

College of Public Affairs & Administration Strategic Plan

Engagement in Excellence



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Executive Summary

The College of Public Affairs & Administration is dedicated to the belief that effective public affairs education, significant public affairs scholarship and active service to the community will improve government and public policy in Illinois, the nation and our wider global community. We have a long history of interdisciplinary public affairs education, scholarship and public service. Departments in the College meet the needs of a wide range of students from their first semester of undergraduate education through their doctorate. We offer opportunities to faculty and students that simply cannot be found elsewhere in Illinois.

Our faculty members are engaged with their practitioner colleagues in government and support agencies. Our proximity to the State Capital, the headquarters of state agencies and associations and the Abraham Lincoln Presidential Library offers our students, staff and faculty educational and co-curricular opportunities designed to encourage life-long civic engagement and a dedication to public service. A significant number of political and public policy leaders in Illinois have been our students, teach as adjunct faculty, work with our faculty and seek our expertise on public affairs issues.

The College of Public Affairs & Administration is at the forefront of the UIS mission to provide an intellectually rich, collaborative and intimate learning environment for students, faculty and staff, while serving local, regional, state, national and international communities. Our College faculty and staff hope to provide an integrated package of curricular, co-curricular and extra-curricular initiatives that will guide our students to develop a strong sense of civic engagement, a commitment to social responsibility and an understanding of democratic values.

Vision Statement

Within five years, the College of Public Affairs & Administration will be a place where:

- Graduate and undergraduate students select our programs because we give them a unique opportunity to learn in the classroom and in the halls of government from innovative teachers who care about student success and well-being,
- Our faculty members are recognized nationally as innovative teachers who foster student engagement through active learning,
- Our College is recognized nationally as a leader in an interconnected college of public affairs that blends disciplinary expertise with the flexibility of interdisciplinary curricula,
- Faculty members are recognized nationally for their leading-edge scholarship,
- State and regional public policy makers seek assistance from our faculty, staff and students because our high quality research and service anticipate and respond to emerging public policy needs and advance public discourse on major public affairs issues,
- Distinguished national and international scholars and practitioners come to our College to share their expertise in the classroom and in projects with students and faculty and
- Our graduates become active and engaged members of our alumni community.

Mission Statement

The College of Public Affairs & Administration is a leader in public affairs engaged in excellent teaching, leading-edge scholarship and public service to advance public discourse, improve government and enhance public policy in Illinois, the nation and our wider global community.

Statement of Strategic Intent

The College of Public Affairs & Administration will be central to the efforts of UIS to achieve the goal of being recognized as one of the top five small public liberal arts universities in the US. Our pursuit of excellence in teaching and scholarship will advance the overall reputation of the University. Since its inception, the College of Public Affairs & Administration has been dedicated to providing a broad liberal arts foundation for graduate and undergraduate students seeking an excellent public affairs education. The faculty, staff and students of the College of Public Affairs & Administration will make a unique positive contribution to our community through the application of expertise to significant issues of public policy and by nurturing the desire for civic engagement to achieve positive social change from the local to the global levels.

Our Strategic Initiatives

Strategic Initiative #1- Excellence in Teaching and Learning in Public Affairs: The primary goal of the College of Public Affairs & Administration is to maximize student learning through excellence in teaching. Excellence in teaching in public affairs disciplines involves the integration of traditional scholarly approaches with an appreciation for the practitioners' needs for professional development. The College will strive to recruit, enroll, retain and graduate a larger number of high quality graduate and undergraduate students.

Strategic Initiative #2- Excellence in the Scholarship of Public Affairs: The College of Public Affairs & Administration affirms its commitment to the idea that excellence in teaching and a strong commitment to scholarship are inextricable. Our departments have a strong history of performance in scholarship where those forms of scholarship shape and improve public affairs policies and practices. We seek to exemplify the model of teacher/scholar to encourage our students to recognize that life-long learning involves the engagement with a discipline through scholarly activity.

Strategic Initiative #3- Public Affairs Engagement through Education, Scholarship & Service: The College of Public Affairs & Administration will promote an enjoyable and supportive learning community that produces engaged and informed citizens. Our public affairs initiatives will make a positive contribution to our community through the application of expertise to significant issues of public policy and by nurturing the desire for civic engagement to achieve positive social change. Students, faculty, staff, alumni and outside partners will have opportunities to enhance their personal growth, social capital, support networks, networking opportunities and extracurricular programming.

Strategic Initiative #4 - Developing Local to Global Awareness & Involvement: The College of Public Affairs & Administration encourages open dialogue on public affairs issues in an inclusive atmosphere. Providing our students with skills needed to encourage life-long learning requires involving those students in vigorous discussion of public affairs issues of concern locally, regionally, nationally and globally. Students, faculty, staff and external constituents will be exposed to a multicultural learning community representing diverse viewpoints in public affairs.

Stretching Our Horizons

- ◇ Expand graduate & undergraduate majors, minors and certificates
- ◇ Partnerships in the areas of community and environmental health
 - ◇ Establish Distinguished Chair of Public Affairs
- ◇ Speakers' series focused on significant policy controversies and civic engagement
 - ◇ Develop a distinguished practitioner-in-residence program

Introduction

The College of Public Affairs & Administration is at the forefront of the UIS mission to provide an intellectually rich, collaborative and intimate learning environment for students, faculty and staff, while serving local, regional, state, national and international communities. The new UIS Strategic Plan places in center stage a commitment to excellence in education and scholarship with a determination to make a difference in the world. Our College faculty and staff hope to provide an integrated package of curricular, co-curricular and extra-curricular initiatives that will guide our students to develop a strong sense of civic engagement, a commitment to social responsibility and an understanding of democratic values. The College of Public Affairs & Administration has created this strategic plan to articulate the ways in which our strategic initiatives will be instrumental to UIS's successful implementation of its campus-wide plan.

The College has a long history of interdisciplinary public affairs education, scholarship and public service. Departments in the College meet the needs of a wide range of students from their first semester of undergraduate education through their doctorate. We offer opportunities to faculty and students that simply cannot be found elsewhere in Illinois. Our faculty members are engaged with their practitioner colleagues in government and support agencies. Our proximity to the State Capital, the headquarters of state agencies and associations and the Abraham Lincoln Presidential Library offers our students, staff and faculty educational and co-curricular opportunities designed to encourage life-long civic engagement and a dedication to public service. A significant number of political and public policy leaders in Illinois have been our students, teach as adjunct faculty, work with our faculty and seek our expertise on public affairs issues. Our faculty members are dedicated to the belief that effective public affairs education, significant public affairs scholarship and active service to the community will improve government and public policy in Illinois.

Five years from now, based on the efforts described in this Strategic Plan, we believe the College of Public Affairs & Administration will be a stronger college more able to serve the needs of our campus and our external constituencies. This plan sets out a strategy for growth and evolution designed to achieve the goals of our College strategic plan and the UIS' campus plan. We begin with an overview of where the College is now. The plan next moves to where we wish to be in the next five years with a new mission and vision. This section is followed by a discussion of our strengths, weaknesses, opportunities and threats. The majority of this plan is devoted to the presentation of our strategic initiatives, action steps and performance indicators. We set forth a framework to achieve four strategic initiatives:

- ✧ Excellence in Teaching and Learning in Public Affairs
- ✧ Excellence in the Scholarship of Public Affairs
- ✧ Public Affairs Engagement through Education, Scholarship & Service
- ✧ Developing Local to Global Awareness & Involvement

We will be successful in the implementation of this plan if we remain focused on our mission and vision, develop our infrastructure, wisely use existing resources and obtain additional resources. It is important to note that the performance indicators included here will be fine-tuned as we gain experience in implementation of our action steps and identify missing or misspecified performance elements.

A Portrait of Where We are Now

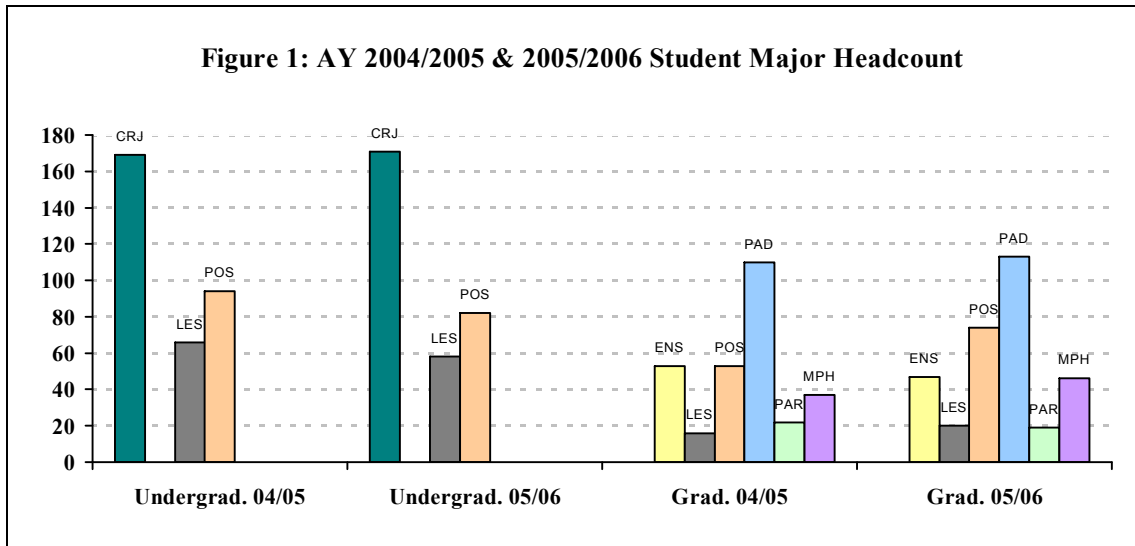
The College of Public Affairs & Administration contains six departments that offer graduate and undergraduate degrees, minors and graduate certificates. As shown in Table 1, we are balanced between graduate college and undergraduate education. In the fall of 2005, the College had 311 undergraduate majors and 319 graduate majors. Five out of our six departments offer at least one graduate degree. Our college offers UIS's only doctoral degree, a Doctorate of Public Administration. Half of our six departments offer an undergraduate major and the college offers five undergraduate minors. In recent years, college faculty members have been active in the Capital Scholars Honors Program and have created a number of new interdisciplinary courses for UIS's expanded general education initiative.

Table 1: Overview of Programs

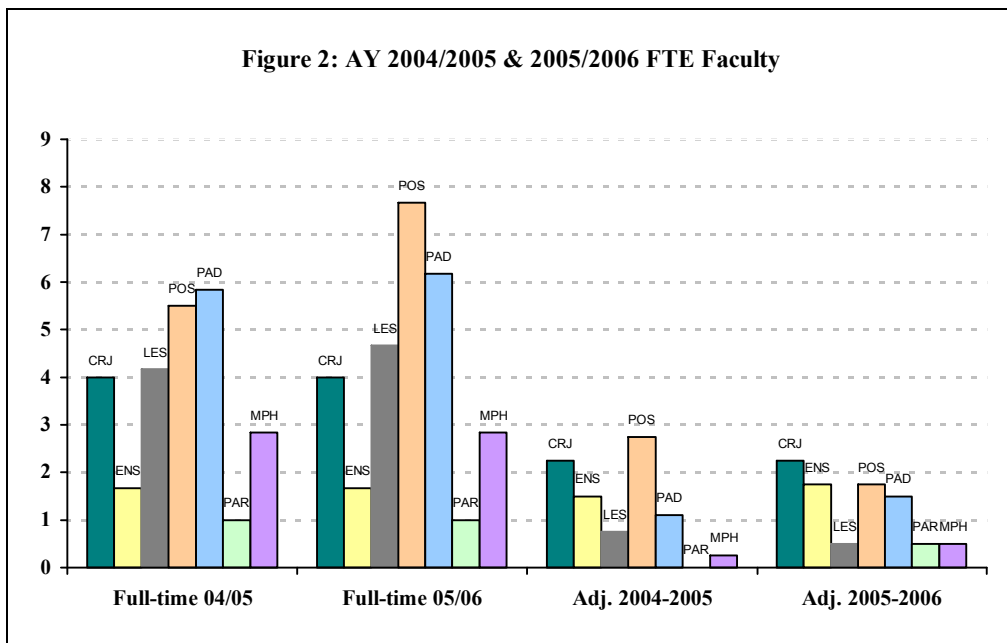
Department	Undergrad. Minor	B.A.	Graduate	Graduate Certificates
Criminal Justice	✓	✓		
Environmental Studies	✓		<ul style="list-style-type: none"> • M.A. • M.S. • Online M.A. 	<ul style="list-style-type: none"> • Environmental Risk Assessment • Emergency Preparedness & Homeland Security
Legal Studies		✓	<ul style="list-style-type: none"> • M.A. • Online M.A. 	<ul style="list-style-type: none"> • Law for Human Services & Social Work • Public Sector Labor Relations (with PA)
Political Studies	✓	✓	<ul style="list-style-type: none"> • M.A. in Political Studies • M.A. in Public Affairs Reporting 	
Public Administration			<ul style="list-style-type: none"> • MPA • Online MPA • DPA 	<ul style="list-style-type: none"> • Management of Nonprofit Organizations
Public Health			<ul style="list-style-type: none"> • MPH 	<ul style="list-style-type: none"> • Environmental Health • Community Health Education* • Epidemiology *
Interdepartmental	<ul style="list-style-type: none"> • International Studies • Labor Relations 		<ul style="list-style-type: none"> • Criminal Justice concentration in MPA 	<ul style="list-style-type: none"> • Public Sector Labor Relations (MPA in collaboration with LES)

*pending final Board of Trustees approval

The number of students majoring in programs within the College of Public Affairs and Administration has been relatively stable for the past two years increasing from 621 in 2004/2005 to 630 in 2005/2006. The number of headcount majors in the fall of 2005 increased for graduate students but decreased for undergraduates. Increases have occurred in the undergraduate program in Criminal Justice, the graduate programs Legal Studies and Political Studies and in the Master of Public Health program (see Figure 1).



As the figures below display, the faculty base of the College of Public Affairs & Administration has grown. We added three full-time equivalent (FTE) faculty from 2004 to 2005 and will add five FTE in the fall of 2006 (see Figure 2). In response to enrollment growth in the department, we are adding one new faculty to the Criminal Justice Department. Political Studies is adding one faculty member to assist with general education expansion and to meet the needs of potential new majors from the Capital Scholars expansion. As part of their new online graduate degree initiatives, Environmental Studies is adding two new faculty members and Public Administration is adding one.



Governing Mandates

The College of Public Affairs & Administration is governed by applicable U.S. statutes and federal regulations, the laws of the State of Illinois, the regulations of the Illinois Board of Higher Education, the internal statutes of the University of Illinois, the policies and procedures established by authority of the Chancellor of UIS, the UIS Faculty Personnel Policies, the resolutions of the UIS Campus Senate and the By-Laws of the College of Public Affairs & Administration.

The Planning Process

This plan is the produce of collaboration by the members of the College of Public Affairs & Administration Executive Committee working with the Dean during the spring semester of 2006. This collaboration produced a draft document that was distributed to the faculty, staff and students of the College. Faculty and staff were invited to discuss the elements of the plan at two meetings with the Executive Committee and the Dean. Two meetings were also held where students were invited to share their reactions to the draft plan. A committee of reviewers was invited to comment on the plan. This committee included three members of our College of Public Affairs & Administration Alumni Council (Ms. Michelle Gentry-Wiseman and Mr. E. Norman Sims, Mr. John Webber), UIS Chancellor Emerita Naomi B. Lynn and Dean Margot Duley (UIS College of Liberal Arts and Sciences). The Executive Committee met to consider revisions of the draft plan in response to faculty, staff, student and reviewer comments. This plan is the result of that final meeting.

Mission, Vision, Values: A Portrait of Where We Will Be

Mission Statement

The College of Public Affairs & Administration is a leader in public affairs engaged in excellent teaching, leading edge scholarship and public service to advance public discourse, improve government and enhance public policy in Illinois, the nation and our wider global community.

Vision Statement

Within five years, the College of Public Affairs & Administration will be a place where:

- Graduate and undergraduate students select our programs because we give them a unique opportunity to learn in the classroom and in the halls of government from innovative teachers who care about student success and well-being,
- Our faculty members are recognized nationally as innovative teachers who foster student engagement through active learning,
- Our College is recognized nationally as a leader in an interconnected college of public affairs that blends disciplinary expertise with the flexibility of interdisciplinary curricula,
- Faculty members are recognized nationally for their leading-edge scholarship,
- State and regional public policy makers seek assistance from our faculty, staff and students because our high quality research and service anticipate and respond to emerging public policy needs and advance public discourse on major public affairs issues,
- Distinguished national and international scholars and practitioners come to our College to share their expertise in the classroom and in projects with students and faculty and
- Our graduates become active and engaged members of our alumni community.

Statement of Values

The College of Public Affairs & Administration is guided by these values:

- We have an obligation to strive to motivate and inform an engaged citizenry, lend our disciplinary expertise to public discourse on important issues of public affairs and connect our scholarship to avenues through which it can improve government.
- Excellence in teaching maximizes student learning. Excellence in teaching in public affairs disciplines involves the integration of traditional scholarly approaches with an appreciation for the practitioners' needs for professional development.
- Our teaching and scholarship are guided by a rich history in the College of respect for both disciplinary expertise and interdisciplinary exploration.
- We seek to exemplify the model of engaged teacher/scholar to encourage our students to recognize that life-long learning involves the engagement with a discipline through scholarly activity.
- A strong public affairs education requires a firm foundation in a classical liberal arts education designed to cultivate critical thinking and contribute to the evolution of our disciplines.
- The College of Public Affairs & Administration encourages students to become engaged citizens in their communities from the local to the global levels.
- We value equally all four of the forms of scholarship expressed in the Boyer Model: the scholarship of discovery, integration, application and teaching.
- We value a vibrant and actively engaged public affairs community dedicated to the pursuit of comprehensive and integrated initiatives that contribute to the intellectual, cultural, social and personal enrichment of all participants.

Strategic Analysis

Statement of Strategic Intent

The College of Public Affairs & Administration will be central to the efforts of UIS to achieve the goal of being recognized as one of the top five small public liberal arts universities in the United States. Our pursuit of excellence in teaching and scholarship will advance the overall reputation of the University. Since its inception, the College of Public Affairs & Administration has been dedicated to providing a broad liberal arts foundation for graduate and undergraduate students seeking an excellent public affairs education. The faculty, staff and students of the College of Public Affairs & Administration will make a unique positive contribution to our community through the application of expertise to significant issues of public policy and by nurturing the desire for civic engagement to achieve positive social change from the local to the global levels.

Pursuit of this statement of strategic intent must be done in the context of our existing strengths, weaknesses, external threats and opportunities.

Our Strengths:

- Our students:
 - Include a growing number with strong qualifications who are attracted to our programs' high standard
 - Range in age from traditional aged-undergraduates, who bring their energy and new perspectives, to senior learners, who bring their life experience and insights to the classroom
 - Often come to UIS with significant professional experience in government and public policy fields
 - Are from an increasingly diverse range of geographical locations increasing the ethnic, racial and cultural diversity of UIS
- Our faculty:
 - Are engaged in Public Affairs scholarship, both traditional and applied, that influences the scholarly community through significant contributions to their disciplines and the practitioner community through significant contributions to the design and dissemination of best practices in government and policy
 - Have a long and productive history of joint ventures and joint appointments with the Center for State Policy and Leadership
 - Hold leadership positions in their regional, state and national disciplinary organizations
 - Are engaged in public affairs activities and community service
 - Are increasing in numbers and becoming more diverse
 - Are willing to explore flexible course delivery modes (evenings, weekends, online, blended) to meet needs of nontraditional students
 - Include distinguished practitioners willing to serve as adjunct faculty and full-time faculty with significant practitioner experience
 - Serve well those whose academic histories do not give an accurate prediction of their probable performance in college
- Our departments:
 - Include academic programs ranging from baccalaureate to doctoral programs

- Include interdisciplinary certificate programs designed to meet the professional development needs of a wide range of students
 - Have an interdisciplinary focus from baccalaureate to doctoral
 - Offer students the opportunity to learn from tenure-track faculty in small classes
 - Devote time to advising and developing strong mentoring programs for students
 - Offer students the opportunity to become involved in internships, service learning and simulations from the undergraduate to the graduate level
 - Have achieved or are working toward accreditation in those fields where it is available
 - Have strong connections with their practitioner communities in the region
 - Have a strong presence in the new general education curriculum and participation in CAP Honors
- Our College has:
 - The advantage of location in the state capital which gives us access to many opportunities that would not otherwise be available for students, faculty and staff
 - An engaged and supportive Alumni Council with a desire to assist students, staff and faculty
 - A strong tradition of activist, engaged students, faculty & staff
 - A strong tradition of cooperation and teamwork among departments
 - Staff who are student centered and service oriented
 - Faculty and staff experienced with meeting needs of both traditional and nontraditional aged students and both undergraduate and graduate students
 - Enrollment growth in some programs

Our Weaknesses:

- We lack sufficient resources to facilitate faculty scholarship at a level needed to gain national recognition. Our resource deficits include:
 - There is insufficient support for faculty scholarly development (Non-instructional Assignments, travel funds, membership funds).
 - A heavy faculty workload combined with growing enrollments does not leave sufficient time or energy needed for scholarship.
 - There are internal faculty and staff salary inequities.
 - We lack sufficient physical space for labs, faculty offices, the GIS Lab, conferencing, computer classrooms and collaborative efforts.
 - To retain excellent practitioner adjuncts, we need to increase adjunct pay to come closer to adequate compensation.
 - Understaffed departments must use adjuncts to teach core courses when the departments wish to have core courses staffed only by full-time faculty.
- We lack a well-developed organizational infrastructure and staff for growing responsibilities in college and department offices. These infrastructure deficits include:
 - Inadequate release time/financial compensation for department chairs
 - Lack of a well-thought-out administrative structure for department and program operations
 - Underdeveloped plan for recruitment of transfer and graduate students
 - Lack of an institutionalized process to mentor new faculty members
 - Underdeveloped fundraising/development structure & efforts
 - Underdeveloped alumni and community outreach
 - Underdeveloped college-wide assessment of student learning in programs and in courses
 - Loss of the experience and perspective from senior faculty who are retiring

- Pockets of enrollment decline/stagnation
- Lack of match between staffing levels in departments and student demand
- Not all programs that can be accredited are accredited
- Lack of structure and resources committed to cultivating student research
- Lack of an internal institutional research plan capable of generating competitive and benchmarking analysis data

Our Opportunities:

- Capitalize on our connections with government, government support entities, businesses and the medical community to increase the number and variety of internships, research opportunities, curricular and co-curricular activities for our students
- Use UIS's leading edge technology infrastructure to diversify the modes of delivery for our curricula to make access easier and to reach more students
- Respond to a growing interest in professional education and lifelong learning by expanding graduate and adding undergraduate on-line and on-campus interdisciplinary certificates to meet growing professional education needs
- Increase involvement of current and retired practitioners in teaching and mentoring students
- Expand interdisciplinary curriculum, majors, minors and certificate programs to meet needs of new incoming students and the life-long learning goals of other members of the community
- Increase college faculty involvement in expanding Capital Scholars classes that can be a feeder for increased enrollment in undergraduate majors and graduate programs as excellent teachers attract excellent students
- Capitalize on our connections with the broader practitioner communities to expand research collaborations, opportunities to engage in technical assistance projects and service opportunities
- Development of Geographical Information System Lab enhancing instruction in multiple disciplines and creating the possibility of raising funds through continuing education offerings

Our Threats

- Potential loss of students to increasing online competition and other institutions recruiting transfer students
- Loss of junior faculty and faculty candidates due to equity, workload and adequate support for faculty professional development and issues of spousal employment
- Perceived external pressure to reduce admission standards to meet enrollment goals
- Lack of growth in state funding impairs the ability to continue currently successful activities while responding to calls for new initiatives
- Increasingly competitive environment can make fundraising more difficult

Competitive Analysis

There are multiple challenges that must be overcome before the College of Public Affairs & Administration can present a truly useful competitive analysis based on valid and reliable data. These challenges cannot be overcome during the timeframe allowed for this evaluation. What we can do in this timeframe is identify the challenges in place and identify strategies that will allow us to resolve those challenges and move toward the capacity to perform a competitive analysis.

The college lacks the administrative infrastructure needed to identify, collect and analyze data on a range of variables needed for competitive analysis. We are dependent on comparative data gathered by UIS Institutional Research. That body of data is dependent on the level of analysis chosen by the Illinois Board of Higher Education when it compiles comparative measures for state institutions. The level of analysis often involves combining programs with similar but distinct substantive foci. In addition, there are perennial questions about whether groups of programs assembled for comparison in the IBHE data actually represent valid comparison groups. There are instances where a program in the College is sufficiently different in focus or students targeted that valid comparative data are hard to derive from the existing data gathered. Increasing the staffing in the Dean's office to include someone who has the time and skills to seek out, collect, compile and assist with the analysis of truly comparative data will put the College in a position within three years to be able to provide a more useful competitive analysis to guide operations.

Departments engage in competitive analysis when they undergo regular program reviews. However, to keep the program review process manageable at the university level, those reviews are spread out over a period of years. There is no one point where we have competitive analyses of all departments using data from the same timeframe. In addition, the balance of the data used in the program reviews come from the same problematic sources discussed above. As might be expected, departments tend to focus on those measures which reflect most favorably on their progress. No consensus exists at the college level about the elements of comparison for a truly useful competitive analysis.

The College is addressing these issues by creating an institutional analysis protocol to be implemented by the staff of the Dean's Office beginning in the fall of 2006. The Dean and the College Executive Committee will identify elements of comparison for which data will be collected and will agree upon a methodology to be used for data collection. A new staff member in the Dean's Office will collect those data and provide to the Dean and Executive Committee a yearly report which will be used to arrive at a "State of the College" document highlighting the evolution of the College and assessing this evolution in relationship to appropriate comparison institutions.

College of Public Affairs & Administration Strategic Initiatives, Action Steps & Performance Indicators

Strategic Initiative #1: Excellence in Teaching and Learning in Public Affairs

- ✧ *In five years, the College of Public Affairs & Administration will be a place chosen by graduate and undergraduate students because we provide unique opportunities to learn in the classroom and in the halls of government from innovative teachers who care about student success and well-being.*
- ✧ *Our College will strive to be recognized nationally as a leader in an interconnected college of public affairs that blends disciplinary expertise with the flexibility of interdisciplinary curricula.*
- ✧ *Our faculty members will be recognized nationally as innovative teachers who foster student engagement through active learning.*
- ✧ *As a result of our efforts, we hope to produce graduates who become active and engaged members of our alumni community who continue to share their insights and experience with our college.*

The primary goal of the College of Public Affairs & Administration is to maximize student learning through excellence in teaching. We strive to maximize student learning because we believe that our students will benefit from our efforts to help them become engaged citizens, superb professionals and make significant contributions to their disciplines and communities. The departments within the College of Public Affairs & Administration encourage students to become engaged citizens in their communities and seek to provide students with the tools for effective involvement in the arena of public affairs.

Excellence in teaching in public affairs disciplines involves the integration of traditional scholarly approaches with an appreciation for the practitioners' needs for professional development. This integration occurs through ensuring an appropriate balance in curricula, the involvement of distinguished practitioners as adjunct faculty, maintaining close ties with our alumni and obtaining accreditation of eligible programs. This initiative will be pursued through valuing and supporting innovation in public affairs teaching including up-to-date delivery methods with programs that are responsive to the life-long learning needs of our students.

The College will strive to recruit, enroll, retain and graduate a larger number of high quality graduate and undergraduate students. The College will attract a more diverse population of graduate and undergraduate students by broadening our curricular offerings and by ensuring our existing programs meet students' educational goals and desire for life-long learning.

Action Steps	Performance Indicators
<p>Action Step #1.1: The College of Public Affairs & Administration will obtain resources needed and create an organizational infrastructure for advancement of teaching and learning in public affairs through:</p> <ul style="list-style-type: none"> • Redesigning the existing Doctorate of Public Administration to be an interdisciplinary Doctorate of Public Affairs (within 1 year). • Increasing faculty development opportunities and 	<p>Progress toward this action step will be measured by identifying each year the:</p> <ul style="list-style-type: none"> • Number of departments and faculty who identify clear plans for funding development and strategies for seeking external support • Number of grants, contracts and

Action Steps	Performance Indicators
<p>support (ongoing)</p> <ul style="list-style-type: none"> • Technology acquisition & training (ongoing) • Teaching innovation that promotes active, engaged learning (ongoing) • A variety of course delivery modalities chosen to make access more attractive to and easier for students (within two years) • Involving students in professional organizations as a means of contributing to their professional socialization (ongoing) • Competitive salaries to attract and retain high quality faculty (ongoing) • Faculty research on the scholarship of teaching (ongoing) 	<p>donations received from external sources to support faculty development, technology acquisition, innovative teaching projects and student research</p> <ul style="list-style-type: none"> • Number of student members of professional organizations • Number of new faculty hired and retained • Number of newly online or blended courses taught by departments
<p>Action Step #1.2: Encourage and reward faculty who participate in developing and teaching of interdisciplinary courses, cross departmental courses, team taught courses and courses that emphasize student engagement in the community.</p> <ul style="list-style-type: none"> • Collaborate with the Center’s resurrection of Intersession in its new form during summer sessions with interdisciplinary upper division general education course offerings combined with symposia on issues of public import (ongoing) • Establish a modest annual college monetary award for excellence in interdisciplinary education to award innovative approaches or a cumulative record of contribution (initiate within three years) 	<p>Progress toward this action step will be measured by identifying yearly the:</p> <ul style="list-style-type: none"> • Number of interdisciplinary courses taught • Number of cross-departmental courses taught • Number of courses team taught • Number of courses taught that emphasize student engagement in the community • The successful investment of stipends and other types of support offered by the College for faculty developing these types of courses • Identification and removal of any barriers from within the College that discourage interdisciplinary, cross-departmental, or team taught courses
<p>Action Step #1.3: Support events devoted to improving teaching and learning, such as:</p> <ul style="list-style-type: none"> • Brown bag presentations and symposia on teaching/learning issues such as educating for engaged citizenship and reaching the nontraditional students (initiate within two years) • Additional training and teaching opportunities for graduate teaching assistants (both masters & doctoral) (initiate within three years) • Establishing a program for the regular assignment of senior faculty mentors to new faculty where the senior faculty come from a different department than the one where the new faculty member is assigned 	<p>Progress toward this action step will be measured by identifying yearly the:</p> <ul style="list-style-type: none"> • Number of presentations & symposia offered • Number of initiatives implemented to encourage graduate student (masters & doctoral) involvement in as teachers or part of a teaching team • Junior faculty identifying the value of the practice of assignment of senior faculty mentors to new junior faculty and junior faculty evaluation

Action Steps	Performance Indicators
<p>(initiate within one year)</p> <ul style="list-style-type: none"> • Provide formal orientation and mentoring to adjunct faculty on a regular basis (initiate within one year) 	<p>of the utility of the practice</p>
<p>Action Step #1.4: Increase efforts to improve contact with alumni and develop alumni events to:</p> <ul style="list-style-type: none"> • Obtain alumni feedback about curricular and pedagogical issues, methods of increasing student retention and improving student recruitment (initiate within two years) • Cooperate with CPAA Alumni Council to encourage interaction between faculty and alumni (ongoing) • Cooperate with CPAA Alumni Council to encourage interaction between alumni and students for mentoring (initiate within one year) • Highlight alumni achievements as indicators of quality of College programs and work closely with both the Foundation & Alumni Association to publicize the achievements of our alumni (initiate within one year) • Encourage departments to develop and maintain alumni information databases (initiate within one year) 	<p>Progress toward this action step will be measured by identifying yearly the:</p> <ul style="list-style-type: none"> • Number of alumni events in each category • Implementation of data collection efforts to measure alumni satisfaction • Identify alumni achievements in post-graduate education, professional advancement, civic engagement and community service • Implementation of alumni database development by departments
<p>Action Step #1.5: Develop college-wide initiatives to improve the evaluation of teaching in all departments so that evaluation provides both formative and summative information to individual faculty members and their departments.</p> <ul style="list-style-type: none"> • Advocate for an improved UIS teaching evaluation instrument as the basis for effective teaching (ongoing) • Until the university-wide teaching evaluation form is revised, encourage junior faculty to use supplemental evaluations, peer observation and other methods to elicit formative input not currently provided by the UIS form; provide guidance on selection and implementation of supplemental evaluations (initiate within one year) • Encourage department and college personnel committees to use teaching evaluation data for formative rather than just summative purposes (initiate within one year) • Encourage department and college personnel committees to view teaching evaluation data as only one dimension of evaluation with an understanding that there are multiple indicators of excellence in teaching (initiate within one year) 	<p>Progress toward this action step will be measured by identifying yearly the:</p> <ul style="list-style-type: none"> • The number of faculty who seek to have their teaching evaluated through supplemental evaluations, peer observation and other methods focused on eliciting formative input • Establishment of mentoring program for new faculty • Development of written guidance for college personnel committees discussing a multidimensional approach to the evaluation of teaching • The amendment of the College by-laws to incorporate appropriate provisions to support these initiatives
<p>Action Step #1.6: Improving college-wide practice in the</p>	<p>Progress toward this action step will be</p>

Action Steps	Performance Indicators
<p>area of assessment of student learning outcomes by:</p> <ul style="list-style-type: none"> • Mentoring programs & faculty in development of individual student assessment strategies/tools and assessment plans across curricula (ongoing) • Establishing measurable learning outcomes for all courses (achieve within two years) and curricula (achieve within one year) • Identify strategies/tools to measure students' progress toward meeting learning outcomes (achieve within one year) • Implement a regular data collection and evaluation cycle for assessing and modifying curriculum appropriately (initiate within one year) 	<p>measured by identifying that:</p> <ul style="list-style-type: none"> • All programs have learning outcomes for all curricula • All programs have learning outcomes on every course syllabus • All programs have identified at least one tool for measuring learning outcomes across curricula • All programs have implemented a regular data collection/evaluation cycle using this assessment tool
<p>Action Step #1.7: Achieve national professional accreditation for all programs within the College for which accreditation is available.</p>	<p>Progress toward this action step will be measured by:</p> <ul style="list-style-type: none"> • Maintaining accreditation in NASPAA for the MPA (ongoing) • Obtaining EHAC accreditation for the appropriate concentrations in Environmental Studies (achieve within two years) • Obtaining CEPH accreditation for the MPH degree (achieve within four years)
<p>Action Step #1.8: Support connections between faculty members' scholarly agendas and their development as teachers by:</p> <ul style="list-style-type: none"> • Asking faculty members to document in their personnel process submissions those instances where their scholarship has been brought back into the classroom, (initiate in fall 2006) • Encouraging faculty members engaged in innovative and effective pedagogy to translate their success into the scholarship of teaching (initiate in fall 2006) 	<p>Progress toward this action step will be measured by identifying yearly the direction and magnitude of change in:</p> <ul style="list-style-type: none"> • Number of instances where the connection between teaching and scholarship is documented in personnel submissions • Number of presentations and publications in the area of the scholarship of teaching

The College of Public Affairs & Administration will facilitate cooperation among all departments to develop and implement a student recruitment and retention plan for our graduate and undergraduate students. Our outreach efforts will be designed to raise the visibility of our majors, minors and certificates. We will highlight the unique benefits of pursuing public affairs education in the state capital with a faculty that is engaged with the practitioner community and in departments that offer a variety of simulations, internships, service learning opportunities and that have a commitment to developing students as practitioner scholars. Once students choose a department in the College of Public Affairs & Administration, we will increase retention and degree completion by providing effective advising that acts as a bridge to other parts of the university and that provides mentoring for professional development.

Action Steps	Performance Indicators
<p>Action Step #1.9: The College will assist with university-wide programs and create college-specific initiatives designed to recruit, enroll, retain and graduate a larger number of students and a more diverse population of graduate and undergraduate students by:</p> <ul style="list-style-type: none"> • Ensuring each program has in place and is implementing an effective plan for responding to inquiries from prospective students (within one year) • Ensuring the Dean’s Office is a part of each department’s response plan (within one year) • Requesting the development of recruiting sheets for department minors (within one year) • Updating and improving the College website (within one year) • Creating and updating an online College newsletter accessible through the College website (within two years) • Conducting focus groups with groups of students from all College programs to identify impediments to recruitment, enrollment, retention and graduation (within two years) • Improving existing efforts to attract and retain a more diverse group of faculty in all departments by increasing representation of currently underrepresented groups (ongoing) • Working with departments to develop formal strategies to identify at-risk students, put those students in contact with sources of support and monitor their progress (within three years) • Seeking the assistance of our Alumni Council in recruiting and recruitment planning to attract students to undergraduate majors and minors, graduate majors and certificates; encourage alumni participation in Preview Days and department-specific student orientation (within two years) • Encourage departments to design and implement entrance and exit surveys for all students to identify information pertinent 	<p>Progress toward this action step will be measured by identifying yearly the direction and magnitude of change in:</p> <ul style="list-style-type: none"> • Student inquiries that become applications • Student applications that produce enrollments • Headcount majors in all programs • Enrollments in all courses taught by faculty within the College and/or offered under designators of departments within the College • Retention rates • Graduation rates • Number of students who return for graduate or certificate work after completion of one degree • Presence of traditionally underrepresented groups among students at all levels • Presence of traditionally underrepresented groups among faculty in all departments • Increased entering GPA and test scores of new students in all programs • Aggregate indicators of GPA and credit hour completion for students in all majors, minors and certificate programs

Action Steps	Performance Indicators
<p>to recruitment and retention, (within two years)</p> <ul style="list-style-type: none"> • Developing and implementing a college-wide recruitment and retention plan based on information gained through the previously listed steps (within three years) • Developing and implementing a college-wide diversity plan to enhance diversity among faculty, staff and students (within three years) 	

Strategic Initiative #2: Excellence in the Scholarship of Public Affairs

- ✧ *Within five years, our faculty members will be recognized nationally for their leading edge scholarship.*
- ✧ *This achievement will encourage distinguished national and international scholars and practitioners to come to our College to share their expertise in the classroom and in joint ventures with our faculty and students.*

The College of Public Affairs & Administration affirms its commitment to the idea that excellence in teaching and a strong commitment to scholarship are inextricable. The concept of scholarship is defined in the context of our public affairs mission and values equally all four of the forms of scholarship expressed in the Boyer Model¹ and is reflected in our campus personnel policies. Those four forms include the scholarship of discovery, integration, application and teaching. The College of Public Affairs & Administration has a strong history of performance in all four areas of scholarship, particularly where those forms of scholarship shape and improve public affairs policies and practices. We seek to exemplify the model of teacher/scholar to encourage our students to recognize that life-long learning involves the engagement with a discipline through scholarly activity.

Action Steps	Performance Indicators
<p>Action Step #2.1: Create opportunities for faculty research and educational, collaborative activities that:</p> <ul style="list-style-type: none"> • Recognize and support faculty members' research agendas and engage in a college-wide discussion of achieving balance among the components of the faculty role, (i.e., teaching, scholarship and service) <i>(initiate within two years)</i> • Create an annual series of College of Public Affairs & Administration faculty research symposia to showcase ongoing research by faculty <i>(initiate within one year)</i> • Mentor junior faculty in developing and advancing their research agendas and provide advice on successful strategies to ensure publication and other forms of dissemination <i>(initiate within one year)</i> • Encourage faculty members to take advantage of sources of grant writing assistance <i>(initiate within one year)</i> • Seek increased funding to support adequate staffing for all programs to allow each program to provide regular NIAs for scholarship <i>(achieve within three years)</i> • Support joint appointments as a means of encouraging continuing faculty scholarship 	<p>Progress toward this action step will be measured by identifying each year the:</p> <ul style="list-style-type: none"> • Number of scholarly publications, presentations and other activities that result in the dissemination of the products of scholarly activity • Number of grant applications and grants awarded • Number of faculty who are fellows of their professional societies or hold comparable formal peer recognition • Significance of scholarship as recognized in each discipline and evaluated by each department • Increase in faculty professional activities made possible through success in obtaining external support • Number of symposia, brown bags and workshops held

¹ Ernest Boyer, *Scholarship Reconsidered: Priorities of the Professoriate* (Princeton: Carnegie Institute for the Advancement of Teaching, 1990).

Action Steps	Performance Indicators
<p>(ongoing practice)</p> <ul style="list-style-type: none"> • Identify and facilitate opportunities for faculty members to partner with practitioners conducting research outside the university (achieve within three years) • Seek external funding to increase the amount of support provided for faculty professional development expenses (achieve within three years) • Identify research/scholarship space and equipment needs and develop a plan to seek internal and external support to meet those space & equipment needs (initiate within one year) • Establish and continue high visibility projects that may include linkages with other university entities, community, or governmental agencies (initiate new projects within five years). 	
<p>Action Step #2.2: Foster opportunities for the scholarly activities of students:</p> <ul style="list-style-type: none"> • Encourage and support student participation at academic and professional conferences through individual mentoring and presentation of brown-bag sessions/workshops designed for students (initiate within one year) • Provide formal recognition and incentives for faculty who sponsor/supervise student scholarship that is conducted as part of a credit bearing activity (e.g., independent studies, theses, projects and dissertations) (achieve within three years) • Provide formal recognition and incentives for faculty who sponsor/supervise student scholarship that is not part of a credit bearing activity (e.g., graduate assistantships) (achieve within three years) • Develop a mechanism for identifying and matching student and faculty research interests (achieve within two years) • Identify and facilitate opportunities for students to become involved in research being conducted by practitioners outside the university (achieve within two years) • Create an annual College of Public Affairs & Administration student research symposium to showcase excellent student research and faculty/student collaborations (achieve within two years) 	<p>Progress toward this action step will be measured by identifying each year the:</p> <ul style="list-style-type: none"> • Number of workshops and brown bag sessions conducted by faculty members to encourage and facilitate student scholarship • Number of students who attend academic and professional conferences • Number of students who present papers/poster sessions/roundtables at academic and professional conferences • Number of faculty members who devote time to supervision of credit bearing student scholarship • Number of faculty members who devote time to supervision of student scholarship not connected to course or closure activity credit • Number of students who coauthor publications with faculty members • Increase in faculty professional activities funded by external sources of support

Action Steps	Performance Indicators
<ul style="list-style-type: none">• Seek funding to support a monetary award for excellent research by students (achieve within two years)	

Strategic Initiative #3: Public Affairs Engagement through Education, Scholarship & Service

- ✧ *State and regional public policy makers will seek assistance from our faculty, staff and students because our high quality research and service anticipate and respond to emerging public policy needs and advance public discourse on major public affairs issues.*
- ✧ *Distinguished national and international scholars and practitioners will come to our College to share their expertise in the classroom and in projects with students and faculty.*

The College of Public Affairs and Administration is comprised of students, faculty, staff, alumni and external partners and constituents who constitute a vibrant and actively engaged public affairs community. This community is dedicated to the pursuit of comprehensive and integrated initiatives that contribute to the intellectual, cultural, social and personal enrichment of all participants. **These public affairs initiatives make a positive contribution to our community through the application of expertise to significant issues of public policy and by nurturing the desire for civic engagement to achieve positive social change.**

Students, faculty, staff, alumni and outside partners and constituents will have opportunities to enhance their personal growth, social capital, support networks, networking opportunities and extracurricular programming. The College of Public Affairs & Administration will promote an enjoyable and supportive learning environment that produces engaged and informed citizens. Students, faculty, staff, alumni and outside partners and constituents will characterize the College of Public Affairs & Administration as a catalyst for their personal enrichment. We will create an environment for professional development and growth and an improved understanding of global and social issues in public affairs and public policy.

Action Steps	Performance Indicators
<p><u>Action Step #3.1:</u> Develop new forums and enhance and expand existing venues for public affairs dialogue involving both campus and external communities by:</p> <ul style="list-style-type: none"> • Developing an incentive mechanism that rewards units that collaborate across disciplines when designing and implementing intellectual learning opportunities and events (within two years) • Developing sources of financial and administrative support for public affairs dialogue (within two years) • Encouraging and rewarding student, faculty and staff efforts to make themselves available as speakers/presenters in community education forums (within one year) • Providing continuing education opportunities for workforce development in public affairs (within three years) • Design, find funding for and developing a space for a College of Public Affairs & 	<p>Progress toward this action step will be measured by identifying each year the:</p> <ul style="list-style-type: none"> • Number of and attendance at public affairs dialogue events • Use of stipends or NIAs for public affairs dialogue activities • Number of presentations by faculty, staff and students invited to appear at community education forums • Number of and attendance at continuing education opportunities offered by the College, • Progress toward providing the College of Public Affairs & Administration Faculty Center

Action Steps	Performance Indicators
<p>Administration Faculty Center that would provide faculty a specific location to gather and exchange best practices in teaching, scholarship and service (within four years)</p> <ul style="list-style-type: none"> • Creating more partnerships with external community involving service learning and volunteer opportunities (within two years) 	
<p>Action Step #3.2: Launching initiatives designed to improve communication with internal and external constituencies in the public affairs arena by the:</p> <ul style="list-style-type: none"> • Creation of a College of Public Affairs & Administration Advisory Board to create an ongoing dialogue with our major external constituencies (achieve by fall 2006) • Improving communication among students, faculty and alumni on public affairs issues (ongoing) • Encouraging use of list serves and/or newsletters by all departments and programs (within two years) • Encouraging the establishment of departmental advisory boards/councils (within two years) 	<p>Progress toward this action step will be measured by identifying each year the:</p> <ul style="list-style-type: none"> • Activities involving the College of Public Affairs & Administration and the College's Advisory Board, • Creation and dissemination of list serves and newsletters by the College, departments and programs, • Number of departments and programs with active advisory boards • Steps taken to improve communication among important internal and external constituencies
<p>Action Step #3.3: Become campus leader in applied GIS programming through development of a UIS Geographical Information System Center (within three years) by:</p> <ul style="list-style-type: none"> • Continuing to seek internal and external funding for the acquisition of equipment, software and faculty training to establish the Center • Encouraging all public affairs programs to utilize GIS Center for student, staff and faculty professional development • Providing workshops in applied GIS for the university community, • Providing continuing education opportunities in applied GIS for the external community • Seek research cooperation opportunities with external constituencies interested in access to the GIS Center 	<p>Progress toward this action step will be measured by identifying each year the:</p> <ul style="list-style-type: none"> • Percentage of assets acquired to complete the GIS Center • Number of faculty, staff and students using the resources of the GIS Center • Number of and attendance at continuing education opportunities delivered using the GIS Center • Number of cooperative research ventures using the GIS Center launched • Number of presentations on GIS technology made to external stakeholders • Number of projects for which external stakeholders seek technical assistance from the GIS lab
<p>Action Step #3.4: Enrich the academic experience outside the classroom through programs in departments such as the Pre-law Center (ongoing)</p>	<p>Progress toward this action step will be measured by identifying each year the:</p> <ul style="list-style-type: none"> • Number and type of academic experiences outside the classroom

Action Steps	Performance Indicators
<p>Action Step #3.5: Encourage experiential learning through service learning, internships, health awareness events, workshops and other opportunities by:</p> <ul style="list-style-type: none"> • Advertising internship opportunities through the recruiting process. (initiate within one year) • Encouraging students, faculty and staff to contribute through greater community involvement, service learning and civic engagement activities (within two years) • Enhancing and expanding service learning opportunities within the classroom which will serve to connect students and faculty to the greater Springfield area (within 3 years) • Expanding community involvement/civic engagement activities for faculty, staff and students (within three years) • Utilizing College Advisory Board to identify opportunities (within three years) 	<p>Progress toward this action step will be measured by identifying each year the:</p> <ul style="list-style-type: none"> • Number of students taking advantage of internship and service learning opportunities, • Number and type of community service and civic engagement activities by students, faculty and staff of the College
<p>Action Step #3.6: Engage alumni and external constituents in the development and advancement of CPAA public affairs initiatives (ongoing)</p>	<p>Progress toward this action step will be measured by identifying each year the:</p> <ul style="list-style-type: none"> • Involvement of members of external constituencies in college and department public affairs initiatives • Involvement of alumni in college and department public affairs initiatives

Strategic Initiative #4: Developing Local to Global Awareness & Involvement

The College of Public Affairs & Administration encourages open dialogue on public affairs issues in an inclusive atmosphere. Providing our students with skills needed to encourage life-long learning requires involving those students in vigorous discussion of public affairs issues of concern locally, regionally, nationally and globally. Students, faculty, staff and external constituents will be exposed to a multicultural learning community representing diverse viewpoints in public affairs. These issues will be explored in the classroom through scholarly endeavors, through service opportunities and in co-curricular activities. The College plans to further this initiative and will work in tandem with the College commitment to enhancing diversity of our student body, faculty and staff.

Action Steps	Performance Indicators
<p><u>Action Step #4.1:</u> Ensure that the public affairs dialogues implemented by the College of Public Affairs & Administration include representation of multicultural perspectives and encourage cross-cultural dialogue by (ongoing):</p> <ul style="list-style-type: none"> • Selecting topics of broad interest representing issues of concern locally, regionally and globally • Selecting participants to ensure that presenters represent a range of groups and viewpoints designed to facilitate an inclusive dialogue • Developing information dissemination networks to ensure that news of public affairs presentations reach a wide spectrum of potential participants in the central Illinois region 	<p>Progress toward this action step will be measured by identifying yearly:</p> <ul style="list-style-type: none"> • The number of public affairs forums presented representing a variety of cultural viewpoints • The number of public affairs forums presented representing a range of issues of concern to diverse groups within the local community • The number of public affairs forums focused on a variety of perspectives on issues of global concern • The range of opinions and variety of backgrounds represented by presenters at public affairs dialogues • The size and composition of audiences participating in public affairs dialogues
<p><u>Action Step #4.2:</u> Engage in ongoing curriculum review and curricular adjustments reflecting the CPAA commitment to inclusiveness and diverse cultural perspectives in public affairs:</p> <ul style="list-style-type: none"> • Support the UIS Study Abroad Program, that will allow students, faculty, staff and outside partners to engage in global development with our sister cities and colleges (ongoing) • Develop and offer courses in the general education categories of Comparative Societies, US Communities and Global Awareness designed to enhance multicultural awareness and an understanding of global perspectives (within two years) • Increase the number of non-general education courses that deal in whole or in part with multicultural perspectives and global issues in public affairs (within four years) • Increase co-curricular and extracurricular activities reflecting the College of Public 	<p>Progress toward this action step will be measured by identifying yearly:</p> <ul style="list-style-type: none"> • Student, faculty and staff participation in the UIS Study Abroad Program • General education course offerings designed to explore multicultural perspectives and issues of global concern • Non-general education course offerings designed to explore multicultural perspectives and issues of global concern • Co-curricular and extra-curricular activities supported by the College of Public Affairs & Administration that contribute to cross-cultural dialogue and explore issues of broad concern to a range of communities

Action Steps	Performance Indicators
Affairs & Administration commitment to inclusiveness and diverse cultural perspectives in public affairs (within three years)	

College of Public Affairs & Administration Stretch Ideas

1. Expand the number of majors, minors and certificate programs to meet the needs and interests of the new students arriving under the expansion of Capital Scholars and of others seeking to pursue a future of life-long learning. Among these new curricula will be:
 - An undergraduate interdisciplinary major in International Studies (in cooperation with the College of Liberal Arts & Sciences),
 - An undergraduate major in Environmental Studies,
 - Graduate and undergraduate interdisciplinary majors in Public Affairs,
 - Graduate major in Environmental Health and
 - An undergraduate level certificate in Labor Relations and in Environmental Studies.
2. Developing a research and teaching relationship between the College and the SIU School of Medicine in the areas of community and environmental health.
3. Seek funding for the establishment of a Distinguished Chair of Public Affairs.
4. In cooperation with the Center for State Policy and Leadership, expand existing public affairs programming, research and teaching initiatives to meet the UIS Strategic Plan's call for year-long campus dialogues, general education speakers series courses, general education ongoing controversies courses and civic engagement initiatives.
5. In cooperation with the Center for State Policy and Leadership, develop a distinguished practitioner in residence program that brings distinguished public affairs professionals to campus to collaborate with faculty, staff and students in curricular efforts, co-curricular activities and scholarly projects.

Section 5: Resource Plan for Achieving Strategic Initiatives

During the 2005/2006 academic year, the College of Public Affairs & Administration contained a dean, one dean's assistant, one staff secretary in the dean's office, one part-time receptionist in the dean's office, 33 full-time faculty members, six departmental secretaries and one online coordinator. In the fall of 2006, the College will increase the number of full-time faculty to 40 and add a half-time online coordinator and one administrative clerk to the Dean's Office.

As summarized on the table below, the overall budget of the College of Public Affairs & Administration has declined slightly since FY 2004. However, in real operational terms, our resources picture is much more distressing than the numbers in this table would suggest. The tasks we have been asked to perform have not decreased with the decreasing budget. As is true nearly everywhere in the university, we are steadily being asked to do more with less. That circumstance is unlikely to change significantly in the immediate future.

Program Title	Operating Budget			Change 04-06
	FY 2004	FY 2005	FY 2006	Amount
CPAA Admin.	\$231,161.53	\$208,143.44	\$204,692.00	(\$26,469.53)
CPAA General	\$332,274.00	\$240,292.61	\$273,141.00	(\$59,133.00)
CPAA Dept. Secretaries	\$122,524.00	\$128,883.00	\$129,188.00	\$6,664.00
CPAA Faculty Develop.	\$20,625.00	\$20,625.00	\$20,625.00	\$0
Political Studies	\$497,192.64	\$529,120.17	\$528,283.00	\$31,090.36
Doctorate Public Admin.	\$396,174.00	\$349,403.75	\$380,582.80	(\$15,591.20)
Legal Studies	\$309,081.19	\$314,942.00	\$317,521.00	\$8,439.81
Criminal Justice	\$218,928.00	\$290,498.06	\$255,789.00	\$36,861.00
Master Public Admin.	\$231,990.00	\$288,768.25	\$253,282.00	\$21,292.00
Master Public Health	\$179,639.00	\$217,007.84	\$193,853.00	\$14,214.00
Environmental Studies	\$188,704.69	\$195,242.02	\$157,571.00	(\$31,133.69)
Public Affairs Reporting	\$126,034.00	\$145,113.23	\$131,985.00	\$5,951.00
Labor Relations	\$1,298.00	\$1,298.00	\$1,095.00	(\$203.00)
Health Services Admin.*	\$2,245.00	\$1,615.00	\$80.00	(\$2,165.00)
Community Arts Mgmt.	\$0	\$551.00	\$0	\$0
Totals	\$2,857,871.05	\$2,931,503.37	\$2,847,687.80	(\$10,183.25)

*Program deleted, budget item being transitioned out

There are three ways the College of Public Affairs & Administration can match the actions steps outlined in our "Initiatives" section with the resources needed for implementation:

1. We can find ways in which we can use existing resources more efficiently to free some resources to use for new purposes.
2. We can reallocate resources from some existing uses to those we have identified as a priority in our "Initiatives" section.
3. We can seek additional resources from UIS and external sources to add to our existing pool of resources.

Increasing efficiency in use of resources will be achieved by:

- Examination of historical pattern of use of contractual and commodity budget lines by departments to identify instances where the allocation does not meet reasonable use patterns,
- Reallocation of existing resources to support department alumni contacts and entrance/exit surveys,

- Examination of existing courses to identify possibilities for creative repackaging to support new undergraduate or graduate certificate programs and interdisciplinary majors and
- Examine enrollment patterns to assist departments with streamlining curricula by eliminating underutilized electives, sharing courses across departments and offering courses needed by the new general education population.

Reallocation from existing uses including:

- Movement of funds that will no longer be needed to fund PACs to support new upper division general education courses,
- Support of online summer “intersession” teaching with use of online fee funds,
- Support equipment and software needs for online teaching efforts from the College’s equipment budget line through online fee funds,
- Use of salary savings to fund new faculty positions in departments with high student demand and/or accreditation-driven staffing needs and
- Reallocation of college funds to support student travel line in budget.

Seeking new resources from university and external sources through:

- Requesting additional university financial support for new positions to support general education and other curricular initiatives through additional tuition from increasing enrollments,
- Offering continuing education and professional training opportunities to the broader community as a source of revenue for the College,
- Establishing an effective college development strategy to increase the amount of funds we receive through donations from alumni and other supporters and
- Facilitating departmental cooperation to launch effective projects designed to attract corporate and foundation funding for public affairs initiatives.

The College of Public Affairs & Administration requires new resources needed to fund a variety of new initiatives and to better carry out existing responsibilities. These new resources can be acquired from internal sources through seeking additional budget increments reflecting additional tuition brought to UIS, through college initiatives and from external sources including grant and donor funds. The needs for which we require additional funding include, but are not limited to:

Resource Needed*	Annual \$	Personnel
Additional adjunct faculty to support scholarship NIAs	\$35,000	7 FTE per year
Additional \$500 faculty professional support funds	\$20,500	
New faculty member for MPH to support accreditation (in addition to the faculty member being searched for in 06/07)	\$50,000	1 asst. prof.
New faculty member to support Environmental Health major	\$50,000	1 asst. prof.
New faculty member to provide adequate staffing for Criminal Justice Department to meet growth in majors	\$50,000	1 asst. prof.
Funds to support EHAC & CEPH accreditation	\$15,000	
Faculty teaching, mentoring & scholarship awards	\$5,000	
Establishment of regular budget for Pre-Law Center	\$2,000	
Student research awards & travel support	\$3,000	
Brownbags, Symposia & Public Affairs Engagement Events	\$3,000	
Additional equipment to finish GIS Center	\$90,000	
total	\$323,500.00	

*does not include resources needed for stretch ideas

Appendix A

**College of Public Affairs & Administration Strategic Plan
Timetable and Resource Source Summary**

Strategic Goal #1: Excellence in Teaching and Learning in Public Affairs
Ongoing

Ongoing

- ◆ Seeking resources to provide an organizational support structure with resources for advancement of teaching and learning in public affairs for (DO staff):
 - Faculty development
 - Technology acquisition & training
 - Teaching innovation that promotes active, engaged learning
 - Involving students in professional organizations
 - Competitive salaries to attract and retain high quality faculty
 - Faculty research on the scholarship of teaching
- ◆ Collaborate with the Center's resurrection of Interession in its new form during summer sessions with interdisciplinary upper division general education course offerings combined with symposia on issues of public import (transfer of costs now supporting PACs)
- ◆ Cooperate with CPAA Alumni Council to encourage interaction between faculty and alumni (DO staff)
- ◆ Advocate for an improved UIS teaching evaluation instrument as the basis for effective teaching (no resources required)
- ◆ Mentoring programs & faculty in development of individual student assessment strategies/tools and assessment plans across curricula (DO staff and faculty service cost)
- ◆ Maintaining accreditation in NASPAA for the MPA (to maintain required replacement of any faculty who leave PAD)

One Year	Two Years	Three Years	Four Years
<ul style="list-style-type: none"> ◆ Establishing program for regular assignment of senior faculty mentors to new faculty (faculty service cost) ◆ Provide formal orientation and mentoring to adjunct faculty (DO staff) ◆ Cooperate with CPAA Alumni Council to encourage interaction between alumni and students for mentoring (DO staff) ◆ Highlight alumni achievements as indicators of quality of college programs and work closely with both the Foundation & Alumni Association to publicize the achievements of our alumni (DO staff) ◆ Encourage departments to develop and maintain alumni information databases (existing dept. staff) ◆ Until the university-wide teaching evaluation form is revised, encourage junior faculty to use supplemental evaluations, peer observation and other methods to elicit formative (no resources required) ◆ Encourage personnel committees to use teaching evaluation data for formative purposes (no resources required) ◆ Encourage personnel committees to view teaching evaluation 	<ul style="list-style-type: none"> ◆ Brown bag presentations and symposia on teaching/learning issues such as educating for engaged citizenship and reaching the nontraditional students (new funds needed) ◆ Obtain alumni feedback about curricular and pedagogical issues, methods of increasing student retention and improving student recruitment (new funds & cooperation with Alumni Assn.) ◆ Establishing measurable learning outcomes for all courses (existing dept. staff) ◆ Obtaining EHAC accreditation for the appropriate concentrations in 	<ul style="list-style-type: none"> ◆ Establish a modest annual college monetary award for excellence in interdisciplinary education to award innovative approaches or a cumulative record of contribution (new funds needed) ◆ Additional training and teaching opportunities for graduate teaching assistants (both masters & doctoral) (reallocate existing doctoral program funds; assist programs in expanding internship opportunities) 	<ul style="list-style-type: none"> ◆ Obtaining CEPH accreditation for the MPH degree (2 new faculty members + recurring costs)

<p>data as only one dimension of evaluation with an understanding that there are multiple indicators of excellence in teaching (no resources required)</p> <ul style="list-style-type: none"> ◆ Establishing measurable learning outcomes for all curricula (existing dept. staff) ◆ Identify strategies to measure students' progress toward meeting learning outcomes (existing dept. staff) ◆ Implement regular data collection and evaluation cycle for assessing and modifying curriculum (existing dept. staff) ◆ Asking faculty members to document in their personnel process submissions those instances where their scholarship has been brought back into the classroom (no resources required) ◆ Encouraging faculty members engaged in innovative and effective pedagogy to translate their success into the scholarship of teaching (additional NIAs for scholarship) 	<p>Environmental Studies (new funds needed)</p>		
<p>Responding to Student Needs: Effective Recruitment, Retention and Advising Ongoing</p>			
<ul style="list-style-type: none"> ◆ Improving existing efforts to attract and retain a more diverse group of faculty in all departments by increasing representation of currently underrepresented groups (new funds for professional development) 			
<p>One Year</p>	<p>Two Years</p>	<p>Three Years</p>	
<ul style="list-style-type: none"> ◆ Ensuring each program has in place and is implementing an effective plan for responding to inquiries from prospective students (DO & Dept. Chairs) ◆ Ensuring the Dean's Office is a part of each department's response plan (DO & Dept. Chairs) ◆ Requesting the development of recruiting sheets for department minors (no college costs) ◆ Updating and improving the College website (DO & Dept. Chairs) 	<ul style="list-style-type: none"> ◆ Creating and updating an online College newsletter accessible through the College website (DO staff) ◆ Conducting focus groups with groups of students from all College programs to identify impediments to recruitment, enrollment, retention and graduation (DO & Dept. Chairs) ◆ Seeking the assistance of our Alumni Council in recruiting and recruitment planning to attract students to undergraduate majors and minors, graduate majors and certificates (DO & Dept. Chairs) ◆ Encourage departments to design and implement entrance and exit surveys for all students to identify information pertinent to recruitment and retention (new funds needed) 	<ul style="list-style-type: none"> ◆ Work with departments to develop formal strategies to identify at risk students, put those students in contact with sources of support and monitor their progress (Dept. staff) ◆ Developing and implementing a college-wide recruitment and retention plan based on information gained through the previously listed steps (DO, Dept. Chairs, Alumni Council) ◆ Developing and implementing a college-wide diversity plan to enhance diversity among faculty, staff and students (DO, Dept. Chairs, Alumni Council) 	

Strategic Goal #2: Excellence in the Scholarship of Public Affairs			
Ongoing			
◆ Support joint appointments as a means of encouraging continuing faculty scholarship (reallocation of salary savings)			
One Year	Two Years	Three Years	Four-Five Years
<ul style="list-style-type: none"> ◆ Create an annual series of College of Public Affairs & Administration faculty research symposia to showcase ongoing research by faculty (new funds needed) ◆ Mentor junior faculty in developing and advancing their research agendas as well as providing advice on successful strategies to ensure publication and other forms of dissemination (faculty service cost) ◆ Encourage faculty members to take advantage of sources of grant writing assistance (no resources needed) ◆ Identify research/scholarship space and equipment needs and develop a plan to seek internal and external support to meet those space & equipment needs (DO staff; room space) ◆ Encourage and support student participation at academic and professional conferences through individual mentoring and presentation of brown-bag sessions/workshops designed for students (DO staff & faculty service cost) 	<ul style="list-style-type: none"> ◆ Recognize and support faculty members' research agendas and engage in a college-wide discussion of achieving balance among the components of the faculty role (DO staff & faculty service cost) ◆ Develop a mechanism for identifying and matching student and faculty research interests (DO staff with Dept. Chairs) ◆ Identify and facilitate opportunities for students to become involved in research being conducted by practitioners outside the university (DO staff with Dept. Chairs) ◆ Create an annual College of Public Affairs & Administration student research symposium to showcase excellent student research and faculty/student collaborations (new funds needed) ◆ Seek funding to support a monetary award for excellent research by students (new funds needed) 	<ul style="list-style-type: none"> ◆ Seek increased funding to support adequate staffing for all programs to allow each program to provide regular NIAs for scholarship (new funds needed) ◆ Identify and facilitate opportunities for faculty members to partner with practitioners conducting research outside the university (DO staff & Dept. Chairs) ◆ Seek external funding to increase the amount of support provided for faculty professional development expenses (new funds needed) ◆ Provide formal recognition and incentives for faculty who supervise student scholarship that is conducted as part of a credit bearing & non-credit bearing activities (new funds needed) 	<ul style="list-style-type: none"> ◆ Establish high visibility scholarship projects that may include linkages with other university entities, community, or governmental agencies (new funds needed)

Strategic Goal #3: Advocating Engagement with Public Affairs			
Ongoing			
<ul style="list-style-type: none"> ◆ Improving communication among students, faculty and alumni on public affairs issues ◆ Enrich the academic experience outside the classroom through programs in departments such as the Pre Law Center ◆ Engage alumni and external constituents in the development and advancement of CPAA public affairs initiatives 			
One Year	Two Years	Three Years	Four Years
<ul style="list-style-type: none"> ◆ Encouraging and rewarding student, faculty and staff efforts to make themselves available as speakers/presenters in community education forums (DO staff & Dept. Chairs) ◆ Creation of a College of Public Affairs & Administration Advisory Board to create an ongoing dialogue with our major external constituencies (DO staff & Dept. Chairs) ◆ Advertising internship opportunities through the recruiting process (DO staff & Dept. Chairs) 	<ul style="list-style-type: none"> ◆ Developing an incentive mechanism that rewards units that collaborate across disciplines when designing and implementing intellectual learning opportunities and events (new funds needed) ◆ Developing sources of financial and administrative support for public affairs dialogue (DO staff for development) ◆ Creating more partnerships with external community involving service learning and volunteer opportunities (DO staff & Dept. Chairs) ◆ Encouraging use of list serves and/or newsletters by all departments and programs (DO staff & Dept. Chairs) ◆ Encouraging the establishment of departmental advisory boards/councils (DO staff & Dept. Chairs) ◆ Encourage students, faculty and staff to contribute through greater community involvement, service learning and civic engagement activities (DO staff & Dept. Chairs) 	<ul style="list-style-type: none"> ◆ Providing continuing education opportunities for workforce development in public affairs (DO staff & Dept. Chairs) ◆ Continuing to seek internal and external funding for the acquisition of equipment, software and faculty training to establish the GIS Center (new funds needed) ◆ Encouraging all public affairs programs to utilize GIS Center for student, staff and faculty professional development (no funds needed) ◆ Providing workshops in applied GIS for the university community (faculty service cost) ◆ Providing continuing education opportunities in applied GIS for the external community (potential sources of funds) ◆ Seek research cooperation opportunities with external constituencies interested in access to the GIS Center (potential sources of funds) ◆ Enhance and expand service learning opportunities within the classroom which will serve to bridge students and faculty to the greater (no funds needed) ◆ Expand community 	<ul style="list-style-type: none"> ◆ Designing, find funding for and developing a space for a College of Public Affairs & Administration Faculty Center that would provide faculty a specific location to gather and exchange best practices in teaching, scholarship and service

		involvement/civic engagement activities for faculty, staff and students Springfield area (service cost)	
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Strategic Goal #4: Developing Local to Global Awareness & Involvement Ongoing
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<p>◆ Ensure that the public affairs dialogues implemented by the College of Public Affairs & Administration include representation of multicultural perspectives and encourage cross-cultural dialogue by (costs included above) :</p> <ul style="list-style-type: none"> • Selecting topics of broad interest representing issues of concern locally, regionally and globally • When public affairs dialogues include formal presentations, selecting participants to ensure that presenters represent a range of groups and viewpoints designed to facilitate an inclusive dialogue • Support the UIS Study Abroad Program, which will allow students, faculty, staff and outside partners to engage in global development with our sister cities and colleges

One Year	Two Years	Three Years	Four Years
<p>◆ Developing information dissemination networks to ensure that news of public affairs presentations reach wide spectrum of potential participants in the central Illinois region (DO & Dept. Chairs)</p>	<p>◆ Develop and offer courses in the general education categories of Comparative Societies, US Communities and Global Awareness designed to enhance multicultural awareness and an understanding of global perspectives (reallocation of existing staffing)</p>	<p>◆ Increase co-curricular and extracurricular activities reflecting the College of Public Affairs & Administration commitment to inclusiveness and diverse cultural perspectives in public affairs (new funds needed)</p>	<p>◆ Increasing the number of non-general education courses that deal in whole or in part with multicultural perspectives and global issues in public affairs (reallocation of existing staffing)</p>