: a personalized letter to faculty who have recommended intern-option students in the last five years that informs the faculty of the student's present job and location and inviting the recommendation of further applicants; and referral of applicants to current intern-option students who then communicate with the applicants about their questions and concerns.

The Department strives to maintain student diversity. Annually we review the diversity of the intern-option class in a faculty meeting and discuss strategies to increase diversity. Our efforts to increase applications from and enrollment of minority students include:

- Obtaining HUD grants and targeting alumni fundraising toward minority student recruitment.
- Developing and maintaining a relationship with the National Forum for Black Public Administrators through their Executive Leadership Institute. Each year thirteen to fifteen black public administrators come to the University of Kansas to participate in one of seven seminars sponsored by NFBPA. The participants of the program then act as references for recruiting applicants.
- Presenting programs on careers in public administration to student groups through the Multicultural Resource Center at the University of Kansas.
- Supporting an annual recruitment trip for the Administrative Director and a current student to Florida A&M, a Historically Black University.

In the fall of 2007, we began a new unified recruitment strategy for the Certified Public Management Program, undergraduate major, and career-option MPA in the Kansas City metropolitan area; we will be making a particular effort to reach out to minority members of governmental and non-profit organizations.

**E. Curriculum**

Thirty-seven semester hours of graduate credit are required of all students seeking the MPA degree from the University of Kansas this includes eight core courses and four electives of three credits each, and a one hour professional development practicum. We rarely waive required courses and we permit students to transfer in a maximum of six semester hours of graduate credit. The core courses for the MPA are listed below.

All students complete one course in public policy and administration:
- PUAD 824 Public Policy & Administration, or
- PUAD 825 Public Policy & Urban Administration, or
- PUAD 826 Public Policy & Administration of State Government, or
- PUAD 827 Health Care Policy & Administration, or
- PUAD 828 Nonprofit Management and Policy

Additionally, all students complete the following courses:
- PUAD 831 Public Administration Practicum (1 credit professional development)
- PUAD 834 Human Resources Management
- PUAD 835 Public Finance
- PUAD 836 Introduction to Quantitative Methods
- PUAD 837 Budget & Policy Analysis
- PUAD 841 Role, Context and Ethics of Public Administration in American Society
- PUAD 842 Law & Public Management
- PUAD 845 Organizational Analysis

Intern-option students additionally complete two electives as well as PUAD 894, Professional Development Seminar I, and PUAD 895, Professional Development Seminar II. Career-option students additionally complete four electives or two electives and PUAD 896, Field Project Report (a thesis equivalent).

Intern-option students typically complete the degree in twenty-four months. The first year they take three semesters (summer, fall and spring) of full-time academic study and most are employed part-time internships during this time. These part-time internships are important learning experiences but are not given consideration for academic credit. They are then required to complete a nine to twelve month full-time paid internship during their second year. Students do not receive academic credit for their internships; they earn six credit hours for their participation in the professional development seminars (PUAD 894/895) that they
complete during their second year. These seminars are conducted on an intensive semester basis and require advanced preparation and writing assignments in addition to the discussions and work that takes place during the seminars.

The curriculum addresses professional development for both intern-option and career-option students through the PUAD 831 requirement. It is designed to provide MPA students with information about topical issues not normally covered in classes and/or to expose them to speakers not otherwise available. The Department schedules several PUAD 831 workshops each semester. These workshops typically involve practitioners and other experts discussing topics of special interests to the profession such as information management, community building, etc. They are offered in Topeka, Lawrence, and at the Edwards Campus so students meet and mix with those who take courses predominantly at another location. Students are required to attend 18 contact hours over the time they are enrolled in coursework; attendance is monitored at each workshop and a faculty member attends as a check on quality. Workshop topics and possible presenters are frequently discussed at faculty meetings.

There is a comprehensive examination required for graduation. The exam is a reflective essay of 8-10 pages indicating how the MPA program has changed the way the student thinks about public administration and management. The essay is graded on the extent to which it provides a thoughtful, critical analysis of their academic work and experiences as an MPA student. Students are strongly encouraged to develop the essay around three or four ideas rather than conducting a course by course review.

F. Student achievements and learning outcomes

Besides extensive faculty interaction with students, we measure student learning in three ways: 1) an annual exit survey of students, 2) an annual survey of intern employers, and 3) participation in the University class evaluation system and Center for Teaching Excellence programs.

Student Exit Survey: Our student exit survey contains several items designed to assess student satisfaction with five key aspects of their degree: class size, facilities, core curriculum, professional development, and public service philosophy. Perceptions of overall satisfaction are excellent, but the surveys do identify some inconsistencies and potential areas for improvement.

- Students are satisfied with class sizes, as indicated by the fact that 95% of program graduates, since 2001, rated their satisfaction in this area as excellent or above average. This is consistent across time and across programs.
- Facilities are an area of concern. More than 65% of students rated facilities average, below average, or poor. Mean scores on the facilities perception item vary a great deal across years, as much as 1.35 points on a five point scale, and the overall mean score among career-option students is nearly 1 point higher than for intern option students. That variation is likely because intern-option students take most of their classes on the main campus in Lawrence, while career option students take most classes at the Edwards Campus in Overland Park or at the Public Management Center in Topeka. Facilities at the Edwards Campus are newer and include an enhanced integration of technology, and those in Topeka were recently improved as well.
- Perceptions of student satisfaction with the core curriculum in the MPA program are generally strong and recent improvements have been made where needed. Ethics is clearly one of the MPA program’s strengths. More than 95% of graduates agreed or strongly agreed they are able to deal with ethical dilemmas in public service. Satisfaction with education in quantitative analysis is also strong; just over 73% agreed or strongly agreed that the program prepared them to apply quantitative analysis techniques to policy and management problems, and mean annual scores on this item have improved .75 points (on a five point scale) from 2004 to 2006. A similar pattern is observed for law and public administration, as just over 70% agreed or strongly agreed they understood public administration’s legal or constitutional context, and mean scores on that item have improved every year since 2001.
- Assessments of professional development are excellent. Just under 98% agreed or strongly agreed the program advanced their professional development. More than 87% agreed or strongly agreed the program prepared them to work in groups, and 95% agreed or strongly agreed the program prepared them to work independently on policy and management projects. Exit survey data also illuminate student perceptions of the program’s professional education requirements. Since 2001, 65% of students agreed or strongly agreed that the PUAD 831 workshops were relevant to their experience, and just over 64% agreed or strongly agreed that the workshops contributed to their professional
development. These strong perceptions in the area of professional development are consistent over time and across programs.

- The data on public service philosophy are also encouraging. More than 98% responded excellent or above average when asked to rate the level at which the program stimulated their interest in public affairs. That trend is consistent across years and cohorts. In addition, 70% agreed or strongly agreed the program prepared them to enhance democratic values through management.

- The partnership between employers, the intern-option students and the Department has resulted in a 100% success rate in placing these students in part-time internships during their year on campus. Students work between sixteen and twenty hours a week. Enhancement of professional growth is monitored through informal discussions throughout the internship period with students and with supervisors, many of whom are program alumni and are thus familiar with the Department's expectations. We have been very satisfied with part-time internship placements and intern performance, and with the professional growth reported by students and supervisors. Since this opportunity was first made available to students in the mid-1980s, complaints from students about the relevance of classroom material to their future careers have virtually disappeared.

The Department has consistently achieved a 100% full-time internship placement rate for intern option students in their second year, and evaluations indicate highly successful internship experiences. Since 2005, employers of full-time interns have been asked to share their evaluations of our students by responding to the following questions: 1) Did (student) meet your expectations?, 2) Were there gaps in his/her education that affected his/her performance in your organization?, and 3) Do you have any ideas on how we can better prepare students for their work experience? The responses have been overwhelmingly positive. The responses to these questions are reviewed and discussed by faculty on an annual basis, and the Department has utilized these data to improve our program offerings. For example, one suggestion on improving the writing skills of students spurred the formation of a formal relationship with the Writing Center at the University of Kansas.

Competency/Portfolio Project: In 2005, noting the increased attention to accountability in the higher education environment, we began a process to define and assess MPA students’ “professional competencies,” and we have since added a competencies rubric to an already existing student portfolio project. We understand professional competencies as the skills and capacities necessary for professional public administration service.

The Department has three goals for the competencies rubric, each of which depends upon our level of confidence in its validity: 1) student self-assessment, 2) feedback into our curriculum, and 3) external assessment of students’ development and of Departmental teaching effectiveness. Initially, as we further assess the rubric’s validity, we are promoting the competencies rubric primarily as a means for students to assess their own professional development and, secondarily, for faculty to assess student learning and adjust our curriculum. Ultimately, we hope to use the competencies as a means for assessing each student’s level of development and assessing our own teaching effectiveness.

The project began when the Department initiated and hosted a regional summit to discuss the concept of competencies. Faculty from KU, Missouri-Columbia, Nebraska-Omaha, Missouri-KC, and Iowa State attended the summit. In addition, the Executive Director of the National Association of Schools of Public Affairs and Administration (the accrediting agency for MPA programs) participated in the meeting. The summit allowed us to draw together existing efforts on the topic as well as faculty and practitioner suggestions. We determined that there was no consensus around a single competencies rubric and that no past effort in this area was fully ideal, at least for our program.

Following the summit, we began developing a competencies rubric appropriate to our program and philosophy. In spring and fall semesters 2006, Dr. Nalbandian assigned students in his courses to conduct additional research on professional competencies. MPA students surveyed literature to find relevant managerial/leadership competencies, compiled lists of commonly-identified competencies, sorted them to find commonalities, organized them into frameworks, and began to outline levels of competence in each area. The result was a draft rubric. We then drew direct connections between the refined competencies rubric and the curricular standards of the National Association of Schools of Public Affairs and Administration (NASPAA). Since then, we have been asked to report on the competencies project at national meetings of NASPAA on three occasions. During 2007, additional meetings with students resulted in further refinements to the rubric, particularly in ways aimed at drawing in students and making the competencies meaningful and “alive” to them to ensure that students would find the rubric to be useful in their own development.
The resulting professional competencies rubric represents a natural extension and formalization of a model of professional development long emphasized by our Department. It focuses on four dimensions: 1) values and ethics (serving with integrity and respect), 2) strategic thinking (innovating through analysis and ideas), 3) engagement (mobilizing people, organizations, and partners), and 4) management excellence (delivering policy through management of people, finances, and organizations). While the rubric has reached a relatively settled form, we expect to continually seek student and alumni advice on the rubric and its use.

Our faculty members are now working on drawing direct links between the competencies rubric and our curriculum. Professor Pandey is experimenting this semester with an end-of-semester class session that links course objectives to the competencies. A future extension of the project will be to develop web-based portfolios. We are currently exploring the use of the Open Systems Portfolio software as a tool. This software will allow us to load our competency rubric into the system and allow students to develop individual portfolios by placing representative artifacts into the rubric. It also provides a Web-based view of the students' work which will be more convenient for the review of their portfolios. Also, students will have continued access after graduation as long as they maintain alumni status. In this way, we hope that they will continue to use the portfolio and competencies rubric for career development purposes. Given that the system we will be using is open source software, we hope to share our implementation of the system with other public administration programs.

G. Student Support

Orientation: All MPA students start their academic careers in the program with an orientation. Orientations are held for intern option students in Lawrence and career option students at the Public Management Center in Topeka and at the Edwards Campus in Overland Park. The typical agenda for orientation includes: 1) welcomes from the Chair and University officials such as the Vice Provost for Student Success, 2) a tour of the campus, 3) an introduction to library services, 4) introduction to the services of the KU Writing Center, and 5) a presentation by a faculty member concerning the responsibilities of the graduate student.

Advising: For intern option students most advising relates to course scheduling and career counseling. Such career counseling is most important for the intern option students and is central to the Department's mission of developing a sense of professionalism in its graduates. Intern option students face early career decisions at two points in the program: when searching for a full-time internship, and upon graduation. Such career advising is provided by the Administrative Director, the Chair, the Practitioner-in-Residence, and through the extensive exposure to many other practitioners during their time in the program.

Advising for career option students consists mainly of assistance in course scheduling as the majority of these students are already working in public service careers. Advising at the Public Management Center is done by the Center’s Director and Administrative Assistant as well as the Department's Administrative Director and the Chair. Advising at the Edwards Campus is done by the CLAS Graduate Advisor, the Administrative Director, and the Chair.

Financial Aid: Financial aid is offered to career and intern-option students. In 2007-2008 the level of financial support for the full-time intern-option students stood at $41,000.00 In addition, intern-option students held part-time internships paying $10 to $15 an hour where they worked between sixteen and twenty hours a week. Two scholarships to career-option students were awarded, one to an Edwards Campus student and one to a Public Management Center student, totaling $1,500. Tuition assistance is provided to a large number of career-option students through their employers.

Placement: In our MPA program, the placement of intern-option graduates is closely tied to the internships those students hold during the second year of the curriculum. Over its fifty year history, the program has developed an extensive network of support from alumni and others who provide opportunities for paid internships and employment to KU MPA graduates; our 100% placement record in second-year full-time internships attests to the strength of this network and support. Additionally, the program’s Administrative Director helps graduates from previous years use the extensive KU alumni network to find other positions and also regularly assists alumni with placements by providing an information clearinghouse for local government managers who have job openings; an email jobs bulletin, "Greener Grass," is distributed at least bi-weekly to all alumni who are interested in the public sector job market.

There is no formal placement service provided for career-option students as nearly all are already employed in public service positions. However, the Department Chair, the Public Management Center Director, the Edwards
Campus Graduate Advisor, and the Administrative Director are all available to help any career-option students who ask for advice on career changes.

VI. Doctoral Program

A. Program Description

In the fall of 2004, the Department of Public Administration began offering a PhD in Public Administration. Prior to this, the Department participated in the Political Science PhD program by providing the Public Administration specialization in that program. This spring we are admitting our fourth class of students to our own Departmental PhD. We have graduated one student who holds a faculty position at Florida State University and plan to graduate our second student this spring who has accepted a faculty position at George Mason University.

B. Mission Statement

The mission of the Department’s PhD program is to develop future academic and research leaders in public administration and related fields, and to prepare practicing administrators for advancement to the highest tiers of public administration. Through an environment of challenging intellectual discourse, faculty and student research, and mentoring in scholarly development and teaching skills, the program emphasizes deep knowledge of social science research traditions and methodologies and active involvement in cutting edge research.

C. Goals and Objectives

The goals and objectives of the PhD program are to:

1. Recruit exceptionally talented and diverse students into the PhD program each year.
   1.1 Recruit diverse and highly qualified applicants into the program.
   1.2 Accept small cohorts of three to five outstanding students per year.
   1.3 Offer competitive support packages for those students who are accepted.
   1.4 Ensure a high rate of students who accept our offer of admission.

2. Provide a high quality instructional and research education
   2.1 Bring students to a specialist’s level of understanding regarding social scientific research relevant to public administration.
   2.2 Foster the development of students’ independent research agendas.
   2.3 Assist students in securing research funding.
   2.4 Provide sufficient teaching opportunities to prepare students for faculty teaching responsibilities.
   2.5 Ensure prompt completion of the PhD degree in 3-4 years (for students entering with an MPA degree) or 4-5 years (for those without).

3. Place students in positions with nationally significant organizations.
   3.1 Place academically-inclined graduates in faculty positions at the best institutions.
   3.2 Place research-orientated graduates in top research organizations.

4. Support career-enhancing student engagement in the academic life of the Department and the profession.
   4.1 Encourage and fund student participation in appropriate professional meetings.
   4.2 Provide opportunities for students to present work locally.
   4.3 Arrange for students to participate in University-wide research and interdisciplinary programs.

D. Recruitment

Our PhD program emphasizes but does not formally require full-time enrollment and a focus on academic career development. Thus, it is most amenable to students interested in devoting themselves full-time to academic study and research. Our recruitment strategies are focused accordingly.
Recruitment to the PhD program is accomplished through three tracks. Our primary track is recruitment of strong candidates from leading MPA or master’s programs nationally and internationally. To a significant extent our success in this area will depend on the prominence and reputation of the Department in placing our graduates in leading universities and the scholarly reputation of those graduates over time. As a new program, our national and international recruitment is currently somewhat limited by our very short track record in placement. Our first graduate, however, was placed in one of the best Public Administration jobs on the market in 2006-07 (Florida State), and we expect that this will be a favorable signal to potential student-recruits. In addition to recruiting by reputation alone, we have sent a personal letter to all heads of MPA programs affiliated with NASPAA, informing them of our PhD program and its strengths and inviting them to encourage strong MPA students to consider our PhD program. Unfortunately, the program does not have sufficient financial resources to take out advertisements in national publications or on national websites.

Our second track of PhD recruitment is from among our best MPA students and graduates. As many of them have been recruited nationally, recruiting here for our PhD program draws from among the best MPA students nationally.

Our third track of recruitment is from among students in other graduate programs within the University. We do not pursue this as a deliberate strategy, but welcome interest from students if they initiate the contact.

The Department seeks gender, racial, and ethnic diversity in our PhD program. Presently our record is better on the former dimension than the latter. In order to increase racial diversity, the Department’s Coordinator of Doctoral Studies has initiated contacts with Public Administration and Political Science programs that may provide opportunities for minority recruitment.

E. Curriculum

The PhD program requires a minimum of 66 credits of coursework; this includes up to 30 credits earned in the process of completing the MPA degree or its equivalent. The dissertation requires a minimum of nine additional credits, for a total of 75 credit hours.

All students who enter the PhD Program must have either already completed courses in the core required for our MPA degree (that is: public policy and administration; human resource management; public finance; introduction to quantitative methods; budget and policy analysis; role, context and ethics of public administration in American society; law and public management; and organizational analysis) or their equivalents at a NASPAA MPA accredited program, or they must take the appropriate courses after they enter the PhD Program. An applicant with a KU MPA may apply 30 credits toward the 75-hour coursework requirement.

Beyond the MPA courses, the PhD curriculum is designed to provide: a mastery of the public administration research tradition and its intellectual foundations; a mastery of a particular subfield in that tradition; specialist knowledge of a field of study appropriate to each student’s particular area of research (called the “cognate field”); and advanced competence in research methods.

1. Foundations of Public Administration: These three courses are required for all doctoral students:
   - PUAD 930, Research Seminar in Public Administration and Democratic Theory,
   - PUAD 931, Research Seminar in Public Administration and Management,
   - PUAD 932, Seminar in the Intellectual History of Public Administration

   Additionally, they must complete one of the following two courses:
   - PUAD 943, Constitutional Foundations of Public Administration or
   - PUAD 949, Law, Courts and Public Policy.

   Substitutions require the approval of the Departmental Coordinator of Doctoral Studies.

2. Public Administration Specialization: In consultation with the Coordinator of Doctoral Studies, each doctoral student will develop a specialization in the field consisting of at least three courses. Within the public
administration discipline, typical specializations include areas such as budgeting, public finance, human resources management, public policy analysis and evaluation, public values and ethics, organizations and organization theory, public law and administration, and urban policy/politics and community building. Each of these specializations has a basic course that is regularly taught in the graduate Public Administration curriculum at the 800 level, and it is presumed that at least one additional course would come from an independent study. A third course could come from within the Department or could be taken outside of the Department. Cooperating departments include Political Science, Communications Studies, Economics, and the Schools of Education and Business.

3. Cognate Fields:  The doctorate in Public Administration also requires a cognate field of 9 hours in addition to the specialization. The cognate field is envisioned as a subfield in economics, political science, education administration, etc. or a policy specialization (environmental policy, transportation policy, etc.) The cognate field sequence of courses requires the approval of the Departmental Coordinator of Doctoral Studies and does not require a comprehensive examination.

4. Methods:  The doctorate in Public Administration emphasizes the development of research skills. It requires PUAD 934, Research Methods in Public Administration (with the prerequisite PUAD 836, Quantitative Methods, or its equivalent) and PUAD 935, Advanced Quantitative Methods in Public Administration. Substitutions for these courses require the approval of the Departmental Coordinator of Doctoral Studies. The Methods requirement satisfies Option 1 of the Foreign Language or Research Skills (FLORS) Requirement of the Office of Research and Graduate Studies. As mentioned in the introduction, the public administration field is epistemologically and methodologically diverse, and doctoral students are also encouraged to take PUAD 937, Qualitative Methods in Public Administration or PUAD 936, Policy Analysis and Evaluation, or their equivalents.

F. Student Achievement/Learning Outcomes

The PhD program is committed to serving, fundamentally, students’ mastery of the academic field of public Administration and a specialization within it, and development of an original research agenda leading to a successful career in the field. We assess progress toward these goals with several primary indicators, arrayed across each student’s path through the program.

Early in students’ PhD studies, our assessments of achievement and learning are focused on student performance in courses and particularly on research projects in the course context. Faculty members attend closely to student learning and performance in the course setting and provide extensive evaluations and assistance in meeting course learning objectives. These evaluations focus on mastery of the scholarly literature in each course as evidenced by the quality of participation in seminar discussions, and successful development of course-based research projects, as evidenced by the quality of the student’s research process and the completed paper.

As students progress through their PhD coursework, assessment of student learning begins to focus not only on mastery of material in particular courses but also on students’ development of research ideas and projects that go beyond particular courses. As students proceed, they are encouraged to begin developing research ideas that grow from course to course, or which span several courses, and which may lead to the dissertation. The primary assessment of student learning and progress on these larger projects is the responsibility of each student’s PhD advisor.

Although individual faculty mentors and the faculty in charge of particular courses engage in the primary assessment of student achievement and learning at these relatively early stages of the PhD process, the faculty as a whole participate in assessments and mentoring students in two contexts. One is our twice-monthly Monday Brown-Bag research presentation series in which students and faculty present research in progress. The majority of these presentations are by students, and faculty use the occasion to assess student progress and provide suggestions and mentoring. The other setting in which the faculty as a whole assess student achievement and learning is the annual faculty discussion of PhD student progress, held near the end of each spring semester. At this meeting, faculty members discuss each student’s progress in detail, and provide congratulations on progress and suggestions for additional areas needing work; this is then conveyed to each student by his or her faculty advisor.
At the end of their coursework, all students are required to pass PhD preliminary written examinations, a final setting for faculty assessment of student understanding of the literature in the field. All graduate faculty members participate in assessment of the written examinations. The PhD comprehensive examinations consist of two separate written examinations conducted over a 7-day period, with each examination period lasting eight hours. One examination covers Foundations and the other covers the student’s area of specialization. The Foundations examination covers the intellectual history and enduring questions in the field. Many, but not all, of these subjects are covered in the required doctoral courses and include such topics as public administration and democratic theory, public organizations and management, and constitutional and legal foundations. The specialization examination is tailored to the doctoral candidate’s specific course of study; students must declare their area of specialization no later than six months prior to taking the examination and may only answer questions in their declared specialization.

Following the successful completion of the written preliminary examination, students must satisfactorily complete a comprehensive oral examination and present a dissertation proposal to become a PhD candidate. The oral examination and presentation/assessment of the dissertation proposal take place at the same meeting and are conducted by a committee of the faculty, typically consisting of the committee that will work with the student on the dissertation itself. In the oral examination, faculty members assess students’ understanding of broad themes in the field and of promising research directions for the future.

Although the oral examination and defense of the dissertation proposal is conducted by a committee of the faculty, the faculty as a whole have the opportunity to assess the dissertation proposal during a colloquium following the oral examination. Typically conducted as part of the Monday Brown-Bag series, this colloquium provides a final setting for assessment of the dissertation proposal.

Finally, progress on the dissertation is assessed over time by each student’s faculty advisor and, ultimately, by the faculty dissertation committee.

In addition to these systematic assessments of student achievement and learning, awards and related honors for student work provide another measure. One of our current doctoral students was selected for participation in the Law & Society Association’s Summer Institute for senior PhD students and junior faculty. Selection for this Institute, held annually, is highly competitive. About a quarter of applicants are admitted based on the quality of a student’s application packet; admission is focused on the applicants’ core research ideas. This student also received a dissertation grant from the National Science Foundation, without question the most competitive and prestigious research grant for dissertators in the social sciences. Another of our doctoral students has just won the Curro Best Student Paper Award from the Association for Budgeting and Finance, a highly prestigious and competitive award recognizing the best PhD research in this specialty area. These honors provide cautious optimism about the quality of student learning and achievement in our new program.

Ultimately, the key indicator will be the success of our PhD graduates in their careers after graduation. The job market is an acid test of academic preparation: in attracting interviews and then performing in them, candidates must prove themselves to external audiences in terms of knowledge, understanding, socialization to the ways of the field, and research creativity and productivity. Up to now, we have had two candidates on the job market. The first had interviews at several universities and accepted an offer at Florida State University; the second has accepted an offer at George Mason University. In the 2008-09 academic year we anticipate having two students on the market. Our early track record again suggests cautious optimism in the field’s evaluation of our PhD graduates.

G. Student Support

The Public Administration Department strives to provide strong support to our PhD students in the form of research facilities, financial aid, and focused mentoring on research and teaching.

**Research infrastructure and support:** Our research facilities and support provide students with a nearly state-of-the-art infrastructure for Public Administration research. Students have access to the research infrastructure housed in KU’s Institute for Policy and Social Research (IPSR), headed by one of the Department’s faculty members, Steven Maynard-Moody. IPSR provides consulting, grant-writing, and research management services. IPSR staff provide assistance in the areas of research computing, data management and analysis, grant-writing, grant management, geographic information systems, and on-line survey
administration, among many other services. The Survey Research Center, affiliated with IPSR, provides assistance with every phase of the survey research process, from question construction through survey administration to data management. Additionally, the Department provides students with assistance in purchasing academic computing software.

The University of Kansas Libraries provide numerous services and resources for Public Administration faculty and students on the Lawrence and Edwards Campuses. Services include reference and research assistance, classroom instruction, individual research consultations, interlibrary loans, course reserves (electronic and traditional), circulation of materials, access to computers and labs, electronic delivery of scanned printed materials, on-campus delivery of books, and access to a number of databases and other scholarly materials in an electronic format. The University of Kansas Libraries (including the Law and Medical Libraries) provide extensive scholarly materials in support of faculty and student research and teaching needs. As of June 30, 2005, holdings included the following: 4,121,573 volumes; 109,316 electronic books; 48,037 current serials; 42,946 e-journals; 3,623,654 microform units; 734,016 government documents; and 330 databases.

Beyond the traditional library support, KU faculty and student scholars are fortunate to also have support for their teaching and scholarly activity from a unit entitled Scholar Services. The Scholar Services program seeks to establish collaborative relationships with individual researchers, academic departments, and external entities to develop and deliver electronic information in support of the University's mission encompassing research, teaching, and service. Scholar Services supports researchers along the scholarly communications cycle by facilitating access to people, tools, and information needed to create and promote digital scholarship. Services include locating and analyzing data, GIS mapping and visualization, consulting in standards-based digital media development, digital text creation and analysis, electronic publishing, and long-term preservation of digital objects and data in a variety of formats. Through provision of access to specialized software, equipment, and digital library systems, together with expertise in how to use them, the Scholar Services program is a partner in research conducted at the University of Kansas. Systems such as KU ScholarWorks, the digital repository for scholarly work created by the faculty and staff of the University of Kansas, make important research available to a wider audience and help assure its long-term preservation.

**Financial Assistance:** The Department strives to provide most incoming and continuing doctoral students with stipends and assistance in defraying the cost of tuition. In the 2006-2007 academic year, we provided stipends in the amount of approximately $12,000 per academic year and tuition assistance to six students. The PhD program’s primary need for the future is to increase both the level of assistance to individual students and the number of students receiving financial support. It is our goal to provide competitive financial aid packages, totaling $15,000 per student per year over the course of their studies, with appropriate increases in support over time.

**Mentoring:** In the area of research design, methods, and administration, faculty members in the Department provide students with focused mentoring and opportunities for participation in faculty research. Professors Pandey, LeRoux, and Epp provide mentoring on the construction and administration of large surveys (Professor Pandey led a PhD seminar with a primary focus on designing and implementing a large survey of public managers); Professors Romzek, Nalbandian, and Epp provide mentoring on interview-based research; Professor Maynard-Moody provides mentoring on narrative-based research and qualitative methods generally; Professors Goerdel, Moody, Marlowe, and Pandey provide mentoring on the management and analysis of large-N data sets and on quantitative analysis generally; and Professors Moody and Marlowe provide mentoring on research in financial analysis and budgeting. In each of these areas, students have worked closely with department faculty in conducting research.

In the area of teaching, faculty members provide students with mentoring and opportunities for team-teaching. In four courses, PhD students have team-taught the entire course or portions of it with a faculty member, offering opportunities for on-going mentoring regarding teaching. Additionally, in every case in which a PhD student has developed and led an independent course, faculty members have provided extensive assistance in designing the course and in teaching methods and techniques. Additionally, PhD students engaged in teaching may draw on the extensive resources of the University’s Center for Teaching Excellence.

**VII. Faculty**

**A. Faculty Composition**
The present composition of the faculty well positions the Department to deliver balanced, high quality programs at all levels. In terms of their collective teaching, research, and professional engagement, the faculty members cover the major knowledge bases required in such a program: history and development of public administration, organization and management theory, budgeting and finance, public policy analysis, law, and research and analytic skills. The faculty members are diverse in their methodological approaches and research interests, active in the academy and dedicated to excellence in teaching. Six faculty members are tenured and seven hold tenure-track appointments. The normal teaching load is four courses a year.

The Department takes its diversity goals in the recruitment of faculty members very seriously. The recruitment process for faculty is well-defined by the University and administrators are held responsible for results. In addition to the regular processes to attract minority candidates the Department has utilized a direct hire strategy for minority faculty. As of the fall of 2007, the Department has 13 faculty with 11.75 FTE. Of the 13, five are women, one is African American, and one is an Asian Indian.

The promotion and tenure of the Department of Public Administration faculty is a shared responsibility of the Department and the College of Liberal Arts and Sciences. Promotion and tenure decisions at the University of Kansas are governed by the policies of the Kansas Board of Regents. The Provost recommends promotion and tenure and the Chancellor decides promotion and tenure. The Chancellor then reports the outcomes to the Board of Regents. The Public Administration Department has a strong record of advancing its faculty members through the promotion and tenure process.

B. Teaching

The University of Kansas demands excellence of its faculty not only in scholarly research and publication, but holds commensurate expectations for excellence in teaching. Commitment to high quality teaching is a deeply held and widely shared institutional value. As a testament to this commitment, the University established a Center for Teaching Excellence (CTE) in 1997 with a mission to make teaching a rewarding experience for all faculty members and to enrich student learning. The CTE serves as a valuable resource for faculty at every rank in the Public Administration Department, but particularly for junior faculty who utilize CTE services for situation-specific consultations, innovative teaching technologies, and for developing an understanding of how to secure students’ investment in their educational experience. The value the University places on high quality teaching creates a culture that encourages active student engagement and stimulating intellectual dialogue between students and faculty.

The University’s commitment to teaching excellence is embraced and aggressively promoted by the Public Administration faculty. Preparing students for the challenges of professional public service careers is an honor for our faculty and a responsibility to which we are deeply dedicated. Our status as a nationally-ranked program reinforces our commitment to continually improve what we do, to seek out the state-of-the-art in our profession, and to integrate new developments within the field, both theoretical and applied, into our teaching. Our commitment to teaching is evident in the nominations and recognitions a number of our senior faculty have received for their teaching; most recently, Professor Chuck Epp was given the University’s Kemper Teaching Award in 2007. In the spring of 2008, the Department was notified that it is a finalist for the University Departmental Teaching Award which honors department-wide efforts to improve teaching and learning.

Our faculty members strive for continuous improvement in the quality of our teaching in a number of ways. The Department participates in the University-wide course evaluation system. In addition, more than half of the faculty members solicit feedback from students through mid-semester course evaluations in order to make formative corrections in their courses. Others solicit anonymous student feedback throughout the semester using the web-based University Blackboard™ system and adjust their teaching and/or course(s) as needed in response to this feedback.

Faculty members also improve their teaching by continuously striving to integrate theory and practice in the classroom. For example, several have taken initiatives to explore the concepts and techniques behind case-teaching, to craft original case-studies, and to plan and execute successful case discussions. To support this effort, each year the Department supports faculty attendance to a case-study workshop hosted by The Electronic Hallway. Many faculty members also enhance their teaching efforts by inviting practitioners from the Greater Kansas City Metropolitan area (and beyond) to participate in class discussions with students. These practitioners are typically selected based on student-preferences solicited by faculty members. This promotes
faculty responsiveness to student interests while also instilling a sense of ownership of class activities among students. These efforts improve the quality of the teaching environment, generally.

Finally, faculty have demonstrated an enduring commitment to improve teaching by setting innovative goals for content delivery and student participation, as well as annotating syllabi throughout the semester to better determine which strategies are most effective in facilitating the learning process to inform their planning for future semesters.

C. Research

The Public Administration faculty have an active research agenda. During the last four years, the faculty have published 43 journal articles, 10 chapters in books, three books, and a number of book reviews, technical reports, and service publications. The book chapters have covered a range of academic topics in the field, among them research methods, contracting, organizational performance, and legal accountability. The journal articles have appeared in all of the major refereed journals in the Public Administration field, including *Journal of Public Administration Research and Theory*, *Public Administration Review*, *Administration and Society*, *Public Budgeting and Finance*, *Municipal Finance Journal*, *American Review of Public Administration*, *International Public Management Journal*, *Public Performance and Management Review*, *Public Personnel Administration*, *State and Local Government Review*, *Policy Studies Journal*, and *Public Integrity*. Additionally, the faculty members have maintained a solid level of funded research from both internal and external sources, including grants from the Kansas University General Research Fund, State of Kansas agencies, and the National Science Foundation.

The research activity is distributed across all levels of seniority among the faculty, and all current faculty members maintain active programs of research and publication. Based on publications “in the pipeline,” we expect that our rate of publication will increase during the next several years. Although the impact of faculty research is somewhat difficult to assess, it is likely that it is greater than suggested by the above numerical record. One measure is the number of citations found in Google Scholar; the faculty total is 1,543 as of April 2007, a sizable impact for a small faculty with a significant number of untenured members.

D. Service

Faculty service to the Public Administration discipline and outreach to professional and other communities is extensive. Faculty members serve a number of professional and scholarly associations such as Public Management Research Association (PMRA), International City/County Management Association (ICMA), National Association of Schools of Public Affairs and Administration (NASPAA), American Society for Public Administration (ASPA), American Political Science Association (APSA), Law and Society Association, and National Academy of Public Administration (NAPA). The PMRA secretariat, providing services to one of the leading scholarly associations in the field, is housed at the Department.

Faculty members provide a range of services to further the scholarly enterprise such as reviewing manuscripts, serving on editorial boards, editing journals (*Journal of Public Administration Research and Theory*), and serving on National Science Foundation Review Panels. Faculty members either currently serve or have served on a number of editorial boards, including *Journal of Public Administration Research and Theory*, *Public Administration Review*, *Administration & Society*, *American Review of Public Administration*, *American Journal of Political Science*, *International Public Management Journal*, *Journal of Public Affairs Education*, *Journal of Politics*, *Policy Studies Review*, *Policy Studies Journal*, *PS: Political Science*, *International Journal of Public Administration*, *Law and Society Review*, *Health Care Management Review*, and *Journal of Health Administration Education*.

Five faculty members are Fellows of the National Academy of Public Administration and two faculty members are particularly active with the Academy. At KU, two faculty members currently serve in administrative positions. Professor Maynard-Moody serves as the Director of the Institute for Policy and Social Research and Professor Romzek serves as Associate Dean of the College of Liberal Arts and Sciences. Professor Goodyear served the University as the Vice Provost for Information Services and Chief Information Officer from 1999 to 2005. Numerous other faculty members have served on faculty committees, task forces, and in the governance groups.
Beyond this service to the University and the profession, Public Administration faculty members are engaged intensively and intimately with a variety of community service and outreach activities. Faculty members provide leadership to a number of civic and government organizations such as Kansas Health Policy Authority, Community Mercantile Cooperative Grocery Store, City/County Ethics Commissions, Library Board for Lawrence, Alumni Advisory Boards, and the Area Agency on Aging. In sum, this is a distinguished faculty deeply engaged in service to the discipline, to professional associations, and to a range of other communities.

VIII. Administration

A. Planning

Since 2001, the Department has met six separate times for the express purpose of planning strategically for the future. In 2005 and 2006 the Department engaged graduating students and alumni as part of its effort to include important constituencies. Further, at the pending departure of the Dean of the College of Liberal Arts and Sciences in 2006, the Department initiated a meeting with Dean Wilcox to listen to his impressions of the Public Administration Department gained over several years. Finally, in 2007 the Department met with the new College Dean, Joseph Steinmetz, as well as the new Provost in separate meetings to gain an understanding of trends in higher education and to better understand their priorities for the University.

During the 2006-2007 academic year, Dean Joseph Steinmetz initiated a strategic planning process. After consultation with all units in the College of Liberal Arts and Sciences, a twelve point plan was issued by the Dean and departments were invited to request initiatives that fit within this program. The Department obtained two permanent GTA positions and the allocation of an additional faculty position focused on international education, particularly the Asian region. The Department is currently engaged in discussions with Tsinghua University, Beijing, China to offer our MPA in a collaborative fashion. The allocation of this new position will assist the Department in expanding our curriculum in the international area as well as assisting us to ensure success in our potential partnership with Tsinghua University.

The faculty members have agreed that our Department’s intellectual future rests on three pillars: governance, community, and normative values. We will continue to refine this direction once we receive feedback from the two external reviews this spring (this process and the NASPAA re-accreditation process). At the center of these areas of interest is our continuing focus on organizations and management. Programmatically, the Department sees the MPA program anchoring our future and setting the standard for excellence in the new PhD and undergraduate programs.

B. Resources

The Department operates with two sources of money. First, state resources are used for a narrow range of state approved expenditures including salary and benefits and normal operating expenses. Second, the Department of Public Administration has access to alumni endowed funds which may be spent for a wide array of purposes.

Annually, the Dean of the College of Liberal Arts and Sciences invites departments to submit requests for non-salary state-funded budget operating expenses including ongoing, new, and temporary funds. The Dean’s allocation is announced in the spring for a budget year that begins annually on July 1. State support for 2007-2008 through the College totaled $1,234,653 base funding and $40,000 one-time funding.

Our alumni raise money for the Department through pledge drives (annual giving) and bequests. Our pledge drives consistently exceed our goals; in the last two years over $80,000 has been raised. This money is used to support our goals in the area of diversity and to supplement Departmental resources. Alumni and friends of the Department have also established several endowed student scholarships. This past year two new endowed scholarships were created to assist MPA students. This brings to a total of seven endowed scholarships totaling over $80,000 a year for scholarship funds. For PhD and MPA students, we have an endowed fund that generates approximately $65,000 a year for scholarships, stipends, and other faculty needs. In addition, we are seeking funds to endow an undergraduate scholarship.

C. Staffing
The Public Administration Department has a full-time Administrative Director who reports to the Department Chair. The Administrative Director holds an MPA from this Department and was a local government practitioner for over twenty-five years. He works closely with the students in their professional development activities, finds and monitors the full- and part-time internships, and works closely with the Chair in all facets of program management including assisting with the Department budget.

The Department has two administrative assistants. The Graduate Records Coordinator is responsible for managing the application and admissions processes as well as maintaining student records. This person pays the Departmental bills, orders our equipment, plans our graduation banquet and hooding ceremony as well as other events each year, and serves as secretary to the Chair. The other Administrative Assistant is half-time for the Stene Professor and half-time for the Department. Both can be assigned to faculty on a project basis. The Department also has the resources for a part-time student assistant who helps answer the phones, assists faculty with course and research material duplication, and with any other task assigned by the Department.

D. Facilities

The Department utilizes space in three locations: Blake Hall on the Lawrence campus, three offices and classroom space on the Edwards Campus, and classroom space at the Public Management Center in Topeka. The main presence of the Department is located on the Lawrence campus on the third floor of Blake Hall. In recent years the Department has grown in terms of faculty positions and the new PhD program; thanks to the strong support of the College and our faculty colleagues in Blake Hall, we have been able to obtain space to accommodate that growth. However, dissatisfaction with our Lawrence campus space is apparent from our MPA student exit surveys. We are seeking ways to improve both the amount of space and its quality on the Lawrence campus; this challenge is not unusual. To illustrate the facilities issues in Lawrence, consider that the University facilities management has identified at least $300 million in deferred maintenance projects. Our Lawrence classrooms tend to be small, with older furniture and equipment. By contrast, the Edwards Campus facility provides classrooms which are more contemporary and has state-of-the-art classroom technology. The Public Management Center was also recently retrofitted with new furniture and technology. The University is aware of this concern and is working with the Department to improve our Lawrence facilities.

IX. Conclusion

The Department of Public Administration has a number of strengths which we wish to build upon. These strengths include the following.

- A nationally known intern-option masters program in local government with a rich history. We remain #1 ranked in this area on the strength of our teaching, program components, faculty quality and intern-option alumni connections which may be stronger than at any other university in the country.
- A unique career-option masters program in that it is offered in two metropolitan areas, Topeka and Kansas City.
- A strong alumni group that participates in admission and teaching, and provides strong financial support.
- KU's reputation is not only known as a research university, but also as a community of scholars which serves its students well. The National Survey for Student Engagement has reported that KU is one of few major research universities placing an emphasis on student engagement. The Department of Public Administration follows this strong University tradition with excellent programs for student support.
- A Departmental competencies project that has been built with student and alumni involvement. It promises to provide students with an ongoing career planning tool as well as provide the Department with assessment information.
- Our relationship with the Public Management Center to provide an excellent professional education program serving public managers in the state and consulting which provides significant connections for the Department.
- The superior quality of the Department's faculty and students. Our senior faculty members are well respected in the field and the Assistant Professors are some of the best young faculty serving in the field. Our students are consistently strong as measured by their academic accomplishments and career placement.
We seek to leverage these strengths through a new relationship with Tsinghua University in Beijing, China. Tsinghua University is regarded as one of the best and the most selective universities in China; we are in the last stages of developing a partnership with this distinguished school to offer our MPA degree to career students in China. This program will offer KU the opportunity to expand our knowledge of Public Administration by working in a nation that has some of the most challenging public management and city administration environments. Exposure among our faculty to top quality students in China will enhance our international understanding, and the students of Tsinghua University will benefit from the knowledge of some of the best faculty thinkers in our field.

We are also building a professional education alliance with China. The Public Management Center has hosted two delegations of visiting Chinese scholars and practitioners under the University’s SAFEA (Chinese State Administration of Foreign Expert Affairs) program. Sessions have focused on community corrections and an overview of Public Administration. Other SAFEA programs are scheduled and under discussion.

With the self-study occurring at this juncture in our development, the Department seeks, in particular, advice and counsel on the following challenges that we face.

- Of major importance is the continued development of the PhD program. We seek assistance with recruitment techniques, ideas on the best way to administer a program with small numbers of students, and information on additional funding that we might need to ensure a viable program over time.
- Given that the undergraduate and doctoral programs are new, we seek advice on strategies for successful integration of programs (professional education, undergraduate, masters, and doctoral) and campuses in the most effective and productive ways.
- While we have been successful in attracting women and minorities to our faculty in recent years, the Department is not satisfied with our accomplishments in the area of diversity. We seek advice on any additional strategies for the recruitment and retention of faculty and students in all programs.
- We seek feedback on other organizational arrangements or needs which the reviewers might identify as standing in the way of achieving our goals and maintaining the excellence of our programs and/or arrangements that might enhance our ability to accomplish these goals.
Executive Summary: Department of Public Administration

Mission

The mission of the Department is to prepare undergraduate and graduate students to be professional public managers and future faculty for the challenges of public service; contribute to knowledge in the discipline through scholarly activity; and advance government, the profession and the University’s standing through the application of research and expertise. Toward those goals, the faculty and staff remain dedicated to:

- superb graduate, undergraduate and professional programs;
- cutting-edge research;
- leadership in both the academic and practicing communities of public administration;
- collaboration with intellectual partners within and outside of the university;
- international outreach and programs; and
- Value-added consultation, professional development and continuing education.

The undergraduate major and minor in Public Administration, offered at the Edwards Campus, provides the necessary knowledge and skills for planning, administering, and evaluating public programs. Graduates demonstrate the capacity to apply contemporary concepts of public administration to government organizations, found and lead nonprofit organizations that work in partnership with business and government to address complex social problems, and prepare business organizations to think critically about relevant aspects of public policy.

The Masters of Public Administration (MPA) degree prepares students for leadership and management positions in the public and non-profit sectors, especially at the state and local levels, stressing competencies that include values and ethics, strategic thinking, engagement, and management. The program combines an established tradition of academic excellence with a dedication to the practical aspects of public management.

The PhD program develops future academic and research leaders in public administration and related fields. Through an environment of challenging intellectual discourse, faculty and student research, and mentoring in scholarly development and teaching skills, the program emphasizes deep knowledge of social science research traditions and methodologies and active involvement in cutting edge research.

The Public Management Center delivers professional development programs preparing public service leaders. The Center promotes professionalism in the public workforce and link KU resources to the challenges of public management.

Faculty
The faculty members are superior teachers and make significant contributions to the growth of knowledge in public administration and the social sciences in general. The department teaching evaluations are some of the highest on campus and 93% of the MPA alumni report that they are very satisfied with the education they received at KU. Scholarly production is excellent for the entire faculty and five members of the faculty are elected Fellows of the National Academy of Public Administration. The department tied for the #7 ranking in public management (the overall ranking) in the last *U.S. News and World Report* indicating the quality of the faculty and overall respect from professional colleagues.

The external review team made three recommendations concerning faculty strength.

The team recommended that the number of faculty positions be expanded to 17-19 positions in order to provide adequate curriculum coverage at the three campuses, to stay responsive to student demand for having frequent and regular course offerings, to adequately staff desirable program expansions, and to make it easier for faculty to pursue major funded research projects and take needed sabbatical leaves. The team further recommended that this expansion faculty with expertise in public and nonprofit management. The department has filled five faculty positions in the last two years, replacing some faculty losses. Two of these faculty hires add non-profit expertise to the faculty ranks. The number of full-time faculty will stand at thirteen in the fall of 2012. A five-year recruitment plan has been written seeking to add one faculty member each year until the desired number, as determined by the university administration, is reached.

The external review team recommended that the department attend to succession planning and the bi-modal distribution of the faculty (lack of associate professors). One of the faculty positions filled last year was at the Associate Professor level. Since the review team was on campus two Assistant Professors have been promoted to Associate Professor. The faculty recruitment plan calls for the hiring of one more Associate Professor. Endowment funds to support two senior faculty positions are part of the department’s fund raising goals for the coming year.

**Bachelor’s Degrees (BA, BGS)**

The undergraduate major at the Edward Campus began in 2004 and has grown to 62 majors. The program serves traditional age students as well as students who are returning to earn a degree in their 30s and 40s. Student interest in public service careers remains strong. Careers with the federal government and non-profit organizations are a common next step for our graduates.

The external review committee had one recommendation in relation to the undergraduate program. They recommended the expansion of the undergraduate program at the Edwards Campus to 100 enrollees and recommended that the department consider expanding the undergraduate program to the Lawrence Campus. The undergraduate program at the Edwards Campus currently has 62 majors and a number of students engaged in the minor. We have been
unable to expand the program due to vacant faculty positions. However, now that faculty positions have been filled we can pursue growth in the program. We will be adding four new courses in non-profit management starting in the fall of 2012 which is an interest of a large percentage of our students. We are also reaching out to offer those students the opportunity to take non-profit related course work from other departments and school such as the non-profit marketing course in the School of Journalism.

Master’s Degrees (MPA)

The MPA program continues its tradition of excellence in educating public leaders, particularly in local government which stretches back to 1948. We have held the #1 rank in city management and urban planning from U. S. News and World Report since rankings in this area began in 1995. The program maintains strong enrollment on three campuses (Edwards, Lawrence, and Topeka) and graduates occupy a number of prominent positions at all levels of government, including Secretary of Health and Human Services and the Aid de Camp to Chairman of the Joint Chiefs. Since the external review we have begun participating in an interdisciplinary degree at Fort Leavenworth for Special Forces officers. We offer two courses in this program.

The external review committee praises the MPA programs design combination of academic study and internships with governments. This approach has served as a model to a number for other MPA programs. The external review team recommended that the MPA curriculum be updated and expanded. They recommended more extensive offerings in the following areas: local governance; nonprofit management; strategic management, public, nonprofit and private sector collaborations; contracting; and performance measurement. Since the external review, we have made substantial changes in the MPA curriculum, including the following:

- Reviewed all core courses and incorporated content on collaboration across sectors, contracting, and diversity and added a core course in policy analysis and program evaluation.
- Added courses in performance measurement, organizational change, and managing information and technology
- Revised the MPA tracks to include City and County Leadership and Public Service Leadership
- Added a specialization in budget and finance

In the spring of 2012 we have approved a new four course sequence in non-profit management which we will begin to offer in the fall of 2012. All of these curriculum changes respond to environmental changes in public service relating to fiscal pressure, public demands for greater accountability, and the growth of collaboration between public, nonprofit and private sectors.

Doctoral Degrees (PHD)
In the fall of 2004, the Department of Public Administration began offering a PhD in Public Administration. The program has grown to 20 students and we have graduated five students. Our graduates hold faculty positions at quality universities such as Florida State University, George Mason University, and American University.

The external review team praises the rapid development of this new program and cited the quality of the students. They also recommended improvement of the training of the Graduate Teaching Assistants to better orientate them to teaching undergraduate courses. A robust program for GTA training has been designed and implemented by the Center for Teaching Excellence. The department supplements this training with mentoring by master teachers, observations in the classroom, mid and end of the semester course evaluations, and semester GTA evaluations.

Professional Development Program

The Public Management Center offers three programs for the continuing education of public leaders. Since 1993 the Certified Public Manager program has educated 1,200 students. For the past several years this program has been offered in Kansas City, Topeka and in southwestern Kansas (Garden City, Dodge City, Liberal and Hays). The Emerging Leaders Academy designed for succession planning in public organizations has served 123 students since 2007 and is offered in Kansas City, Lawrence and Topeka. A variety of custom courses have served over 20,000 participants since 2004 in 93 Kansas cities and counties providing needed educational reach by KU to the entire state, including western Kansas.

The external review team praises the quality of these programs and the PMC staff. They also recommended that the reporting line for the Public Management Center being changed from the Division of Continuing Education to the Department. This change was made in 2008 and the PMC programs have enjoyed substantial expansion in the last three years.

Changes as a Result of the Review Process

Besides the changed noted above, the External Review Committee made two additional recommendations.

The team recommended that the Department become a School within the College of Liberal Arts and Sciences. This recommendation was forwarded to the COCAO on April 20th. Note from Marilu: This status will need to be updated before the final copy of this is submitted to the Board.

The external review team recommended that the Lawrence physical facilities be upgraded. The department was offered new space in Wescoe Hall and moved into the space in the fall of 2009. These new facilities increased space for the department by 25% and greatly improved our instructional facilities.
Overall Evaluation

The Department of Public Administration has built upon a strong tradition of a #1 ranked MPA program to expand educational offerings to public leaders in Kansas at the undergraduate and doctoral level. The department has served the state with robust professional development programs, creating a positive impact on the lives of public servants and the quality of the service that they deliver. Public administration remains one of the top quality programs within the College and the University.