

**ACADEMIC PLAN 2002-2007**  
**REVISED AND UPDATED**  
January 2004

**DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

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**I**

**EXECUTIVE SUMMARY**

# **Academic Plan of the Department of Political Science and Public Administration**

## **Executive Summary**

### **1. New Programs/Minors/Tracks/Courses/Other Initiatives**

PSPA's plan calls for several new initiatives:

- PSPA will undertake major new responsibility for core course offerings in the revised graduate program in public management.
- PPSA will plan and implement the initiative agreed to with China University of Mining Technology. This will entail the offering of the program and travel by faculty to Mainland-China.
- PSPA will work to achieve small program accreditation for the MPM program by the National Association of Schools of Public Affairs and Administration.
- PSPA will work with the university in its other efforts underway to offer the MPM throughout Asia.
- PSPA will work to implement the new Public Health concentration in the MPM program.
- PSPA will become active in on-line and web-assisted instruction.
- PSPA will increase the applications of technology to its curriculum and seek to develop technology-equipped classrooms.

### **2. Other Goals**

The remainder of the PSPA plan calls for the enhancing of current activities and programs and exploration of future opportunities. The goals identified include the following:

- In keeping with the university's emphasis on Liberal Arts, the Department will continue to provide undergraduate programs and courses that enable students to acquire a strong liberal arts background that will contribute to the development of analytical and lifelong learning skills.
- The department will produce graduates who have acquired a general knowledge of the discipline, the ability to think analytically, and the communication skills necessary for advancement in their field or sub-field.
- PSPA will explore collaboration with other academic departments to offer courses and programs on an interdisciplinary basis.
- In keeping with the university's goal of adapting and humanizing emerging information technology to meet the needs of our students, the Department will increase the infusion of technology into its courses.
- The department will remain committed to providing an environment of academic excellence that encourages and supports faculty as they engage in a variety of scholarly and intellectual development activities within the discipline.

- In keeping with the service mission of the university, PSPA faculty will be encouraged and supported as they engage in efforts to provide their professional service to the region, the discipline and the university.

### 3. Related Theme(s)

Several of the UNCP planning themes are directly related to PSPA's planning initiatives. These are:

- a. "Preparing knowledgeable managers and professionals for the future to ensure business, economic, and community development." The MPM program through the professional training of public and not for profit managers and leaders should be a very vital part of this institution's efforts in relation to this goal.
- b. "Adapting emerging technology to meet the intellectual, pedagogical, and creative needs of the society...." In our discipline especially, this planning theme has great relevance in the training of public managers and administrators etc.
- c. "Promoting international exchanges of faculty, students, and administrators to enhance the cultural understanding of the University community and region." The MPM activities in China and throughout Asia certainly relate very directly to this planning theme.
- d. "Emphasis on Liberal Arts as the foundation for both critical thinking and life-long learning."

### 4. Resources Required To Implement New Initiatives

- **NEW FACULTY**-A minimum of two new faculty members will be needed over the next two years to implement the new MPM graduate responsibilities in relation to both the China initiative, the revision of core offering, and the implementation of the public health concentration. These new positions will also be required as a necessary component in efforts to achieve program accreditation. Additional expansion and growth of the program will also require that the issue of new faculty be constantly reviewed and appropriately addressed as developments warrant. Given the future goals and anticipated activities of this program, its needs and the department's needs in relation to it should be a top priority in the planning period.
- **GRADUATE ASSISTANTS**- As a product of expanded graduate teaching, and to assist the department in the maintaining of quality in its undergraduate programs, this department should be assigned two graduate assistants per year to assist its faculty.
- **TECHNOLOGY**-Technology and training for online delivery of courses needs to be prioritized for this department. Again, the China initiative will entail an on-line delivery mode to deliver a part of each course etc. Also, online delivery of the public health administration option is a part of future planning. The equipping of departmental classrooms and labs with technology appropriate to teaching and student needs also needs to be prioritized for this department.

### 5. New Department Structure or Organizational Change

It should be noted that the evolving of the MPM program into a public administration program involving more of this department's faculty and resources does require an analysis of the

relationship between the MPM and the department. Hitherto, MPM has been a stand-alone program. This was due to its history as a generic program for both public and business administration. The subsequent creation of the MBA, and its location in the Business department, resulted in programmatic changes for MPM that have led to its present situation. But the question of its relationship to the department has evolved without any definition or clarity. This should be addressed immediately. Over the long haul, as the MPM grows to its optimal level, some thought may need to be given to minor restructuring of the system of colleges or schools i.e. Might it become advantageous and profitable to think about a school of Business and Public Affairs?

#### **6. Anticipated Student Demand**

All new initiative involves existing programs targeted for expansion. The international involvement of the department and the MPM program, the domestic growth in the MPM, and the current cycle of undergraduate enrollment growth for the institution and the department clearly justify the resources requested above.

#### **7. Interdisciplinary Collaboration Involved**

PSPA will explore options.

## **II**

### **TEXT OF PSPA PLAN**

**POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**  
**University of North Carolina at Pembroke**

**DEPARTMENTAL PLAN 2002-2007**

**INTRODUCTION-Description and History of the Unit**

Throughout most of its thirty-year history, the Department of Political Science and Public Administration has been a small department offering a liberal arts program with several basic, but strong, concentrations of study for undergraduate students. These major programs, and the general education offerings of the department, constituted the core-teaching mission of the department.

In the past decade, the department has undertaken major involvement in graduate education through the masters program in public management. Initially, this program was an interdisciplinary and generic management program. It incorporated two of our departmental faculty into its core teaching rotation. In the past two years, this program has been transformed into a public management program and each of our departmental faculty will now be expected to take on the major core teaching load and related program responsibilities. The amount of graduate teaching will double as a result. In addition, the MPM program will be offered at the University of Mining and Technology in China as a part of a UNCP initiative. This will involve extensive new responsibilities, including travel commitments, for departmental faculty.

**PSPA Undergraduate Programs**

The department's current undergraduate program includes several components. These include a variety of major concentrations, minor options, and related activities.

**Undergraduate Major Concentrations**

1. General Political Science
2. Public Policy and Administration
3. Pre-Law
4. International Studies
5. Academic Concentration  
(for education majors)

**Undergraduate Minor Concentrations**

1. General Political Science
2. Public Policy and Administration
3. Legal Studies
4. Organizational Leadership  
(interdisciplinary)
5. World Studies (interdisciplinary)

The department's undergraduate major and minor concentrations are designed to provide a traditional liberal arts experience that enables students to pursue a number of career and professional options. Most of our majors choose either the pre-law or the public administration options. The department has enjoyed considerable success in sending its graduates to law school or graduate school. Feedback from regional institutions indicates that our graduates are considered extremely well prepared for post-graduate work. It should be noted, however, that over half of our majors do not seek or achieve admission into either law school or graduate school. Public administration and other majors have enjoyed increased success on the job market upon graduation in recent years.

The department provides its majors with a variety of internship possibilities. All public administration majors are required to take an internship, and all students are encouraged to avail themselves of this opportunity.

The department has offered students, majors and non-majors, an opportunity to participate in academic competitions, such as the Model UN, and to participate in professional activities (e.g. collaborative research with faculty, work as research assistant to faculty, participation in professional meetings etc.).

### **PSPA Service to Other Programs**

A growing number of majors in other disciplines, especially criminal justice, history, and education are taking advantage of our minor concentrations. The department is also participating in two interdisciplinary (minor) programs. It should also be noted that an increasing number of programs are either recommending or requiring pspa courses for their majors. As a result, it can be said that the department is serving a broader array of students and programs on campus.

### **General Education and Honors Program**

With its general education courses (pspa 100 and pspa 101) the department serves approximately 600-700 students per year. In addition, the department has taught courses in the old Chancellor's Scholars Program and will continue to have involvement in the new honors program currently under development. With respect to honors courses, thesis supervision, and program related activities, this department has always had a significant presence in honors programs. This will undoubtedly continue.

### **PSPA Graduate Program**

PSPA has played a major role in the development and the implementation of the Masters Program in Public Management. As a result of recent revisions in this program, PSPA faculty will be carrying a heavier instructional load in this program. This trend will continue as the core curriculum is now heavily dominated by PSPA faculty and as the program seeks to capitalize on opportunities to deliver the program to a wider audience. Also, as the program moves toward the goal of national accreditation the requirements on faculty, both with regard to instruction and scholarship, are likely to increase.

### **Enrollments**

Undergraduate enrollment for the spring of 2001 is at an all time high for the department (508). The department currently has 66 majors and approximately ten students taking pspa as a second major. University enrollment projections suggest a period of growth for the next few years, and it is expected that both the general education enrollments and undergraduate enrollments will increase slightly. The department has averaged an enrollment of 30 per semester in its graduate course offerings, but this number will increase as the number of graduate courses offered by departmental faculty will increase in the years ahead. Also, growth is anticipated in graduate enrollments generally as the MPM program expands and becomes involved in the China portion of the program that is tentatively scheduled to begin in the fall of 2002.

Department enrollments have been steady over the past five years, but the current and expected enrollment growth combined with expanding teaching and program responsibilities are a concern. Below is a summary of undergraduate enrollment over the past **eight** years.

#### **UNDERGRADUATE ENROLLMENTS**

Fall	Enrollment	Spring	Enrollment
1996	408	1997	351
1997	378	1998	403

1998	400	1999	328
1999	409	2000	368
2000	392	2001	508
2001	456	2002	478
2002	557	2003	515
2003	569	2004	471

### **Scholarship, Service, Grants, and Contracts**

Traditionally, UNCP has emphasized its teaching mission. Not too many years ago, it was considered the only mission of the institution. This department has always believed that scholarship is connected to quality teaching. As the university's mission has expanded to include more scholarship, service, and grants activity, this department has attempted to be a leader. Scholarly publication has increased to a significant degree. It is not only expected, but as a department we have been increasingly productive. This productivity does need to be more evenly spread, but the trend is improving overall. While faculty workloads are heavily tilted toward teaching, our faculty has maintained serious involvement in meaningful community service activities. PSPA faculty has participated, with success, in the writing of institutional grants. Just this year, two of our faculty successfully completed our department's first two contracts with a federal agency.

The trend is toward increased productivity. It is difficult, given the nature of the teaching loads of our faculty, the inexact articulation of institutional expectations, and the uneven performance even within productive departments, to enhance or maximize the potential for productivity. This is a university-wide problem, and it will require some serious and constructive thought in this planning process. There is a great need, at the departmental and the university level, to link scholarly, service, and grants activities to the plans we are developing. Ideally, these activities should be included in efforts to promote the quality of the institution and its programs. They should also enhance its ability to serve the region.

### **Summary**

PSPA programs and faculty touch very directly upon several of the major elements of the university's mission to its students and its region. Its general education and its major programs contribute to the establishment of a basis for both critical thinking and life long learning skills. Our undergraduate programs and options contribute to the preparation of students for a variety of careers in government, the law, and the private sector. The MPM program directly contributes to the preparation of managers and professionals in the public and not for profit sectors. It has the potential for a major impact on the region and its development. Our faculty and our courses are an integral part of this program. The development of new MPM concentrations in Criminal Justice and Health Care Administration, areas of direct concern to the region, will be served by our faculty as well. Our international courses and faculty involvement in international programs also contribute to the cultural enrichment of our students and help prepare them for the realities of the global economy.

### **Evaluation of Faculty Resources**

The department's undergraduate programs continue to be strong. As a result of our last external review, the undergraduate curriculum was both simplified and strengthened. A set of core courses was identified, consisting of 18 hours, and the major concentrations were tightened up to make it possible for our faculty to offer a variety of options over a four-year period without excessive numbers of course preparations. Our external reviewer had recommended this revision

because it appeared to him that the typical faculty member was doing five to six different course preps over a two-year period. To some extent, in a small department, this problem is unavoidable. But the common core, and simplified option requirements did help. Yet, as this revision has been implemented, the graduate teaching load of the department has increased. In the past, the department has offered three or four graduate courses per year. In the future, it is likely that the number of graduate courses to be offered per year will increase to 6-8 in number.

As the teaching responsibilities are expanding, the number of hours faculty can devote to teaching, especially at the undergraduate level, is decreasing. One of our faculty members has a half-time administrative load (Director of the Teaching and Learning Center). Another faculty member has a half-time administrative appointment teaching nine hours per year (Director of the Honors College). As a result of administrative reassigned time or joint appointments, the department loses 27 hours of undergraduate teaching per year. If the department teaches three graduate courses per semester, the resulting reassigned time for graduate teaching accounts for an undergraduate loss of 18 hours per semester, 36 hours per year. Hence, though we have a six and one-half person department (including Dr. Barbee), the resulting administrative and graduate responsibilities amount to a reduction of at least 63 hours in available undergraduate teaching hours per year. The department teaches 42 undergraduate hours per semester, thus our undergraduate hours translate into 4 and one-half rather than six and one-half faculty.

As the department projects its needs over the next several years, the following seems obvious. Ideally, two more introductory sessions should be added to accommodate expected enrollment growth. In analyzing the four-year cycle for undergraduate majors we are barely able to offer the necessary curriculum. Ideally, one (possibly two) additional upper division courses per semester would better serve our students. Thus, an increase of 9-12 undergraduate hours per semester would be indicated to serve the needs of our undergraduate students and programs.

We will have to teach nine hours (or more with the China program) in graduate offerings per semester to meet the needs of the MPM program and students. The bottom line is, any reasonable assessment of our needs versus present staff availability argues strongly in favor of added teaching resources. One, probably two new faculty positions, plus utilization of graduate assistants would appear to be necessary.

As this departmental planning process unfolds, and as the department gains a better insight into its responsibilities with regard to the China program, the assessment of these needs will be critical to assure that the department and its programs succeed. It will also be necessary to assess, and perhaps revise further, our undergraduate curriculum. It will also be necessary to assess needs for educational equipment and staff support.

### **Process-Brief Description of How The Plan Was Developed**

The development of the 2002-2007 Departmental plan began with several meetings and discussions involving the entire department faculty. These meetings were dedicated to initial assessments of the planning process, initial analysis of departmental strengths and needs, and initial discussion of possible goals and objectives.

After the initial or preliminary discussions, the faculty was divided into work groups to generate specific portions of the plan and to generate drafts of material. These drafts were circulated to the entire faculty for analysis and comment. Following the completion of drafts by working groups, the entire department met to assess and revise the drafts.

## **Assumptions**

1. This plan anticipates enrollment increases and new initiatives, but these will be accommodated without a decline in the quality of existing undergraduate or graduate programs.
2. State funding will continue to be enrollment driven, and the next few years will see some benefits coming to UNCP as a result of enrollment growth. This will not be a permanent situation, thus all reasonable efforts need to be made to address personnel and material needs within the department in this time of expected enrollment growth.
3. Departmental graduate teaching loads will increase significantly.
4. The graduate teaching load will include the MPM China program.
5. The MPM program will be seeking to earn national accreditation by the National Association of Schools of Public Affairs and Administration. This will entail significant enhancement of the graduate faculty and its opportunities for scholarly and service related productivity.
6. UNCP will continue to be primarily concerned with outstanding undergraduate education, and the department will continue to enhance its existing undergraduate programs.
7. More effective applications of technology and alternative modes of product delivery will be necessary to impart instruction and to support the learning process.
8. This plan assumes that the position held by Dr. Thompson will remain as a permanent position within the department. It also assumes, as a necessity dictated by new graduate instructional and program responsibilities, that additional faculty (one and probably two) as well as new graduate assistants (a minimum of two per year) will be provided as needed to meet the department's existing programs and expanded graduate program responsibilities.
9. This plan assumes the necessary staff support and equipment acquisition for the success of the MPM China program.
10. This plan assumes that the department will be an integral component in the university's efforts to prepare knowledgeable public sector managers and professionals, in adapting emerging technology to meet the intellectual, pedagogical, and creative needs of society, in providing the basis for both critical thinking and lifelong learning, and in contributing to the global awareness necessary for success in an interdependent world.

## **Mission**

In keeping with the commitment of the University of North Carolina at Pembroke to excellence in teaching, research, and service, the mission of the Department of Political Science and Public Administration is to provide an environment of academic excellence that provides students with access to quality undergraduate and graduate academic programs, that enables faculty to

engage in scholarship and intellectual development within the discipline, and that enhances and enriches the intellectual, economic, social, cultural, and political life of the region.

## **Vision Statement**

Through its undergraduate programs, the department prepares students for a variety of career activities and leadership roles. The emphasis is on the development of learning and thinking skills that will serve as a foundation for life-long learning and development. Through its general education offerings, the department provides training for informed citizenship and civic involvement. Through its graduate program, the department plays a pivotal role in the advanced training of public and non-profit managers within the region.

The department maintains an educational environment that challenges students, sustains and nurtures students in the development and enhancement of skills, and instills professionalism. Department faculty, through their instructional, service, and scholarly activities contribute to the university mission, the mission of the department, and to the service of the region.

## **Goals and Objectives-For The 2002-2007 Period**

Goal One: In keeping with the University's emphasis on Liberal Arts as the foundation for both critical thinking and life-long learning and the Department's mission to provide students with quality academic programs, the Department will continue to provide undergraduate programs and courses that enable students through knowledge gained in the discipline of political science to acquire a strong liberal arts background that will contribute to the development of analytical skills and life-long learning skills.

Objective 1.1: PSPA will work to enhance and expand undergraduate offerings.

Strategy 1.1.1: PSPA will seek to acquire additional faculty in American Politics and Public Policy.

Strategy 1.1.2: PSPA will review and, as necessary, revise undergraduate curriculum offerings.

Strategy 1.1.3: PSPA will explore opportunities for collaboration with other departments in interdisciplinary programs and/or the inclusion of its courses to support existing programs. Possible examples might include collaboration with the Department of Education and the Departments of Social Work and Criminal Justice to offer relevant courses in political institutions and public administration.

Goal Two: Consistent with the University's commitment to prepare knowledgeable managers and professionals for the future, and the Department's mission to provide students with access to quality academic programs, PSPA will collaborate with the Masters of Public Management Program to prepare students for careers as professional managers in the public, not for profit, and private sectors.

Objective 2.1. Enhance and expand the Masters of Public Management Program

Strategy 2.1.1: PSPA will carry the major teaching responsibilities for the core courses in the MPM program. PSPA will participate more directly in the planning and implementation of the program's future.

Strategy 2.1.2: PSPA will work toward the goal of national accreditation for the MPM program by the National Association of Schools of Public Affairs and Administration.

Strategy 2.1.3: PSPA will seek to acquire a new faculty member in the area of political economy and public sector economics and finance.

Strategy 2.1.4: PSPA will review and revise the curriculum for the MPM program.

Strategy 2.1.5: PSPA will explore alternative delivery modes and technologies for the program including weekend courses, intensive one-week summer courses, and distance learning courses.

Strategy 2.1.6: PSPA will take the lead in implementing UNCP's plans to offer the MPM program in China and other foreign venues.

Strategy 2.1.7: PSPA will explore continuing education and public service activities in Public Management with the Associate Provost for Outreach.

Goal Three: The department, in the performance of its teaching mission, will produce graduates who have acquired a general knowledge of the discipline, the ability to think analytically, and the written and oral communication skills necessary for advancement in their field or sub-field.

Objective 3.1: Develop assessment mechanisms for graduating majors that assess knowledge or foundation in the discipline sufficient to serve their career or educational goals.

Objective 3.2: Develop mechanisms to assess whether Political Science graduates demonstrate the ability to think critically and analytically and whether they have written and oral communication skills necessary for their professional advancement.

Objective 3.3: PSPA graduates who choose to pursue advanced professional degrees will be prepared for admission to graduate and professional schools.

Goal Four: PSPA will support the University's commitment to enriching the cultural life of the region. It will work to promote knowledge of and appreciation for the University's Native American heritage, the unique cultural and ethnic diversity of the campus, and the related issues relevant to the region.

Objective 4.1: PSPA will explore the possibility of collaboration with the Department of American Indian Studies.

Strategy 4.1.1: PSPA will explore with the Department of American Indian Studies the possibility of a shared faculty position.

Strategy 4.1.2: PSPA will work to develop new courses in collaboration with the Department of American Indian Studies that explore the political dimensions of the Native American experience.

Goal Five: In keeping with the University's goal of adapting and humanizing emerging information technology to meet the intellectual, pedagogical, and creative needs of society, the Department will increase the infusion of technology into its courses.

Objective 5.1: The Department will increase the number of on-line and web-assisted courses offered in the curriculum.

Strategy 5.1.1: Faculty will be afforded opportunities to participate in training for web-based and web-assisted courses.

Objective 5.2: The Department will increase the number of technology-equipped classrooms available for PSPA courses.

Strategy 5.2.1: Department will engage other departments in Dial Building to request administrative funding to equip classrooms with relevant technology.

Strategy 5.2.2: Department will encourage a cooperative effort with other departments in Dial Building to seek external funding for classroom technology.

Strategy 5.2.3: The Department will improve the Political Science Lab facilities to better serve its students through the availability and utilization of technologies appropriate to the discipline and supportive of the instructional and learning processes.

Goal Six: In keeping with the Department's commitment to providing an environment of academic excellence that enables faculty to engage in a variety of scholarly activities and intellectual development within the discipline, the department will encourage and support its faculty efforts in these areas.

Objective 6.1: PSPA faculty will, in the context of institutional and departmental guidelines, be active researchers in their fields and enhance their development in the discipline.

Strategy 6.1.1: Faculty will demonstrate tangible evidence of scholarship through articles, book chapters, reference publications, paper presentations at conferences within the discipline, applied research, and other appropriate work.

Strategy 6.1.2: Faculty will, where possible, write and submit grants and seek other opportunities to support research activities and departmental objectives.

Strategy 6.1.3: Wherever available, departmental and university resources will be made available to faculty on the basis of their potential for scholarly activity and productivity.

Goal Seven: In keeping with the service mission of the institution and of the department, PSPA faculty will be encouraged and supported in efforts to provide their professional expertise to the region, to the discipline, and to the university.

Objective 7.1: Department faculty will participate in departmental and university service activities.

Objective 7.2: As appropriate, department faculty will participate in service activities that make their academic expertise available to UNCP's service region.

**EVALUATION: Procedures for Implementation and Assessment of Goals and Objectives.**

Goal One: ...provide undergraduate programs and courses that enable students ...to acquire a liberal arts background and contribute to life-long learning skills.

Objective 1.1: Enhance and expand undergraduate offerings.

Strategy 1.1.1: A request for a new faculty position will be made in the spring of 2001. Pending action by the Provost, recruitment process will be conducted during 2001-2002 academic year with the new faculty position to be filled by the fall of 2002.

Strategy 1.1.2: Faculty will review curriculum within their sub-field and make necessary curriculum recommendations during the 2001-2002 academic year. Any resulting curriculum changes will be implemented beginning in the fall of 2002.

Strategy 1.1.3: Beginning in the fall of 2002, department chair and faculty will analyze and take steps to initiate possible collaborations with other departments.

Goal Two: ...collaborate with MPM Program to prepare students for careers as professional managers...

Objective 2.1. Enhance and Expand Masters of Public Management Program.

Strategy 2.1.1: Course scheduling for the period (2002-2007) will result in core courses being taught by PSPA faculty. Planning procedures for the MPM program, already initiated, will be conducted by the "core faculty" identified by the Program Director.

Strategy 2.1.2: An initial or preliminary visit to campus by NASPA representatives will be scheduled for the spring of 2002 or the fall of 2003. The Program Director and core-planning group will, on the basis of that visit, plan the process for completing the accreditation process.

Strategy 2.1.3: Request for a new faculty member will be made and, pending action by the Provost the recruitment process will begin in the fall of 2001 with the position to be filled in the fall of 2002.

Strategy 2.1.4: Curriculum review, already underway, will be completed by the Program Director and core-faculty. This will result in a redefined core course curriculum by the fall of 2002. Planning for new degree options in Health Care Administration and Criminal Justice will be completed and the programs implemented.

Strategy 2.1.5: A committee, appointed by the Program Director, will develop the capacity to place portions of the MPM degree on-line for distance learning audiences. This group will also explore grant opportunities to provide training and technical assistance for faculty and for the program.

Strategy 2.2.6: An initiative to present the MPM program in China is underway. The Program Director, core faculty, and university administrators will plan the details of this initiative during the 2001-2002 academic year. The China project will be ready for implementation by the fall of 2002.

Strategy 2.2.7: The Program Director will, with the Associate Provost for Outreach, identify outreach and public service activities.

Goal Three: ...produce graduates who have acquired knowledge of discipline, analytical skills, and communication skills...

Objectives 3.1 and 3.2: Develop assessment instruments to evaluate analytical skills of majors. A department committee will begin, in the 2001-2002 academic year, to develop assessment mechanisms. Options to be explored will include student portfolios, pre and post testing, and student surveys. These mechanisms will be decided on by the departmental faculty with the goal of implementation in the fall of 2002.

Objective 3.3: The faculty committee appointed for 3.1 and 3.2 will develop an exit interview for graduating seniors, present it for department approval, and have it ready for implementation in the spring of 2003.

Goal Four: ...investigate possible collaboration with Department of American Indian Studies.

Strategy 4.1.1 and 4.1.2: Discussions between the departments (PSPA and American Indian Studies) will be initiated as soon as possible. Based on the identification of collaboration possibilities, specific steps will be developed as needed.

Goal Five: ...increase infusion of technology into courses...

Objective 5.1: On-line and web assisted courses.

Strategy 5.1.1: Training for faculty will be sought through the university and through grants activities that may provide funding for this purpose. The first workshop for faculty will be provided during the summer of 2001 if possible.

Objective 5.2: Technology equipped classrooms.

Strategy 5.2.1, 5.2.2 and 5.2.3: A departmental committee will develop a proposal to address departmental short and long-term needs. Requests for equipment through the existing administrative channels will reflect this goal as a top priority.

Goal Six: ...promote environment for faculty excellence in scholarly activity...

Objective 6.1: Encourage and enhance scholarly productivity.

Strategy 6.1.1, 6.1.2, and 6.1.3: All faculty activity in this area will be assessed and rewarded in the process of the existing annual faculty evaluation process. Departmental faculty will continue to refine expected outcomes as identified in tenure and promotion guidelines.

Goal Seven: ...promote faculty productivity in service related activities...

Objective 7.1: Departmental and University Service

Objective 7.2: Community Service

Both will be assessed and evaluated in the annual evaluation of faculty as proscribed by the faculty evaluation model.

**USE OF EVALUATION:** The evaluation criteria noted herein, and those materials in place or to be developed for the purpose of implementing this plan, will be utilized in the making of modifications (at times specified in the planning process) to the department plan and, where noted, in the annual assessment of our programs and faculty.

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**SUMMARY OF FUNDING NEEDS: The use of state funding for the implementation of this plan will be prioritized as follows:**

Listed in order of priority:

1. Two new Faculty members to serve both undergraduate and graduate programs
  2. Two graduate assistants per year
  3. Technology and equipment necessary for on-line course delivery
  4. Classroom technology and equipment
  5. Technology and equipment upgrades for PSPA student lab
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### **III**

#### **PSPA GOALS AND TIMELINE CHART**

Goal One- Provide undergraduate courses that enable students to acquire a liberal arts background and contribute to life-long learning skills.

Goal Four- Investigate collaborations with other departments (eg. American Indian studies) to enhance general education or other undergraduate educational opportunities.

Task	Implements(s)	Year	Evaluation	Evaluator(s)
<p>Evaluate and enhance undergraduate offerings</p> <p><b>Update: This process is just beginning. With new faculty in place, it will now be possible to complete this evaluation.</b></p>	<p>PSPA Faculty- Pre-Law Schneider</p> <p>Pub. Admn. Giannatasio/ Barbee</p> <p>American- Hawthorne/ Thompson</p> <p>IR/Comparative- Normandy/Trapp.</p>	<p>Year One: Evaluate undergraduate curriculum.</p> <p>Year Two: Propose and implement any desired curriculum changes.</p> <p>Years Three-Five: Evaluate and report as necessary.</p>	<p>Curriculum assessments and proposed revisions by faculty to be recorded and evaluated by department.</p> <p><b>Update: The first curriculum revisions will be forthcoming in 2004-05</b></p>	<p>PSPA Faculty (Hawthorne to monitor this activity and report.)</p> <p>(annual)</p>
<p>Request and recruit new faculty to enhance both graduate and undergraduate offerings.</p> <p><b>Update: In past two years, two new faculty positions have been given to PSPA and these positions have been filled. Both undergraduate and graduate teaching needs were addressed.</b></p>	<p>PSPA Faculty/ Dept. Chair/ Office Academic Affairs.</p>	<p>Year One: Identify areas of need, request position, conduct national recruitment search.</p> <p>Year Two: First position filled. Repeat request/recruitment process for a second position.</p> <p>Year Three: Second position filled. Evaluate and repeat process as necessary.</p> <p><b>Update: Done</b></p>	<p>Annual assessments of personnel needs and evaluations of potential for new positions.</p> <p>Annual reporting of progress in new positions, recruiting, etc.</p> <p><b>Update: With an enrollment growth of 30% at the undergraduate level and a doubling of graduate enrollment over past three years, the two new positions have been much needed.</b></p>	<p>PSPA Faculty and Department (PSPA Chair to monitor this activity and report).</p> <p>(annual)</p> <p><b>Update: Anticipated enrollment growth of 25% in next two years combined with day time MPA offerings will require two new faculty positions over the next two or three years (2004-07).</b></p>

<p>Develop opportunities to collaborate with other departments in course or program offerings.</p> <p><b>Update: PSPA and American Indian Studies are cross-listing a course in Native American Law. The process of identifying other projects will continue as described.</b></p>	<p>Faculty will provide assessment and guidelines and Dept. Chair will initiate contracts as appropriate with other departments.</p>	<p>Year One: Initial evaluation and initial discussions with other departments identified by PSPA faculty.</p> <p>Year Two: If appropriate, develop courses etc.</p> <p>Year Three: Implement courses etc.</p> <p>Years Four and Five: Evaluate and repeat as appropriate.</p>	<p>Annual assessment of faculty resources and interests as related to this objective. Also annual reporting of progress toward objective and reassessment of objective.</p>	<p>PSPA Faculty (Normandy to coordinate and report.)</p> <p>annual</p>
<p>Reevaluation of all goals and strategies.</p>	<p>PSPA Faculty</p>	<p>Annual evaluation and discussion at dept. meetings etc.</p>	<p>Any modifications to goals and strategies to be reported in continuation of strategic planning process.</p>	<p>PSPA Faculty (Dept. Chair to coordinate and report as appropriate.)</p>

Goal Two- Enhance and Expand Masters Program in Public Management

Task	Implements(s)	Year	Evaluation	Evaluator(s)
<p>Core Faculty to be identified and MPM core courses to be taught by MPM faculty.</p> <p>Update: Core faculty have been identified and scheduled for all areas except human resources. PSPA faculty have taken over the core courses.</p>	<p>MPM Director and PSPA Chair.</p>	<p>Years One- Five: Core faculty will be identified and course scheduling will reflect this accordingly.</p>	<p>Annual assessment of MPM faculty will be incorporated into PSPA annual faculty evaluations. Periodic review of core faculty will be conducted by MPM Director and PSPA faculty.</p> <p>Update: New faculty recruiting will have to address need in human resources.</p>	<p>MPM Director PSPA Chair PSPA Faculty</p>
<p>Update: The process for MPA accreditation has begun. Year one of this process is just being completed.</p>	<p>MPM Director</p>	<p>Year One: MPM Director will appoint Advisory Group to work with him in planning process. NASPAA representatives scheduled for initial visit.</p> <p>Years Two- Five: Pending results of initial visit, plans for achieving full accreditation will proceed and be implemented on a schedule to be developed by MPM Director and Advisory</p>	<p>Annual reporting on progress by MPM Director and Advisory Board. Also annual evaluation of accreditation effort.</p>	<p>MPM Director and Advisory Board (MPM Director to Coordinate.)</p>

		Group.		
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<p>Identify faculty needs and, with PSPA, request and recruit new faculty.</p>	<p>MPM Director PSPA Chair PAPS Faculty</p>	<p>Year One: Identify areas of personnel needs, request positions, conduct national recruitment search.</p> <p>Year Two: First position filled. Evaluate and repeat process.</p> <p>Years Three-Five: Evaluate and repeat process.</p>	<p>Annual assessments of personnel needs and evaluations of potential for new positions.</p> <p>Annual reporting of progress in new positions, recruiting etc.</p>	<p>PSOA Faculty PSPA Chair MPM Director (PSPA Chair and MPM Director to monitor and report.)</p>
<p>Curriculum review and Revision. Evaluate core courses, identify possible concentrations and refine current offerings.</p>	<p>MPM Director and Core Faculty.</p>	<p>Years One-Five: Evaluate and revise as needed.</p>	<p>Annual assessment of program, curriculum, and concentrations by MPM Director and Core Faculty.</p>	<p>MPM Director and Core Faculty. (Coordinated by MPM Director.)</p>
<p>Investigate Online delivery methods for MPM courses/program.</p>	<p>MPM Director will appoint a committee to evaluate on-line delivery techniques and to explore grant opportunities to provide training and technical assistance.</p>	<p>Year One: Committee will be appointed and evaluation process begins.</p> <p>Year Two: First online courses to be offered (if possible.)</p> <p>Year Three: Long term plan for online courses will be completed.</p>	<p>Annual reports and evaluations reported by committee and MPM Director.</p>	<p>MPM Director and Committee.</p>

		Years Four and Five: Evaluate and Revise as needed.		
Implement MPM program at China University of Mining and Technology per UNCP agreement etc. <b>Update: 2003-04 marks beginning of the second year of courses at CUMT. First cohort of students should finish by fall 2004.</b>	MPM Director, PSPA Faculty, and PSPA Chair.	Year One: Begin offering courses in China. <b>Note (2002-03 was year one)</b>  Years Two- Five: Complete commitment to offer program in China.  *Presumes a 2002 starting date with necessary pre-planning in 2001-2002.	Annual evaluation of China program by PSPA faculty and MPM Director. Adjustments in program delivery as called for.  Integrate evaluation of China's portion of program into program, course, and teacher assessments.	MPM Director PSPA Faculty PSPA Chair
Identify and implement possible outreach and service activities. <b>Update: Certified Public Management training has been obtained by UNCP faculty (2002-03)</b>	MPM Director and Associate Provost for Outreach.	Year One: Investigate and design, where appropriate, certificate program in public management.  Year Two: Begin implementing certificate programs.  Years Three-Five: continue to identify and implement other options.	Annual report and assessment of activities by MPM Director. <b>Update: Implementation of CPM has been delayed due to state budget cuts.</b>	MPM Director

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Goal Three- The department will produce graduates who have acquired a general knowledge of the discipline, the ability to think analytically, and the skills necessary for advancement in their field or sub-field.

Task	Implements(s)	Year	Evaluation	Evaluator(s)
<p>Development of assessment measures for graduating seniors that assess their knowledge or foundation in the discipline.</p> <p>Update: The development of assessment measures has not begun. Schedule is now adjusted as shown at right.</p>	<p>PSPA Faculty Hawthorne, Normandy to coordinate.</p>	<p>Year One: (2004-05) Develop and assess initial proposals for assessment measures.</p> <p>Year Two: (2005-06) Choose assessment measures and plan implementation.</p> <p>Year Three: (2006-07) Commence implementation of assessment measures.</p>	<p>Annual reports of assessment planning activities and evaluation of assessment results.</p>	<p>PSPA Faculty Annual Report and coordination of faculty discussion/evaluation (Hawthorne/Normandy Coordinate.)</p>
<p>Develop assessment measures to evaluate student skill development.</p> <p>Update: Schedule adjusted as shown.</p>	<p>PSPA Faculty (Hawthorne, Trapp to coordinate.)</p>	<p>Year One: (2004-05) Develop and assess initial proposals for assessment measures.</p> <p>Year Two: (2005-06)</p>	<p>Annual reports of assessment planning activities and evaluation of assessment results.</p>	<p>PSPA Faculty Annual report and discussion etc. (Hawthorne/Trapp coordinate.)</p>

		<p>Choose assessment measures and plan implementation.</p> <p>Year Three: commence implementation of assessment measures. (2006-07)</p>		
Monitor post graduate education of PSPA graduates.	Institutional Research/PSPA Dept. (Coordinated by PSPA Chair.)	Years One-Five Collect data.	Annual evaluation of data.	PSPA Faculty

Goal Five- The department will seek to increase the infusion of technology into its courses.

Task	Implements(s)	Year	Evaluation	Evaluator(s)
Faculty will take advantage of training opportunities for we-based and web-assisted courses.	Individual Faculty Members.	One-Five: Faculty will acquire training from university sources etc. as available and appropriate to their needs.	Annual Evaluation System for Faculty: Self, and Chair evaluations will record and evaluate activity.	PSPA Faculty PSPA Chair
The Department, on its own and in concert with other depts.. Building will seek both internal and, where possible, external funding for classroom technology.	PSPA Technology Committee (Trapp and Hawthorne.)	<b>PSPA Technology committee will continue assessment and make proposals as needed. Will begin filing annual reports 2003-04.</b>	Yearly reports and assessment by PSPA Technology Committee.	PSPA Technology Committee (Trapp and Hawthorne.)
Improve PSPA Student lab facilities. <b>Update: New classroom and student lab equipment purchased 2002-2003)</b>	PSPA Technology Committee (Trapp and Hawthorne)		Yearly reports by PSPA Technology Committee.  Proposals prepared by Committee and approved by Faculty.	PSPA Technology Committee.

Goal Six- The department will be committed to an environment of academic excellence that will enable faculty to engage in a variety of scholarly activities and intellectual development within the discipline.

Task	Implements(s)	Year	Evaluation	Evaluator(s)
Faculty will demonstrate tangible evidence of scholarship through articles, book chapters, papers presentations at conferences, etc.	PSPA Faculty	Year One-Five: Faculty will demonstrate progress on a research and scholarly agenda.	UNCP Faculty Evaluation Model will be implemented (annual self and chair evaluations and peer evaluations where specified in the model.	PSPA Chair PSPA Faculty
Faculty will, where possible and appropriate, write grants or contracts to support research activities.	PSPA Faculty	Year One-Five: Faculty will produce grants and contracts as appropriate etc.	UNCP Faculty Evaluation Model (as above.)	PSPA Chair PSPA Faculty
Wherever available, university resources will be made available to faculty on the basis of their scholarly activity and productivity.	PSPA Chair PSPA Faculty	Year One-Five: Available resources (travel monies, time reallocations) will be awarded in a manner consistent with this goal.	UNCP Faculty Evaluation Model (as above) Plus annual assessment of resources and their allotment by faculty and chair.	PSPA Chair PSPA Faculty

Goal Seven- Faculty will be encouraged to participate in service to the institution, the region, and the discipline.

Task	Implements(s)	Year	Evaluation	Evaluator(s)
Faculty will participate in departmental and university service activities.	PSPA Faculty	One-Five: Faculty will identify and engage in appropriate service activities.	UNCP Faculty Evaluation Model (Self, Chair, and Peer reporting and evaluation etc.)	PSPA Faculty PSPA Chair
Faculty will, as appropriate, participate in professional service to the community and the discipline.	PSPA Faculty	One-Five: Faculty will identify and engage in appropriate service activities.	UNCP Faculty Evaluation Model (Self, Chair, and Peer reporting and evaluation etc.)	PSPA Faculty PSPA Chair

## **IV**

### **MPM PLAN WITH GOALS AND TIMELINE CHARTS**

# **GRADUATE PROGRAM IN PUBLIC MANAGEMENT (MPM)**

## **THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE**

### **PROGRAM PLAN: 2002-2007**

#### **Introduction**

Established in 1989, the predecessor programs to the present MPM Program were efforts by this University to provide quality graduate education in management for students from business, government, and non-profit sectors. A major strength of these programs was their multidisciplinary quality, and the very significant diversity of the student body.

The present program—the MPM Program—retains much of this multidisciplinary strength, a diverse student group, and a new commitment to excellence in graduate education in public management. As a consequence of this major change, the core faculty of the MPM Program largely derives from Political Science, with substantial, but lessened involvement and support from other departments and disciplines, including Business, Economics, Psychology, Criminal Justice, and others. Moreover, the MPM Program now offers concentrations in Criminal Justice and Health Administration. MPM also is undertaking new outreach initiatives with foreign universities, and employ e-learning technologies. Already, MPM has become an innovator at UNCP via its use of cohorts (at Sandhills Community College), summer immersion courses, and flexible intensive weekend courses. It is projected that more such efforts to innovate and retain high quality will characterize the future MPM Program

As a result of the changes of the past two years, the MPM Program is now considered a graduate program within the Department of Political Science and Public Administration. Clearly, with few exceptions, the core faculty for the Program is expected to consist of Political Science and Public Administration scholars. This direction will strengthen the capacity of the Program and enable it to move forward reputationally and for NASPAA accreditation.

The MPM Program maintains a very reasonable active group of 40-45 students, most of whom are working professionals. As program promotion and innovative initiatives are successfully undertaken, we fully project a significant increase in enrollments, which will require additional faculty and technological support and other resources. Among other avenues, we expect to develop extramural support to help us provide high quality experiences for our students, and to help the University in its research and service mission and obligations.

The remainder of this document should be read in conjunction with the plan of the Department of Political Science and Public Administration. The MPM Director, a member of that department and discipline, has been fully engaged with his PSPA colleagues in the development of the PSPA plan. Hence, the two separate documents should be viewed a complementary and mutually reinforcing. This plan addresses certain specific, distinguishable matters relating to

graduate education separate from the undergraduate focus of the PSPA document, although there is some overlapping material.

### **MPM Linkages to Other Programs**

During their existence, the MPM Program and its predecessors have provided opportunities for students enrolled in other graduate programs to take MPM courses in a variety of subject areas. We continue to work with other programs to share the high quality courses taught by MPM faculty. Additionally, MPM students have been provided opportunities for coursework in other programs, depending on career and professional aspirations and plans. An increasing number of programs are taking advantage of MPM course context and quality as appropriate. We are pleased to cooperate with other programs.

### **Enrollment**

During its existence, the MPM Program has enrolled more than 36 students per semester. The predecessor programs, Master of Science in Administrative Studies and Master of Science in Organizational Leadership and Management, ranged from a low of 33 to a high of 63 in 1992-1993. A projected student population is expected to range from 40 to 50 students, assuming appropriate levels of retention and graduation. MPM courses and the related enrollment numbers frequently are high for graduate courses because they are sometimes supplemented with students from other graduate programs.

### **Scholarship, Service, Grants, and Contracts**

Excellent teaching at the graduate level, with its blend of theory and practicality and observed cases, has been a program aim of the MPM Program. The desired, even essential, relationship among scholarship, service, and quality teaching and mentoring is a present aim of the MPM program, not yet fully realized. It does appear that the MPM faculty members are productive in areas of research, grants, and service, and the observed trend is very positive from the perspective of program accreditation and reputation.

However, the past years have demonstrated that scholarly and public service performance requires a suitable level of institutional support and commitment. In short, the legitimate aims of graduate faculty members to generate funds for research and publication, and to do public service, must be viewed within an institutional context that makes these aims fully realizable. Heretofore, for most of the existence of the MPM and its predecessors, this has not been the case. In both this document and in the PSPA document, increased, appropriate productivity is promoted.

### **Faculty Resources**

The MPM faculty resources remain suboptimal for effective program performance. Our decisions over the past two years-to establish a public management program, to create a core faculty consisting primarily of political scientists, and to create high-demand concentrations in criminal justice and health administration, have been intended to enable greatest value for resource investments. However, while these decisions have helped us to create a strong program, they have put additional burdens on PSPA and other contributing departments. Moreover, our expansion aspirations, including the China initiative and others, and the e-learning initiative, create further

faculty demands. The MPM Program alone clearly needs as least one additional faculty member in the content area in which our program is most deficient-public sector economics and finance.

It is also clear, based on reading this document along with the complementary PSPA document, that resources to enable further curriculum specification to meet the needs of public managers are likely to be required. If we emphasize program input-more students and more specific cohorts-then we also must address essential resources.

## **Process**

The MPM Program Director developed this document with substantial assistance from Dr. Robert Schneider and (earlier, in a series of meetings) with input from MPM colleagues. Additionally, as explained, much of the PSPA document also addresses MPM planning considerations.

## **Planning Assumptions**

A series of working assumptions guided the preparation of this document. As a practical matter, these assumptions largely grow from the meetings just referred to, and from larger assumptions derived from the preparations for the external review of the MSOLM Program, predecessor to the MPM Program, and from our working knowledge of the likely future of public management graduate education—all within the context of the mission of UNC Pembroke.

1. We assume some program growth, much of which is expected to be in areas of specialized initiatives and cohort recruitment. Our standard MPM Program is expected to benefit from these actions. More focused program marketing is an important, and assumed future action.
2. We need to take full advantage of growth and expansion opportunities and resources thereby made available.
3. All MPM faculty members will experience greater and more varied demands on their teaching, research, and service capacities as a result of program growth and differentiation.
4. MPM will undertake the process of earning NASPAA accreditation.
5. MPM will grow as an independent academic unit with significant support from the PSPA Department, and from other departments responsible for more specialized portions of the MPM Program curriculum, including the concentrations. We further assume greater specialization options within the MPM Program.
6. Over time, the MPM Program will begin to attract increased numbers of more traditional graduate students-per-service, essentially full-time, as well as focused cohort student groups, which will mandate the maximum use of innovative approaches to maintaining high-quality instruction and research mentoring.

## **Mission**

The mission of the Master of Science in Public Management (MPM) Program is to provide high quality graduate education in public management for experienced professionals and pre-service students from government, non-profit, and appropriate business organizations, in order to contribute to the leadership cadre of the region and beyond, and to the fulfillment of the teaching, research, and service mission of the University.

## **Vision Statement (MPM Program)**

The MPM Program emphasizes knowledge, skills, and abilities that enable graduate students to attain greater competency in general and specialized public management areas. The vision of the program is to enable students to add value to their careers and make useful contributions to the quality of public and non-profit programs and services. It is also our vision to contribute to the quality and numbers of persons in leadership positions and roles in this region and beyond. We envision a highly active, professionally productive group of excellent scholars and mentors serving in an independent multidisciplinary program working collegially toward the realization of this vision.

## **Summary and Conclusion**

The MPM Program fulfills a major need in this region, and is equally important in the mission of this University. Public sector and public interest professionals are in need of graduate educational opportunities, and the MPM Program is virtually an ideal vehicle for providing these experiences. In the original program design we emphasized the development of an effective cadre of leaders in this region via our graduate program. After more than a decade, that aim still is the highest program priority.

## Goal 1:

The MPM Program will continue to provide and improve the high quality professional education for both in-service and pre-service students who seek to enhance their careers or begin careers in public service areas.

### Objective 1: The MPM Program will maintain and enhance quality under conditions of planned growth.

Strategy	Task	Implementer(s)	Evaluation	Evaluator(s)
<p>1. Undertake responsible curriculum review and revision regularly in order to be able to adapt to changing needs and opportunities to serve its constituents and clients.</p> <p style="color: red;">Update: The core curriculum has been evaluated and we will propose adding one core requirement and reducing one elective requirement. This change will be proposed to the faculty in August of 2004.</p> <p style="color: red;">We have expanded the availability of electives to enable students to complete the degree in two to two-and-a-half years.</p>	<p><b>1. Ongoing.</b> Use the PSPA faculty meeting and also MPM faculty meeting to review curriculum.</p> <p><b>2. By July 2002.</b> Conduct a computer search of NASPAA member schools to assess curriculum differences.</p>	<p>1. Director, faculty, and staff.</p> <p>2. Director and MPA staff, including graduate assistants.</p>	<p>1. As evidenced by minutes and appropriate presentations to the Curriculum Committee.</p> <p>2. A presentation of a cross section of member schools curricula at faculty meetings.</p>	<p>1. Faculty, Department Chair of PSPA, Dir. Of MPM Program, Grad. Dean and the Dean of A/S.</p> <p>2. Faculty, Department Chair of PSPA, Director of MPM Program.</p>
2. Work with PSPA	1. <b>Ongoing.</b> Review	1. Director, Chair PSPA	1. Appropriate reports	1. Director, Chair PSPA

<p>Department, as its core group, and with other supporting departments and units throughout the University, to strengthen and make consistent the quality of faculty involvement in the Program.</p> <p>Update: Five of six core faculty have been identified. Human Resources management is the one core that is taught by an adjunct.</p>	<p>teaching evaluations and anecdotal reports on faculty performance.</p> <p>2. <b>Ongoing.</b> To monitor and encourage faculty to publish in scholarly journals.</p>	<p>and staff.</p> <p>2. Director</p>	<p>and meetings as needed with faculty. Feedback of evaluations material by faculty.</p> <p>2. Increased productivity.</p>	<p>Grad. Dean, Dean A/S</p> <p>2. Director</p>
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**DONE**

<p>3. To develop a sequence of core course and electives that would enable the full time student to complete the program in two years and the part-time student to complete the program in two and one-half years.</p>	<p>1. <b>By January 2002.</b> Provide additional availability of course offerings.</p> <p>2. <b>By January 2002.</b> Expand the role of adjuncts for specialty area concentrations.</p> <p>3. <b>By January 2002.</b> Continue to develop alternative scheduling and methods for course offerings.</p>	<p>1. Director</p> <p>2. Director</p> <p>3. Director</p>	<p>1. Course offerings for January 2002 will be expanded.</p> <p>2. More adjuncts will be available to teach specialty course as needed.</p> <p>3. More alternative Methods and Schedules will be presented in future registration materials.</p>	<p>1. Director, Students, Faculty, Dean A/S, Dean Grad Schools.</p> <p>2. Director, Chair PSPA, Dean Grad. School.</p> <p>3. Director, Chair PSPA, Dean Grad. School.</p>
<p>4. Seek ways to collaborate with other public sector programs such as the Certified Public Manager Program (CPM) so as to improve the opportunities for UNCP students and to create program linkages with existing public service programs.</p> <p>The certified Public manager program has been on hold for the last two years due to the state budgetary restraints for traing of state and local</p>	<p>1. <b>By January 2003.</b> Offer a CPM curriculum at UNCP.</p> <p>employees. However, the MPA program is currently exploring a partnership with The International Society for Public Administration (IASIA). The purpose of this collaboration is to</p>	<p>1. Director</p> <p>provide a Public Administration certificate to third-world countries. In this light UNCP and The leading academics in the field have formed the International</p>	<p>1. CPM curriculum will be in place</p> <p>Consortium of Public Administration.</p>	<p>1. PSPA Chair, Dean A/S, Provost, Chancellor.</p>

<p>Plan process for NASPAA accreditation.</p> <p><b>Update: The MPA program is in the incubator program for NASPAA accreditation. We intend to have a draft of the Accreditation manual by May 2004.</b></p>	<p>1. <b>By July 2002.</b> Consult with NASPAA regarding accreditation options.</p>	<p>1. Director</p>	<p>1. Report to Faculty and Dean A/S and Grad. Dean.</p>	<p>1. PSPA Chair and Director.</p>
<p>*6. Strive to achieve a level of enrollment and yearly graduates to become a member school of Pi Alpha Alpha. The National Honor Society of Schools of Public Affairs and Administration.</p>	<p>1. <b>By December 2002.</b> Using similar tasks as in strategy 3, graduation rates may be stimulated (5 graduates a year are required for member schools.)</p>	<p>1. Director</p>	<p>1. Becoming a member school of Pi Alpha</p>	<p>1. Director</p>

**DONE**

\*Denotes new strategy since 9/1/01

## Goal 2:

**The MPM Program will strengthen its design, capacity, and program structure.**

**Objectives:**

- 1. The MPM Program will develop and function using a more effective structure for managing a complex, multidisciplinary graduate educational program.**
- 2. The MPM Program will explore and exploit available resources and opportunities for improving the quality of graduate education it is able to provide by systematically using suitable management approaches supported by faculty colleagues.**

Strategy	Task	Implementer(s)	Evaluation	Evaluator(s)
1. Develop a suitable, effective organizational design, working procedures, and set of working relationships to contribute to effective teaching.	1. <b>By December 2002.</b> Incorporate the MPM degree as a departmental program of PSPA.	1. Director, Chair PSPA	1. The evolution of institutional knowledge of this incorporation. Assessment to be determined.  <i>Assessment is ongoing.</i>	1. Director, Chair PSPA
2. Establish and maintain linkage agreements and commitments of faculty, resources.	1. <b>Ongoing.</b> Continue to maintain excellent relationships with Schools of Business, Education, and related fields to share professorial duties across disciplines.	1. Director	1. Evidenced by listings and cross listings in the course catalogs.	1. Director, Chair PSPA and Grad. Dean.
	2. <b>Ongoing.</b> Foster relationships within the community and the region for adjunct	2. Director	2. Evidenced by the use of adjuncts in course listing catalogues.	2. . Director, Chair PSPA and Grad. Dean.

	resources.			
<p>3. Acquire new faculty and faculty commitments by planning cooperatively with PSPA.</p> <p><b>Update:</b>  <b>The MPA program will have expanded the number of adjunct faculty to 8 by Fall 2004.</b>  <b>All other recruitment, except for 1 year positions, is on hold.</b></p>	<p>1. <b>By January 2001.</b> Advertise for new faculty positions in the MPA program, coordinated through PSPA.</p> <p>2. <b>Ongoing.</b> As the department enrollment grows, continue to request faculty positions.</p>	<p>1. Director and PSPA Chair.</p> <p>2. . Director and PSPA Chair.</p>	<p>1. Ad will appear in appropriate journals and trade papers.</p> <p>2. As needed, requests will appear in all documents projecting future resources.</p>	<p>1. Director, Chair PSPA and Grad. Dean, Dean A/S.</p> <p>2. Director, Chair PSPA and Grad. Dean, Dean A/S.</p>
<p>4. Work systematically to locate and develop additional resource support for its program and future services. (This includes working with the outreach units of UNC Pembroke.)</p> <p><b>Update:</b>  <b>It is the goal of the MPA program to become independent of the office of the Provost who graciously underwrites our special events. In this light, students and faculty will pay for the Pi Alpha Alpha dinner this year.</b>  <b>All other items in this</b></p>	<p>1. <b>By December 2007.</b> Develop a stream of financial resources from private and non-profit sectors.</p> <p>2. <b>By July 2002.</b> Form a committee to explore an office of governmental research within the MPM program.</p>	<p>1. Director, Office of Development, Staff.</p> <p>2. Director.</p>	<p>1. Evidenced by funding.</p> <p>2. Minutes of committee meetings.</p>	<p>1. Chancellor, Provost, Deans.</p> <p>2. PSPA Chair, Dean A/S.</p>

section are on hold.

### Goal 3:

**The MPM Program will expand in its size and capability as a high-quality professional degree program in public administration.**

**Objectives:**

**1. To establish the necessary capacity and faculty capabilities for present and planned future expansions (given that the expansion are also planned and targeted.)**

Strategy	Task	Implementer(s)	Evaluation	Evaluator(s)
1. Explore alternative delivery modes and uses of technology for achieving higher quality and greater reach to targeted student populations.	1. <b>By January 2002.</b> Implement on-line delivery of one core course.	1. Director	1. On-line core course will appear in the Spring catalogue.	1. Chair PSPA
	2. <b>By January 2002.</b> Add additional Immersion Course to Summer curriculum.	2. Director	2. Additional Immersion Course will be submitted for inclusion in the Summer catalogue.	2. Chair PSPA
	3. <b>By August 2002.</b> Expand the offerings of electives in areas of managerial accounting and Computer Science.	3. Director	3. Managerial Accounting and an additional computer science course will be offered to students. <b>Update: a new emersion course has been added and a third will be added in 2005.</b>	3. Chair PSPA
2. Systematically review and address the expected volume of work performed (course, mentoring, scheduling)	1. <b>Ongoing.</b> Continually review with instructors progress made in courses, demands and needs of students, and	1. Director	1. Positive feedback from staff that their needs are met.	1. Director, staff, and PSPA Chair.

and determine needed resources for best performance.	anticipate and request resources as appropriate.			
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<p>3. Explore all options that are available to improve enrollment and offer students flexible scheduling*.</p> <p><b>Update:</b>  The MPA program will began day sessions in the Spring 2004 semester. We have also expanded our early-evening offerings (4PM). The executive program is amended as an approach to be explored after the day program's success.</p>	<p>1. <b>By May 2003.</b>  Conduct a comprehensive review of NASPAA schools to examine flexible programming such as an Executive Program.</p> <p>2. <b>By May 2007.</b>  Conduct feasibility study for new program as needed.</p>	<p>1. Director and Staff.</p> <p>2. Director and Staff.</p>	<p>1. Present the results of the study to Department and Graduate Dean.</p> <p>2. Feasibility study results.</p>	<p>1. Graduate Dean and PSPA Chair.</p>
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## Goal 4:

**The MPM Program will produce graduates who have acquired knowledge, skills, and abilities that add value to their endeavors as professional public managers.**

**1. To develop assessment capabilities that can enable MPM Program faculty to determine or estimate with some degree of accuracy the gains made by students as they progress through the MPM Program.**

Strategy	Task	Implementer(s)	Evaluation	Evaluator(s)
<p>1. To benchmark other graduate programs and to review professional research to ascertain the most useful and suitable such assessment approaches.</p> <p><b>Update:</b> The MPA is currently using the Graduate School's assessment form. We anticipate an assessment survey, which examine a value-added approach by Fall 2004</p>	<p>1. <b>By January 2006.</b> Conduct a literature search for comparable assessment approaches to survey the effects of MPM on success.</p> <p>2. <b>By January 2006.</b> Contact NASPAA affiliated schools to evaluate their approach to post-grad surveys.</p>	<p>1. Director and Staff.</p> <p>2. Director and Staff.</p>	<p>1. Presentation of study.</p> <p>2. Presentation of report.</p>	<p>1. Graduate Dean and PSPA Chair.</p> <p>2. Graduate Dean and PSPA Chair.</p>