

STRATEGIC AND HIRING PLAN **PUBLIC ADMINISTRATION PROGRAM**

This long range plan for the Public Administration Program serves two purposes. First, it will serve as the long range hiring plan for the Program for the next five years. Two, it is the overall strategic plan for the Program's direction as a whole. The plan was developed by soliciting input and feedback from faculty, students, and community leaders in the field of public administration. Meetings, email, and solicitations through the Program's World Wide Web site were all utilized in order to receive this input.

The plan begins with the presentation of the background and description of the size and scope of the Program. After that, the traditional strategic planning SWOT (Strengths, Weaknesses, Opportunities, and Threats) analyses are presented. After these elements have been presented, Program goals, objectives, and outcome measures are presented. Finally, plans for the next five years, including hiring plans, are laid out.

Background of the Program

History of the Program

The San Francisco State University Public Administration Program was officially established as an independent, degree granting unit of the University in Fall 1980. The Program was originally organized as an interdisciplinary program by a group of faculty in the College of Behavioral and Social Sciences. One of the strengths of the Program is that the faculty who originally organized the Program are still involved and active in the governance and instruction of the Program.

Program Faculty

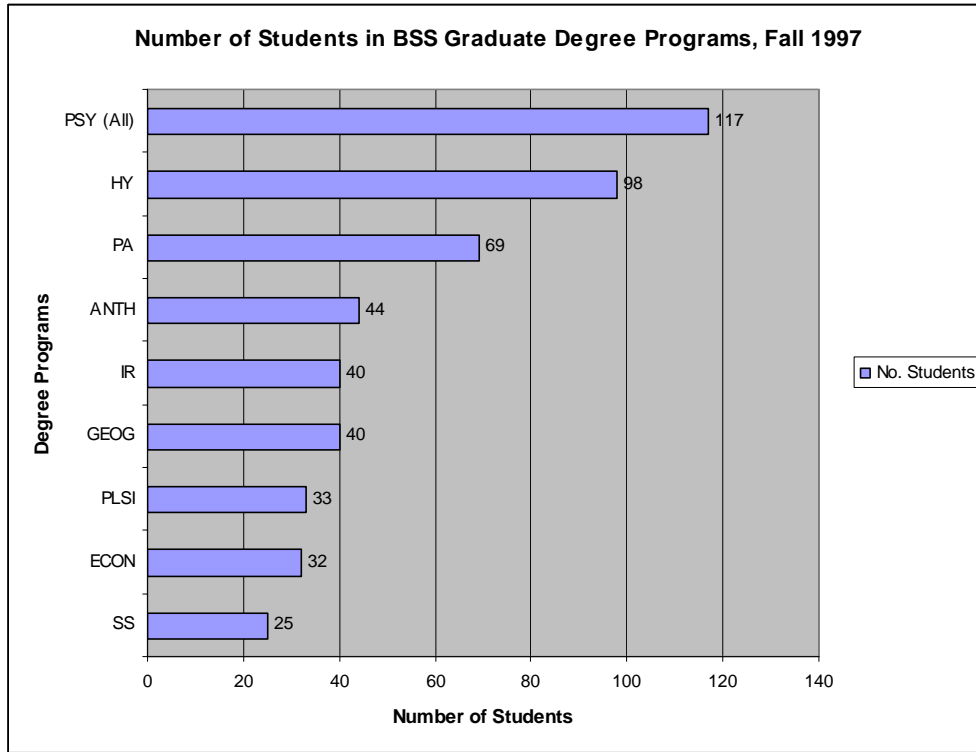
Currently, fifteen faculty are part of the interdisciplinary Public Administration Program faculty. These faculty are from the Departments of Public Administration, Economics, Political Science, Psychology, Social Sciences, Sociology, and Urban Studies (see Appendix A for a full listing of faculty). The Program has expanded its interdisciplinary base, adding faculty from Psychology during this academic year.

A full-time Program Director was hired in 1985, a second full-time tenure track faculty member was hired in 1991, and a third full-time tenure track faculty member was hired during Academic Year 1996-97. After a retirement in 1997, this third full-time tenure track faculty member is being replaced through a search currently under way (1997-98). Formal agreements are being prepared in order to affiliate other faculty members from other departments as full-time faculty in Public Administration.

The Program Within the College and the University

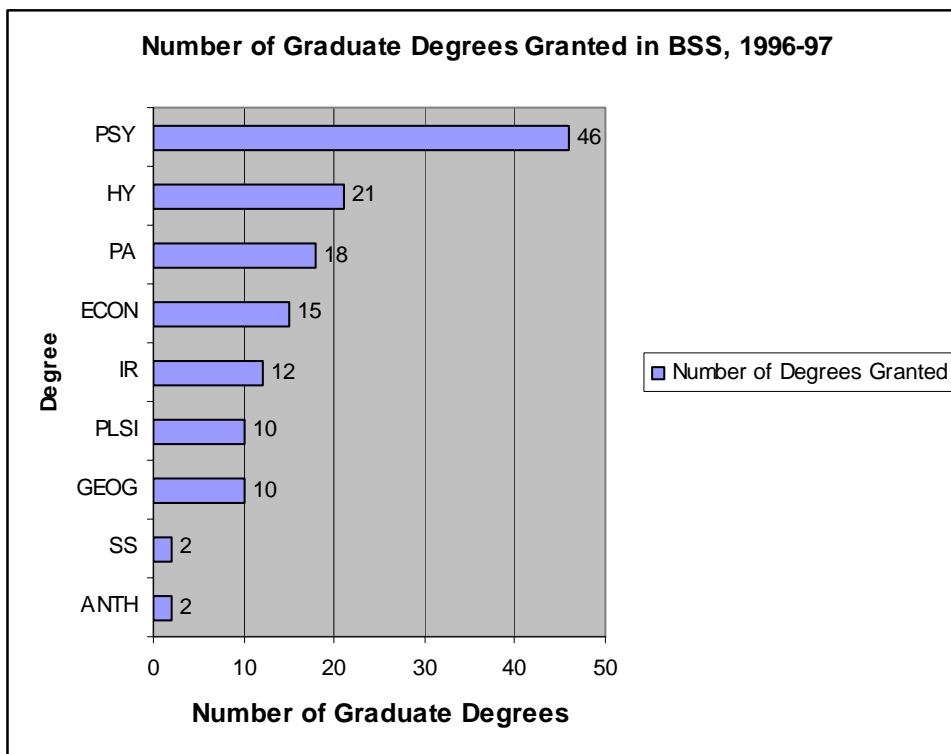
The Public Administration Program, the College's only professional education graduate program, contributes the third largest number of graduate students in the College of Behavioral and Social Sciences (Figure 1) (behind only all of the Psychology programs and the History Department). As of Fall 1997, there were 69 classified students in the Program.

Figure 1: Number of Students in BSS Graduate Degree Programs, Fall 1997



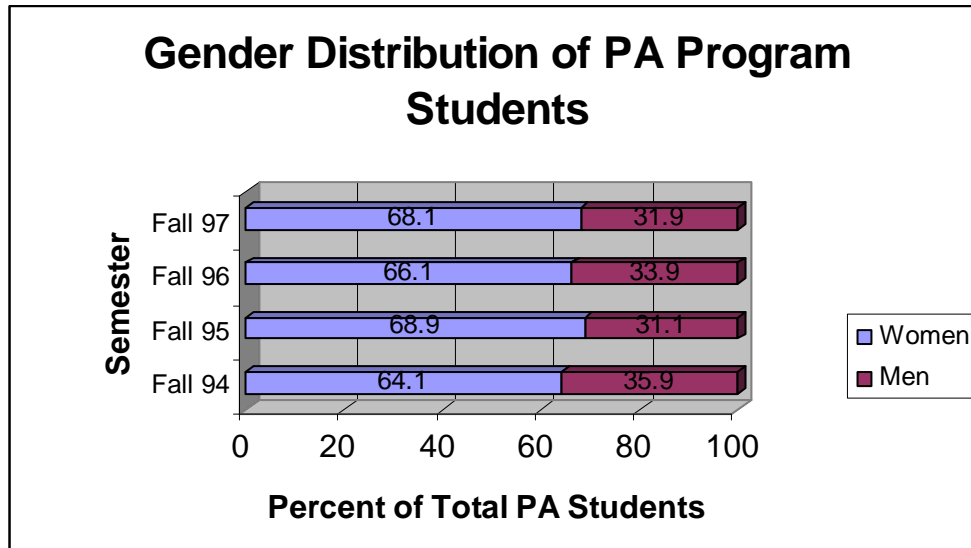
This pattern is also found in the number of graduate degrees granted in the College during Academic Year 1996-97 (Figure 2).

Figure 2: Number of Graduate Degrees Granted in BSS, 1996/97



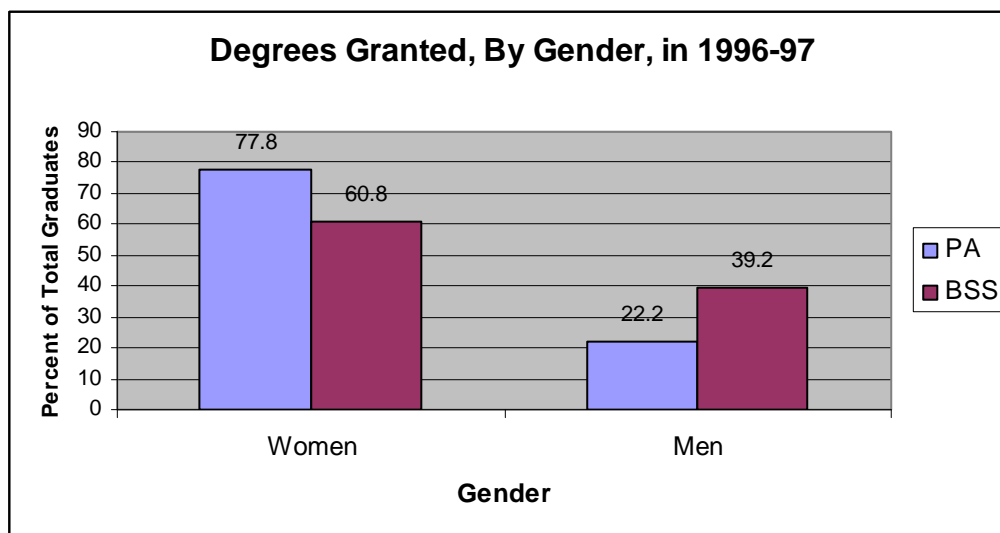
A recent trend in public administration programs across the country has been the increase in women applying for and completing Master's degrees in public administration. This is also true of the program at San Francisco State University. Figure 3 shows that slightly over two-thirds of the students in the Program are women; this trend has been stable since at least 1994.

Figure 3: Gender Distribution of PA Program Students



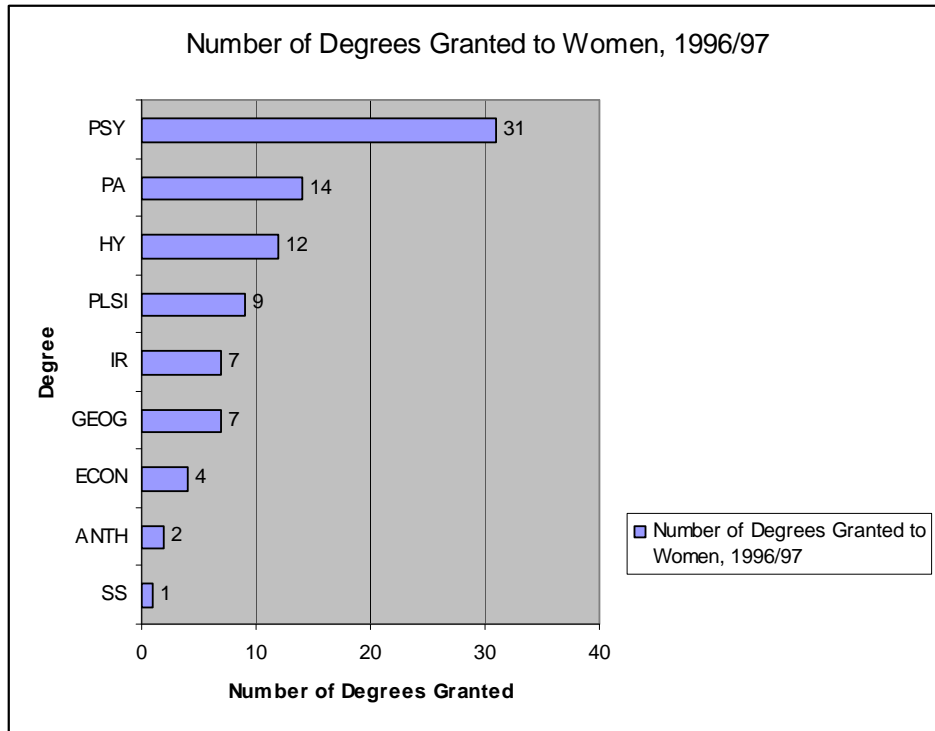
In fact, the Program serves an important role in the College by providing an important vehicle for the education of women at the graduate level and by providing a path to important career options for women. The Public Administration Program has a disproportionately higher share of degrees granted to women (77.8 percent) than the College as a whole (60.8 percent) (Figure 4).

Figure 4: Degrees Granted, By Gender, in the Public Administration Program and the College of Behavioral and Social Sciences, 1996-97



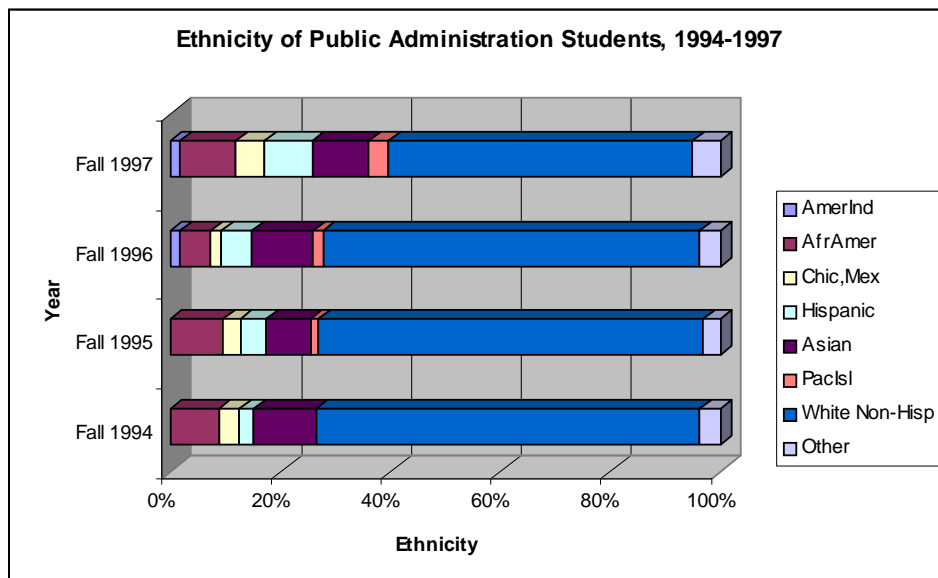
After the Psychology Department, the Public Administration Program leads the College in the number of graduate degrees granted to women in this past year (Figure 5).

Figure 5: Number of Graduate Degrees Granted to Women in the College, 1996-97



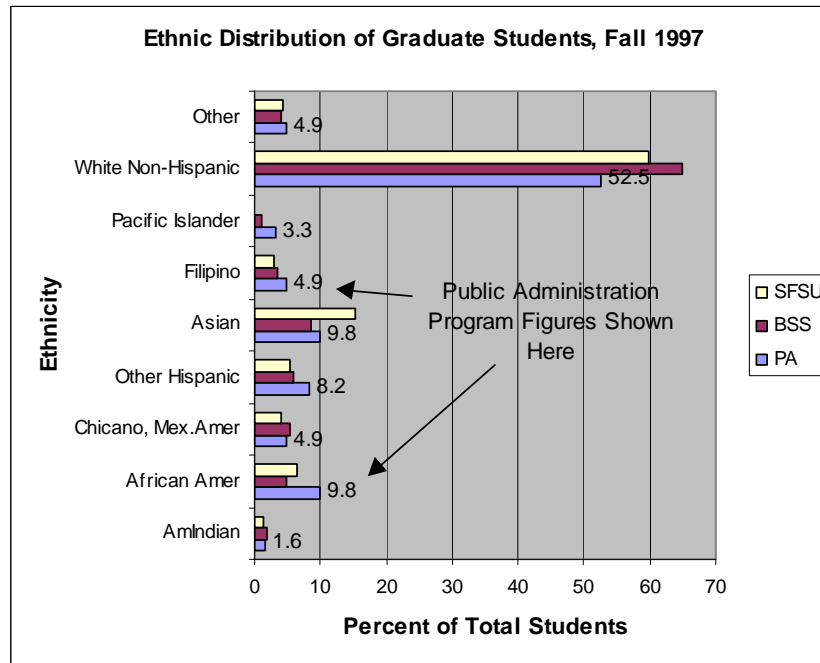
Traditionally, government and government employment has served as an important path to upward mobility for immigrants, the African-American community, and politically marginalized groups. This role can certainly be seen in Public Administration enrollments and in the Master's in Public Administration degrees granted. The importance of this Program, and the attraction of the field, to African-Americans, in particular, is illustrated by the fact that *although only four graduate degrees were granted to African-Americans in the College in 1996-97, 50 percent of those were Master's in Public Administration (M.P.A).*

Figure 6: Ethnic Distribution of Public Administration Students, 1994-1997



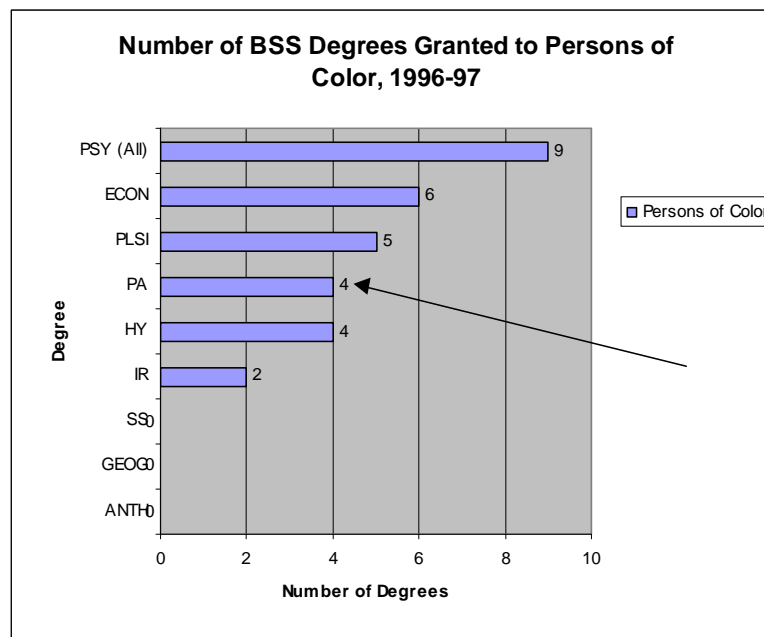
As can be seen in Figure 7, the ethnic distribution of graduate students in the Public Administration Program compare quite favorably with the distribution of graduate students in BSS and in the University as a whole. This is particularly true for African-American students. Except for Asian-Americans, the Public Administration Program has proportionately more graduate students of color than either the University or the College.

Figure 7: Comparison of Ethnic Distribution of SFSU Graduate Students, Fall 1997



This is also true of the raw number of degrees granted to persons of color in 1996/97. The Public Administration Program ranked fourth among College programs in the number of degrees granted to persons of color but first among all programs in the number of graduate degrees granted to African-American students.

Figure 8: Number of BSS Degrees Granted to Persons of Color, 1996-97



Students

The number of students in the Program has grown then steadied over the years since its existence. Figure 1 illustrates the number of students in FTEs (Full Time Equivalents). The average FTE grew to 32 in the mid 1980s, dropped to the low 20s then grew again to 37 in Fall 1991 and has hovered around 30 in the 1990s. In Fall 1997, the number of full time equivalent students grew to 34.86, one of the peaks of student enrollment over the history of the Program.

Due to the development and implementation of the Program's retention and recruitment plan, the number of student FTEs is expected to continue to increase. This plan included the development of a new brochure for advising purposes, the creation of scholarship and award programs to both attract high quality students and to then retain them, to establish a SFSU chapter of the public administration honorary society (Pi Alpha Alpha), the development of a mailing list of area public and nonprofit agencies and the creation of a Program newsletter to send to these agencies and to other potential students. Retention activities include the creation of a student advisory board, better advising and communication with students (including a MPA listserv, the newsletter, and periodic letters to students) and efforts to reach out to those students who have completed all coursework but not the Master's Project. All of these activities will serve to enhance the Program and lead to the ultimate improvement in the Program, the Program accreditation by the National Association of Schools of Public Administration and Affairs (NASPAA).

Figure 9: Public Administration Program Student FTEs

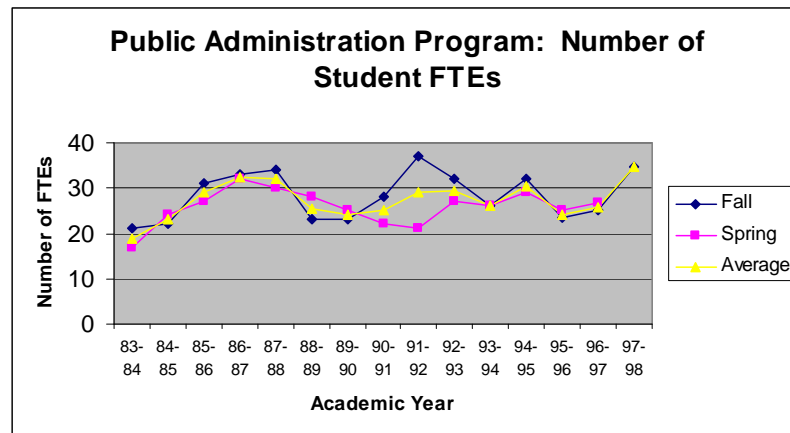
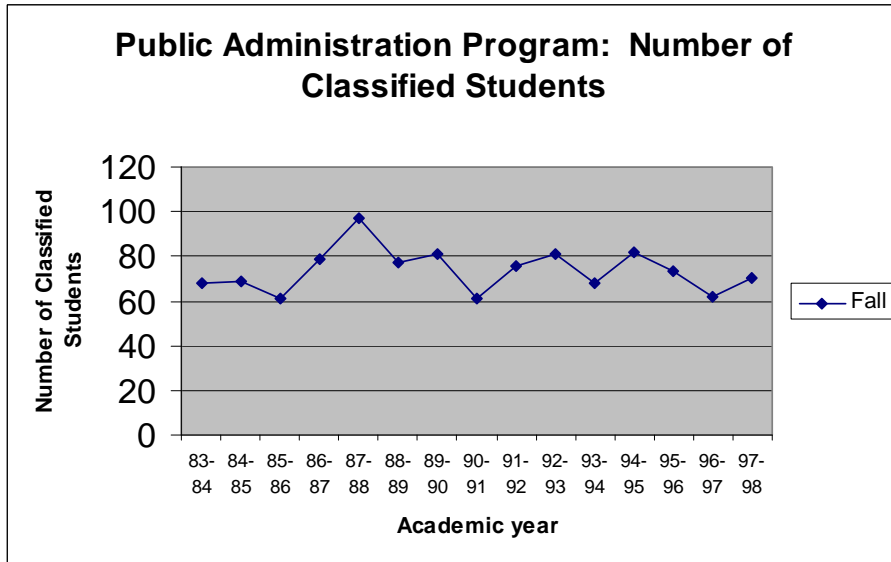


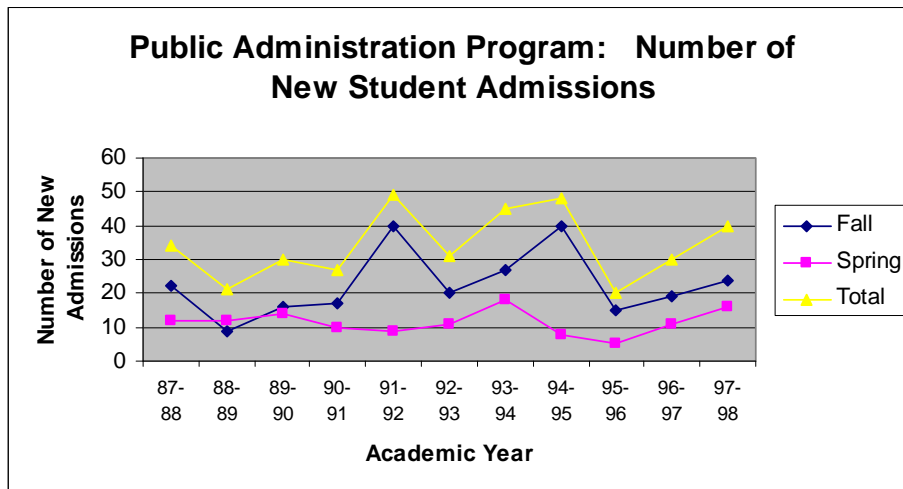
Figure 2 shows the same patterns of growth then stability. Today, there are 70 classified students in the Public Administration Program. This past semester shows that the decline in the number of classified students has been stopped and a small increase has been achieved. We anticipate this increase will continue, particularly as courses are offered in new, non-traditional times (weekends, Saturdays, online) and places (including, hopefully, SFSU's Downtown Center) and are offered as part of popular public management and nonprofit administration certificates.

Figure 10: Number of Classified Students in the Public Administration Program



The number of new student admissions has also grown and fluctuated over the Program's history (Figure 3). This year, there have been 40 new students admitted into the Program. The highest number of new students admitted was during 1991-92 and 1994-95, when 49 students were admitted. The increase in recent admissions was continued through Fall 1997 despite the reaffirmation of Program admission standards.

Figure 11: Number of New Student Admissions



In order to be admitted and fully classified in the Program, students are required to take the Graduate Record Exam (GRE), San Francisco State's Graduate Essay Test (GET), and to have at least a 3.0 Grade Point Average (GPA); the University requires at least a 2.5. No minimum GRE score is required, although a minimum of 1000 on the Verbal plus Quantitative is desired. During Fall 1997, these standards, applied intermittently in recent years, were reaffirmed by the faculty.

Among the Program's current students (Table 1), the average GPA upon admission was 3.18. The average Verbal plus Quantitative GRE scores was 1001.29. The average Analytic GRE score was 518, slightly higher than the average on the other two parts of the test. These averages do mask a relatively high degree of fluctuation in these scores and in the GPA. The scores and GPA also differ markedly by semester and year.

Table 1: Current Students' Average GRE Scores and GPA Upon Admission to Program

AVERAGE GRADE POINT AVERAGE	AVERAGE GRE VERBAL	AVERAGE GRE QUANTITATIVE	AVERAGE TOTAL GRE SCORE	AVERAGE ANALYTIC GRE SCORE
3.18	505.82	495.57	1001.29	518

Curriculum

The Public Administration Program has a curriculum that has changed with the discipline itself and with the faculty available at San Francisco State. Prior to 1991, the core curriculum included five courses (17 units) that were required of all students. After completing the core courses, students were required to take 16 units of electives. In addition, a Master's Project and internship¹ are required of all students. Three concentrations of elective courses were available to students-- general public administration, nonprofit administration, and policy analysis.

In 1991 and 1992, then Director Yong Cho appointed a curriculum committee to update this curriculum. At that time, care was taken to ensure that the Program curriculum adhered to the standards of public administration's national accrediting board, the National Association of Schools of Public Administration and Affairs (NASPAA). To do that, two additional courses, PA 730 (Politics of Policy-Making and Implementation) and PA 745 (Managing Human Resources), were added to the core required of all students. This increased the number of required units of core courses to 24 units.

Since the number of core course units had increased to 24, the number of elective units required of all students then dropped to 10. Additional elective courses were added to the curriculum to supplement the relatively few available at that time within the Public Administration Program itself. These new courses included Financial Management, Administrative Law, and Program Evaluation. The listing of current courses in the Public Administration Program is provided in Appendix B.

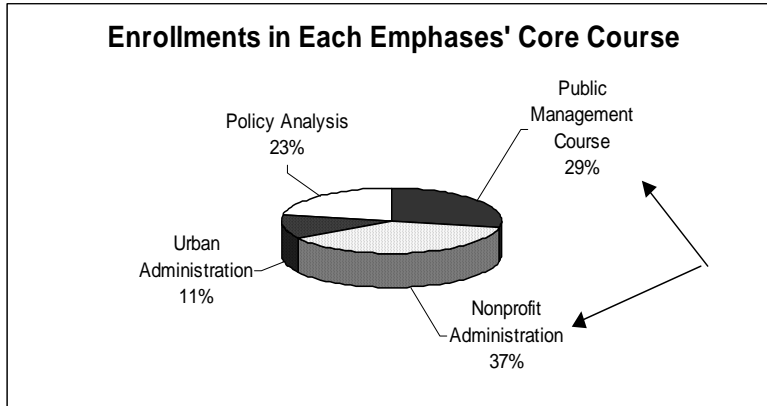
In addition, another elective concentration, Urban Administration, was added to the curriculum. The concentration was designed to provide a strong course selection to our students interested in local government administration and to take advantage of the numerous course offerings available in this field through the Urban Studies and other related programs on campus. The Policy Analysis and Nonprofit Administration concentrations were retained and the general public administration concentration was changed to become Public Management.

Each concentration was redesigned so that one central course was required in each concentration; the student could then choose the remaining courses from a list of from 3 to ten other courses available in either Public Administration or other SFSU departments. The listing of these advising concentrations and the courses included in each one is provided in Appendix C.

Figure 4 illustrates the students enrolled in each core course in each concentration, one indication of the number of students interested in each concentration.

¹ Students with significant work experience in the public or nonprofit sectors may have their internship requirement waived.

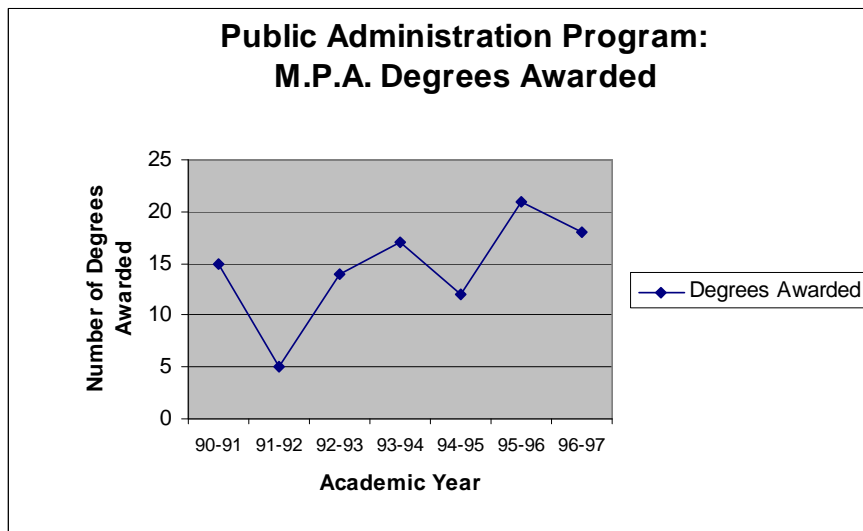
Figure 12: Percentage of All Program Students Enrolled in the Core Course of Each Emphasis



As can be seen from the Figure, Nonprofit Administration and Public Management are the most popular of the concentrations among our students, together including 66 percent of all students.

Overall, the number of Master's in Public Administration degrees awarded annually has increased over time (after some fluctuation over time) (Figure 5). The number of degrees awarded peaked in 1995/96. While there was a slight decline again in 1996/97, the Program expects to graduate even more students during 1997/98 due to the increased advising and attention to students working on their Master's Projects. For the first time in practically ten years, students in the PA 895 and PA 897 Master's Project courses are meeting on a regular basis with a faculty member. The faculty feels that the creation of a supportive learning environment with regular meetings will increase the proportion of students completing their Master's Project and thus, their degrees.

Figure 13: M.P.A. Degrees Awarded



Strategic Plan of the Program

Mission Statement

Based upon the history of the Program and the direction that faculty and students would like to see pursued, the following mission statement was developed. In line with the mission statement of San Francisco State University as a whole, the Public Administration Program mission statement is:

The mission of the Public Administration Program is to train students in the governance, policy, and administration of the public and nonprofit sectors through intellectual and practical education. Through excellence and innovation in teaching, the ultimate goal of the Program is to prepare students to work in and manage the organization of tomorrow.

- **The Public Administration Program follows and supports the mission of the University in:**
- **Attracting, retaining, and graduating a highly diverse student body of public administration students;**
- **Providing a disciplinary and interdisciplinary professional education in public administration that is academically rigorous and intellectually challenging;**
- **Providing a public administration curriculum that reflects all dimensions of human diversity, and that encourage critical thinking and social and cultural awareness;**
- **Fostering a collegial and cooperative intellectual environment for students and faculty that includes recognition and appreciation of differing viewpoints and promotes academic freedom within the Program community; and**
- **Serving the communities with which public administration students and faculty are engaged.**

Strengths and Weaknesses of the Program

Following the development of the mission statement, faculty and students began the SWOT analysis stage of the strategic plan. We first developed a list of the perceived strengths and weaknesses of the Program.

Strengths of the Program

Faculty and students were able to identify many strengths within the current Public Administration Program--based upon characteristics of the faculty, the students, the curriculum, the University and its resources, and of San Francisco itself.

Faculty

- ◆ Faculty commitment--original founders are still integral part of Program
- ◆ Emphasis on teaching
- ◆ Faculty's reputation and strengths
- ◆ Faculty's ASPA experience and activity
- ◆ Strong interdisciplinary interests from faculty who are also strong within their own disciplines
- ◆ Interdisciplinary support from other departments and faculty
- ◆ Available teaching expertise and interest
- ◆ The Program currently has a strong advising system
- ◆ Innovative teaching- community service learning, technology
- ◆ Cutting edge expertise in public management, diversity management, urban administration, public policy, urban politics and information management
- ◆ Faculty have many internship contacts with community agencies

Students

- ◆ Excellent students with experience and commitment
- ◆ Diverse student body

Curriculum

- ◆ Interdisciplinary program
- ◆ Relationship with community

- ◆ Cutting edge Computer resources available
- ◆ Already meets NASPAA standards

Administrative

- ◆ Supportive Dean
- ◆ Consistently strong staff who are able to take initiative
- ◆ Relationship in the SPIA (School of Public and International Affairs) group, a coordinating committee composed of International Relations, Public Administration, Political Science, and Urban Studies
- ◆ New office space; all core faculty are now together

Location

- ◆ Located in San Francisco on the edge of the Pacific Rim, with all of its diversity and resources

Weaknesses of the Program

Several weaknesses of the Program were also identified. As can be seen below, most of them dealt with a lack of resources with which to hire additional faculty, more full-time faculty, staff, advertise for students, or to supplement the Program's operating budget.

Internal Weaknesses

- ◆ Inability to take advantage of our location on the Pacific Rim to offer compelling Comparative Administration or NGO Administration concentration
- ◆ Inability to take full advantage of the many city and county governments in the Bay Area by have more offerings in the urban administration area
- ◆ Not accredited with NASPAA (National Association of Schools of Public Administration and Affairs)
- ◆ Insufficient Resources to Reimburse Other Departments for faculty time
- ◆ Insufficient Full-time core faculty in the Program
- ◆ The Program needs additional full-time faculty to be able to offer the courses and concentrations desired by faculty and students
- ◆ Without sufficient funds, the Program is not able to properly advertise in the Bay Area (as other universities are able to do)
- ◆ Time Pressures on Faculty
- ◆ Heavy Workload
- ◆ Inability to recruit students effectively (to date)
- ◆ Competing demands on time of students and faculty

Institutional Barriers

- ◆ Inadequate budget
- ◆ The Program currently has only one .5 staff member, reduced from 1.0 in the early 1990s; this makes it exceedingly difficult to maintain the documentation necessary for the accreditation process as well as to efficiently handle admissions, student requests, and other projects

Opportunities and Threats for the Program

The Program's presence at San Francisco State University, in the College of Behavioral and Social Sciences, and in San Francisco also provides numerous opportunities for developing the Public Administration Program. These opportunities include:

Opportunities

- ◆ Take advantage of the benefits of being NASPAA accredited
- ◆ Partnerships with other programs on campus to offer courses and concentrations
 - International / Non-Governmental Organization (NGO) administration
 - Fuller Urban Administration concentration
 - Human resources management

- Long-term care administration
- Integrated Health and Social Services
- Applied Social Sciences Research
- Joint MPA/MPH Program
- Health Policy and Administration
- Criminal Justice Administration
- Financial Management
- Information Management
- ◆ Offer Classes at the Downtown Center
- ◆ Undergraduate Minor in Public Administration
- ◆ Taking advantage of the Program's location in San Francisco and on the Pacific Rim
- ◆ Increased Faculty and Student Services
- ◆ Partner with Community and Community Groups
- ◆ Training Institute
- ◆ Online Course Offerings
- ◆ Working with SPIA group
- ◆ Develop a course or emphasis on the politics of public management and administration
- ◆ Develop certificate programs that full-time students could complete more easily than an MPA, but which might also convince them to continue on to completing the MPA
- ◆ The chance to hire someone with particular skills and/or experience that will enhance the program
- ◆ Potential for partnering with local ASPA chapters to develop programs and reach potential students

Threats

Even given these opportunities and strengths, some threats to the Program, its stability, and the ability to achieve the plans set out in this document exist. These include:

- ◆ Fiscal Stress in Society
- ◆ Anti-Government Mood in Society in general
- ◆ Budget cuts in the University and in federal, state, and local governments
- ◆ Lack of Release Time for Faculty
- ◆ Overwork of faculty and heavy teaching load limits what can be done
- ◆ Cap on FTE- no room for expansion
- ◆ Lack of Flexibility at the University, including the difficulties in introducing innovations
- ◆ Possible move of Program administration and faculty downtown, leading to marginalization of program

Goals and Objectives of the Public Administration Program

Based upon the mission of the Program and upon discussions of the strengths, weaknesses, opportunities, and threats of the Program, a series of goals and objectives were developed for the Public Administration Program. Each of these is accompanied by desired outcomes for each goal and objectives and by the outcome measures to be used to judge the successful achievement of each goal.

The goals of the Program are:

Student Learning Goals

- **Goal 1:** Provide students with substantive knowledge about the depth and breadth of public administration today
- **Goal 2:** Provide students with the skills necessary to manage today's and tomorrow's organizations
- **Goal 3:** Provide students with the ability to be sensitive and knowledgeable about ethical and diversity issues in the public and nonprofit sectors
- **Goal 4:** Provide students with the substantive knowledge about a specialized area of public administration

Programmatic Goals

- **Goal 5:** Work collaboratively with other departments and programs within the College, the University, and the community
- **Goal 6:** Seek to be recognized as an effective public administration program, remaining on the cutting edge of public administration, and becoming and remaining a learning organization that changes when change is required

These goals are combined with objectives, outcome measures, and required documentation, below.

Student Learning Goals

Goal 1: Provide students with substantive knowledge about the depth and breadth of public administration today

- ♦ **Objective 1:** *Train students to develop an understanding of the theoretical and intellectual knowledge underpinning the discipline of public administration - the history and theories of the field, the importance of social, economic, and political institutions, and the public policy process*

OUTCOMES	MEASURES	DOCUMENTATION
Students possess a core body of knowledge about public administration history, theories and current issues in the field today	Successful Completion of Case Study Analysis in PA 894 ² .	Case Study Required in PA 894, Part of Culminating Experience Requirement
Students understand the importance and role of economic, political and social institutions	Successful Completion of Case Study Analysis in PA 894	Case Study Required in PA 894, Part of Culminating Experience Requirement
Students understand the policy process, policy issues, and public administrators' role in the process	Successful completion of policy paper required in PA 730.	Written evaluation by faculty member teaching PA 730.

Goal 2: Provide Students with the skills necessary to manage today's and tomorrow's organizations

- ♦ **Objective 1:** *Train students in the essential management skills necessary to succeed in public administration--research skills, budgeting skills, skills in organizational development and change, and skills in personnel management*

OUTCOMES	MEASURES	DOCUMENTATION
Students develop research skills and become intelligent consumers of statistical and qualitative data and research	Successful completion of PA 710 homework exercises and research paper.	Evaluated by faculty member teaching PA 710.
Students are able to complete effective budget proposals	Successful completion of budget development project in PA 750.	Written evaluation by faculty member teaching PA 750.
Students develop an understanding of organizations and how they work	Successful Completion of Case Study Analysis in PA 894	Case Study Required in PA 894, Part of Culminating Experience Requirement
Students develop an understanding of managing human resources in public and nonprofit organizations	In PA 745, successful completion of an interview with public or nonprofit personnel director highlighting the issues in the field	Written interview schedule and report on interview in PA 745

² As part of the Program's Culminating Experience requirement, students would be required to write a case study of some public or nonprofit agency. By answering a series of questions, the student would demonstrate their understanding of the questions and issues important to public administration.

- ◆ **Objective 2:** *Train students to write effectively and concisely for an audience of professional public administrators*

OUTCOMES	MEASURES	DOCUMENTATION
Students have the ability to write concisely and effectively	Successful completion of two (2) written papers, the Case Study Analysis in PA 894, and the Culminating Experience paper (Subfield paper) in PA 895. (Other evidence from other courses is possible.)	Written evaluation by faculty in courses, PA 894, and PA 895

- ◆ **Objective 3:** *Train students to make effective oral presentations to small and larger groups, provide both experience and the opportunity to develop confidence while speaking in public*

OUTCOMES	MEASURES	DOCUMENTATION
Students have the ability to make effective oral presentations	Successful completion of at least three (3) oral presentations in selected courses throughout the Program (PA 700, 710, 720, 740, 745 750). At least one presentation should be accompanied by a PowerPoint presentation.	Written evaluation by faculty member teaching in each course.

- ◆ **Objective 4:** *Train students to work in groups and teams, providing positive experiences and the opportunity to assess the importance of using teams to accomplish organizational tasks*

OUTCOMES	MEASURES	DOCUMENTATION
Students have the ability to work effectively in teams	Successful completion of two (2) team projects in PA 740, PA 750, other core courses, or electives.	Written evaluation by faculty member teaching in each course.

- ◆ **Objective 5:** *Train students to utilize the predominant computer and Internet applications as tools appropriate for the public and nonprofit workplace*

OUTCOMES	MEASURES	DOCUMENTATION
Students are able to make effective use of these tools: <ul style="list-style-type: none"> • Email • Listserv • World Wide Web for research • Computer Conferencing 	Evidence of successful use of : <ul style="list-style-type: none"> • Email messages with faculty • Participation in MPA Listserv • Use of Web for research in at least one paper • Participation in discussion topic in conference 	Form completed by Program Director for each skill, except for WWW skill—completed by faculty member in course for which research took place
Students are able to use these computer applications <ul style="list-style-type: none"> • Word Processors • Statistical Packages • Spreadsheets • Presentation Software • Databases 	Evidence of successful use in project in (respectively) <ul style="list-style-type: none"> • PA 700 • PA 710 • PA 750 • PA 750 • PA 745 	Form completed by faculty member in each course reflecting level of experience in each skill.

Goal 3: Provide students with the ability to be sensitive and knowledgeable about ethical and diversity issues in the public and nonprofit sectors

- ◆ **Objective 1:** *Train students in the issues of public sector ethics and diversity, focusing attention upon critical thinking and independent evaluations about these important topics*

OUTCOMES	MEASURES	DOCUMENTATION
Students develop an understanding of public sector ethical issues and how they apply to daily organizational life	Successful completion of paper defining or discussing public or nonprofit ethics (PA 700, 740, or 745) and addressed in Culminating Experience Case Analysis (PA 894)	Written evaluation by faculty member teaching in each course. Case Study Required as Culminating Experience
Students develop an understanding of the importance and complexity of diversity in public sector and nonprofit organizations and diversity issues apply to daily organizational life	Successful completion of paper defining or discussing diversity issues (PA 700, 740, 745, 790) and addressed in Culminating Experience Case Analysis (PA 894)	Written evaluation by faculty member teaching in each course. Case Study Required as Culminating Experience.

Goal 4: Provide students with the substantive knowledge about a specialized area of public administration

- ◆ **Objective 1:** *Provide students with specialized knowledge in one of the important subfields of public administration*

OUTCOMES	MEASURES	DOCUMENTATION
Students develop a more specialized body of knowledge in a specific subfield	Successful completion of paper, initiated in core concentration course and completed in PA 895, to incorporate knowledge and skills developed in other concentration courses and electives.	Paper completed in PA 895.

Program Goals

Goal 5: Work collaboratively with other departments and programs within the College, the University, and the community

- ◆ **Objective 1:** *Develop SPIA as a viable, collaborative unit*
- ◆ **Objective 2:** *Work with other departments and institutes (like the Public Research Institute) around the University to create, out of existing courses, other course concentrations and academic offerings and to work on other projects*
- ◆ **Objective 3:** *Work with community groups like the San Francisco Bay Area Chapter of the American Society of Public Administration, other local professional associations, and local governments interested in and related to public administration*
- ◆ **Objective 4:** *Utilize the University's resources in a cost-effective fashion while still meeting the needs of our students and providing for the professional development of our faculty*

OUTCOMES	MEASURES	DOCUMENTATION
The Program pursues common interests with SPIA and other groups on campus	Successful completion of <ul style="list-style-type: none"> • Grant proposals developed in conjunction with SPIA and other groups on campus • Program developments pursued with SPIA and other • Curriculum developments pursued with other departments and programs on campus 	Grant proposals, curriculum developments, and/or other program development products

The Program pursues common interests with community groups	Successful completion of grant proposals and/or program developments pursued with community groups	Grant proposals and/or other program development products
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Goal 6: Seek to be recognized as an effective public administration program, remaining on the cutting edge of public administration, and becoming and remaining a learning organization that changes when change is required

- ◆ **Objective 1:** *Improve and enhance the management of the Public Administration Program itself, thereby enhancing our effectiveness and stretching existing resources.*
- ◆ **Objective 2:** *Attain status as an accredited program by the National Association of Schools of Public Administration and Affairs*

OUTCOMES	MEASURES	DOCUMENTATION
Attaining Accreditation Status	Program successfully attains Accreditation Status	Listing as NASPAA Accredited Program

- ◆ **Objective 3:** *Recruit and retain high quality students in both the public and the nonprofit sectors*

OUTCOMES	MEASURES	DOCUMENTATION
The recruitment and retention of high quality students	<ul style="list-style-type: none"> • Number of students applying for admission each semester • The average GRE and GPA scores of incoming students • The number of students continuing coursework each semester • Number of degrees awarded each semester 	Program records

- ◆ **Objective 4:** *Develop Pi Alpha Alpha Chapter (the public administration honorary society)*

OUTCOMES	MEASURES	DOCUMENTATION
Creation and maintenance of Pi Alpha Alpha Chapter	<ul style="list-style-type: none"> • Establishment of Pi Alpha Alpha Chapter • Maintenance, over time, of Chapter 	Chapter papers and records

- ◆ **Objective 5:** *Establish a supportive environment for faculty to conduct useful and important research (both applied and theoretical)*

OUTCOMES	MEASURES	DOCUMENTATION
Faculty engage in useful and important research in their fields of public administration and public policy	<ul style="list-style-type: none"> • Conference papers presented by faculty (See Appendix E for current faculty activity) • Articles, book chapters, and books published by faculty (See Appendix F for current faculty activity) 	Papers, articles, book chapters, and books. (See Appendices E and F)

- ◆ **Objective 6:** *Establish a support environment for faculty to become and stay meaningfully involved in community and professional service.*

OUTCOMES	MEASURES	DOCUMENTATION
Faculty engage in useful and important community and professional service	<ul style="list-style-type: none"> Community service activities (See Appendix G for current faculty activity) Professional service activities (See Appendix G) 	Faculty activity reports (See Appendix G)

- ◆ **Objective 7:** *Continue to evaluate the Program and its successes and failures in order to improve its operation and education*

OUTCOMES	MEASURES	DOCUMENTATION
Overall evaluation of Program	<ul style="list-style-type: none"> Accreditation Student Satisfaction Approval of Curriculum by Community Advisory Board 	Exit Interview and Focus Groups

- ◆ **Objective 8:** *Seek out new, innovative ways of accomplishing our mission, goals, and objectives*
- ◆ **Objective 9:** *Seek to distinguish ourselves from other public administration programs in the Bay Area and California in order to attract high quality students*
- ◆ **Objective 10:** *Take advantage of the Program's location in San Francisco and on the Pacific Rim.*
- ◆ **Objective 11:** *Engage in a continuing strategic planning process, reevaluating our accomplishments each year and revising our mission and desired goals, objectives, and outcomes as we move towards accomplishing our current goals and objectives*

Implementation Plans to Achieve These Goals

Table 2 presents the actual tasks necessary to achieve these goals., with a focus upon achieving these goals through the hiring goals of the Program.

The first of these tasks in Year 1 (in Academic Year 1997-1998) (Table 2A) includes general housekeeping tasks--creating and maintaining databases of student information, establishing a chapter of the public administration honorary society (Pi Alpha Alpha), reviewing the curriculum, and restructuring the Program's culminating experience requirement. In addition, a recruiting and retention plan was developed and is being implemented, a new one page description of the Program was developed, a Program newsletter was created, and a new Program brochure is being designed.

These tasks are designed to ensure that the Program tightens its academic program and moves toward the achievement of Goals 1 through 4, the student learning outcomes goals.

See Appendix H for a complete list of Program goals and objectives.

TABLE 2A: IMPLEMENTATION PLAN FOR THE SFSU PUBLIC ADMINISTRATION PROGRAM (1997-98)	
<u>Tasks, Year 1 (1997-98)</u>	<u>Goal Addressed / Objective Addressed</u>
Search for replacement of 3 rd position	Goals 1 - 4, Goal 5
Create databases and update student records	Goal 6, Objective 1
Implement recruitment and retention plan	Goal 6, Objective 3 and Objective 9
Establish community and student advisory boards	Goals 1- 4, Goal 6

Establish SFSU chapter of Pi Alpha Alpha	Goal 6, Objectives 3 and 4
Establish tighter advising relationships	Goals 1- 4, Goal 6 Objective 3
Conduct strategic planning process	Goal 6, Objective 2 and Objective 10
Reconfigure Master's Project and Seek approval of new process	Goals 1- 4, Goal 6 (Objectives 7, 8)
Propose desired new courses to complete curriculum	Goals 1- 4, Goal 6 (Objective 2, 7, 8, 9)
Establish student awards	Goal 6, Objectives 3 and 9
Establish student scholarships	Goal 6, Objectives 3 and 9
Create new brochure and other written material on program	Goal 6, Objectives 3 and 9
Formally acknowledge 4 th and 5 th core mpa faculty--Write and seek approval of MOUs	Goal 6, Objective 2

The curriculum review conducted as part of the overall strategic planning process has resulted in decisions by the faculty to strengthen the public management and nonprofit administration concentrations and add several new courses. These new courses are:

- ◆ PA 727: Strategic Management (name change from PA 727, Advanced Public Management)
- ◆ Strategic Communications for Public and Nonprofit Agencies
- ◆ Developing Nonprofit Resources
- ◆ Diversity in the Public and Nonprofit Sectors

A plan to ensure that all courses, including these new courses, can be taught by existing faculty is presented in Appendix D. The creation of these new courses addresses the desired new skills of the new faculty member, the movement towards NASPAA accreditation, and the necessity of meeting student demand for additional public management and nonprofit administration courses.

This year, the faculty have also sought to restructure the existing Master's Project, our Culminating Experience requirement. The proposal for the new Culminating Experience requirement is based upon the development of a student portfolio (itself directly tied to Program mission, goals, objectives, and desired outcomes). Another part of the Culminating Experience, also directly tied to the Program's desired outcomes, is the writing of a case study analysis to allow the student to illustrate their knowledge of field of public administration and understanding of the issues involved in the field. Not only will this change address the need for the development of a student learning outcomes assessment process but it also directly addresses NASPAA standards and processes.

In the second year (Academic Year 1998-1999) (Table 2B), the newly hired faculty member in Public Administration will begin their position at San Francisco State. With the support of the new hire, faculty and students will consider certificate programs in public management and nonprofit administration, will seek approval of and implement the new Culminating Experience requirements, and will begin to work with other departments and programs on campus to expand our program offerings through existing courses and resources.

TABLE 2B: IMPLEMENTATION PLAN FOR THE SFSU PUBLIC ADMINISTRATION PROGRAM (1998-99)	
Tasks, Year 2 (1998-1999)	Goals and Objectives Addressed
3 rd faculty member begins at SFSU	Goals 1 - 4
Consider and develop Certificate Programs and a Minor in Public Administration	Goals 1 - 4, Goal 5 (Objectives 2 and 4), Goal 6 (Objectives 3, 9, and 10)
Implement remainder of new and reaffirmed policies	Goal 6, Objectives 1, 2, and 3
Incorporate new Master's Project design	Goals 1- 4, Goal 6 (Objectives 7, 8, and 11)
Update public management and nonprofit administration curriculum	Goals 1 - 4, Goal 6 (Objective 3)

Work with other programs and departments on campus (Gerontology, International Relations, and Urban Studies) to develop concentrations from existing courses	Goals 1 - 4, Goal 5 (all objectives), Goal 6 (Objective 3)
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After the completion of these important Program building tasks, the Program will be ready to begin the all-important self-study in the third year of this plan (Academic Year 1999-2000). This self-study is the first step in the process of applying for, and receiving, accreditation from the National Association of Schools of Public Administration and Affairs (NASPAA). The achievement of this important goal (Goal 6, Objective 2) is key to achieving many of the other Program goals-- from recruiting and retaining high quality students (Goal 6, Objective 3), to distinguishing ourselves from other programs in the area (Goal 6, Objective 9). Adhering to NASPAA standards and going through the self-study and site visit process will also improve our Program as a whole through the input and feedback the Program will receive.

Also in this year (1999-2000), the Program will seek approval, with International Relations, for a shared faculty position in **Comparative and Non-Governmental Organization (NGO) Administration**. After upgrading our public management and nonprofit administration concentrations, the next area to be developed is comparative administration. The San Francisco Bay Area is a prime area for the development of this concentration. Students in International Relations frequently have a need for developing knowledge and skills in administration and students in public administration frequently have a need for expertise in international organizations and policy. Working with International Relations in developing this interesting and important program works to achieve all Goals of the Program along with many of the individual objectives.

TABLE 2C: IMPLEMENTATION PLAN FOR THE SFSU PUBLIC ADMINISTRATION PROGRAM (1999-2000)	
Tasks, Year 3 (1999-2000)	Goals and Objectives Addressed
Begin Accreditation Process-- Complete NASPAA self-study	Goals 1- 4, Goal 6, Objectives 2 and 3
*** Request, with International Relations, a Shared Faculty Position in Comparative and Non Governmental Organizations (NGO) Administration	Goals 1 - 4, Goal 5 (Objectives 1, 2, 3, and 4) and Goal 6 (Objectives 3, 8, 9, and 10)
Begin developing, with International Relations, shared comparative / NGO Administration Concentration	Goals 1 - 4, Goal 5 (Objectives 1, 2, 3, and 4) and Goal 6 (Objectives 3, 8, 9, and 10)
Develop certificate programs and the Minor in Public Administration	Goals 1 - 4, Goal 5 (Objectives 1, 2, 3, and 4) and Goal 6 (Objectives 3, 8, 9, and 10)
Explore joint MPH/MPA with Health and Human Services	Goals 1 - 4, Goal 5 (Objectives 1, 2, 3, and 4) and Goal 6 (Objectives 3, 8, 9, and 10)

This new faculty member will be hired jointly with International Relations during the fourth year of this plan, Academic Year (AY 2000-2001). Also during that year, the NGO Administration concentration will be developed by faculty from Public Administration and International Relations.

Year 4 of this plan will also see the development of the public management and nonprofit administration concentrations and the exploration of joint activities between San Francisco State's Master's in Public Health and the Public Administration Program. The creation of these concentrations will take advantage of our existing resources (our current courses), will serve as an important recruiting tool for those students who do not wish to work toward a degree, for those mid-career managers who wish only to enhance their skills, and will help to distinguish the Program from others in the area. These steps will lead toward the achievement of Goals 1 through 4 since it will enhance the curriculum and student learning possibilities. Goals 5 and 6 will also be achieved, since the hire would be a collaborative one which would definitely put the San Francisco State University Public Administration Program on the cutting edge of public administration.

**TABLE 2D:
IMPLEMENTATION PLAN FOR THE SFSU PUBLIC ADMINISTRATION PROGRAM
(2000-2001)**

Tasks, Year 4 (2000-2001)	Goals and Objectives Addressed
Accreditation year-- Apply and Host Site Visit Team	Goals 1- 4, Goal 6, Objectives 2 and 3
Implement Certificates and Minor Program	Goals 1 - 4, Goal 5 (Objectives 1, 2, 3, and 4) and Goal 6 (Objectives 3, 8, 9, and 10)
***Hire Shared Faculty Position (with IR)	Goals 1 - 4, Goal 5 (Objectives 1, 2, 3, and 4) and Goal 6 (Objectives 3, 8, 9, and 10)

During the fifth year (Academic Year 2001-2002), the Program will request a tenure track position in Public Administration. This position will focus on **Urban Administration (subfield in Organizational Development)**, areas in which the Program also needs improvement and enhancement. This position will enhance the all-important urban administration component of the Public Administration Program. Currently, the Program only has adjunct lecturers to teach in this area, a critical one in the Bay Area with its nine counties, over ninety cities, and numerous special districts. The hiring of this person will greatly enhance the Program and aid in the achievement of all Goals and most of the Program's objectives.

The Urban Studies Program is in support of this position as one that would be hired into the Public Administration Program but would support the Urban Studies Program by teaching relevant urban administration courses.

**TABLE 2E:
IMPLEMENTATION PLAN FOR THE SFSU PUBLIC ADMINISTRATION PROGRAM
(2001-2002)**

Tasks, Year 5 (2001-2002)	Goals and Objectives Addressed
***Request Full-time Position for Public Administration Program	Goals 1 - 4, Goal 5 (Objectives 1, 2, 3, and 4) and Goal 6 (Objectives 3, 8, 9, and 10)

Strategic Planning--The Next Steps

This plan, and the hiring goals within it, is only the first step in the overall strategic planning process. This draft will be used to seek input from students and from the community advisory board currently being organized. Their comments will be used to revise this plan

While serving as the fulfillment of a required hiring plan, the plan will also be used to move towards the revision of the Program's culminating experience requirement and to establish a process for measuring student learning outcomes.

All of these activities--the strategic plan, the hiring plan, seeking input on the plans, developing student learning outcomes, and revising the culminating experience requirement--will be used to move toward NASPAA accreditation. They will serve as the basis for our self-study, to be completed in Year 3 of this plan (1999-2000). Together, these activities can only strengthen the Program, the achievement of student learning goals, the achievement of other Program goals, and the Program's service to its students and faculty.

Appendix A: Public Administration Program Faculty and Specialties

Core Faculty

- **Genie Stowers, Ph.D.** *Associate Professor, Public Administration*, Public budgeting and management, public policy analysis and evaluation, politics and policies affecting women and ethnic/racial minorities. Program Director, 1997-
- **Katherine Naff, Ph.D.** *Assistant Professor, Public Administration*, Research methods, organizational change, public management, affirmative action.
- **Vacant Faculty Position-- Search in 1997/98.**

Program Faculty

- **Lilly Berry, Ph.D.**, *Professor, Psychology*, Human resources management, organizational theory.
- **Rufus Browning, Ph.D.**, *Professor, Political Science*, Applied research design and statistics, minority politics, policy analysis.
- **Richard DeLeon, Ph.D.** *Professor, Political Science*, Research methods, policy analysis, practical politics.
- **Richard LeGates, M.C.P.; J.D.** *Professor, Urban Studies*, Urban growth management, housing policy, land use, research methods. **Designated as 5th faculty member in Public Administration**
- **Deborah LeVeen, Ph.D.** *Professor, Urban Studies and Public Administration*, Health and social policy, Policy-making, women's issues, political economy. **Designated as 4th faculty member in Public Administration**
- **Raymond Miller, Ph.D.** *Professor, Social Science*, Political economy, economic development, local government.
- **Jack Osman, Ph.D.** *Professor, Economics*, Economic analysis, public finance.
- **Raquel Pinderhughes, Ph.D.**, *Associate Professor, Urban Studies*, Research methods, family policy, environmental justice, Latino poverty.
- **Raymond Pomerleau, Ph.D.** *Professor, Political Science*, Organizational theory, administrative behavior, public personnel policy.
- **Michael Potepan, Ph.D.** *Associate Professor, Economics*, Economic analysis, economic development, urban finance.
- **Norman Schneider, Ph.D.** *Professor, Urban Studies*, Urban planning and policy analysis, economics of public decision-making.
- **Marjorie Seashore, Ph.D.** *Professor, Sociology*, Evaluation research, organizational behavior, social impact of technology.
- **David Tabb, Ph.D.** *Professor, Political Science*, Urban politics, public opinion, political economy, policy implementation.

Appendix B: Public Administration Courses

Minimum total units = 37-41 units

Core Courses

Essential Theories and General Skills

PA 700 Democracy and Public Administration in a Diverse Environment, 3
PA 710 Research Methods for Public Administration., 4
PA 720 Microeconomic Applications for Public Administration and Policy, 3
PA 730 Politics of Policy-Making & Implementation, 4

Essential Management Skills

PA 740 Managing Organizational Behavior, 3
PA 745 Managing Human Resources, 3
PA 750 Managing Budgets in the Public Sector, 4

Total core units = 24 units

Internship Requirement³

PLSI 603 Public Service Internships, 3 **and** PLSI 604 Internship Seminar, 1 = 4 units

or

URBS 650 Urban Internship Fieldwork, 3 **and** URBS 651 Urban Internship Seminar, 1 = 4 units

Culminating Experience Requirement

PA 895 Master's Project, 3 **or**
PA 898 Master's Thesis, 3

Electives = 10 units

PA 725 Public Management, 4
PA 727 Advanced Seminar in Public Management, 3
PA 747 Financial Management in the Public Sector, 3
PA 760 Urban Administration, 3
PA 765 Management Information Systems in the Public Sector, 4
PA 767 Administrative Law, 3
PA 770 Administration of Non-Profit Organization, 4
PA 780 Policy & Organizational Analysis, 4
PA 784 Program Evaluation, 3

Desired new courses:

- ◆ PA 727 changed to PA 727: Strategic Management (name change from PA 727: Advanced Public Management)
- ◆ Strategic Communications for Public and Nonprofit Agencies
- ◆ Developing Nonprofit Resources
- ◆ Diversity in the Public and Nonprofit Sectors

³Internship requirement may be waived upon evidence and approval of previous or concurrent educationally appropriate work experience in public policy or administration or may be met with equivalent courses in related programs.

Appendix C: Public Administration Program Advising Concentrations

Urban Administration (Select 3 courses)

Required Course:

- PA 760 Urban Administration, 3

Select two (2) from the following courses:

- ECON 506 Economics of State & Local Government, 3
- ECON/URBS 535 Urban Economics, 3
- GEOG/PA 858 Seminar in Environmental & Land-Use Planning, 3
- GEOG/URBS 433 Urban Transportation, 4
- PLSI 712 Seminar in Urban Politics & Policy Formation, 4
- URBS 514 Urban Growth Management, 4
- URBS 565 Social Policy & Family Systems, 4
- URBS 570 Urban Health Policy, 3
- URBS 580 Urban Housing, 3
- URBS 582 Homelessness & Public Policy, 3

Public Management (Select 3 courses)

Required Course:

- PA 725 Public Management, 4

Select two (2) from the following courses:

- PA 765 Management Information Systems in the Public Sector, 4
- PA 727 Advanced Seminar in Public Management, 3
- PA 747 Financial Management in the Public Sector, 3
- PA 767 Administrative Law, 3
- ECON 601 Applied Macroeconomics, 3
- PLSI 501 American Bureaucracy, 4
- PLSI 731 Government & Ethics, 3

Policy Analysis (Select 3 courses)

Required Course:

- PA 780 Policy & Organizational Analysis, 4

Select two (2) from the following courses:

- PA 765 Managing Information in the Public Sector, 4
- PA 784 Program Evaluation, 3
- ECON 320 Intro. to Econometrics, 3
- ECON 805 Seminar: Applied Analysis in the Public Sector, 3

Non-Profit Administration (Select 3 courses)

Required Course:

- PA 770 Administration of Non-Profit Organization, 4

Select two (2) from the following courses:

- PA 780 Policy & Organizational Analysis, 4
- PA 727 Advanced Seminar in Public Management, 3
- PA 747 Financial Management in the Public Sector, 3
- PA 784 Program Evaluation, 3
- MKTG 868 Marketing for Non-Profit Organizations, 3
- PLSI 731 Government & Ethics, 3
- SWE 800 Program Planning & Program Development for Community Groups, 3
- TECH 460 Grant Writing, 3

Appendix D: Course Scheduling

2/6/98

	Fall 98	Spring 99	Summ 99	Fall 99	Spring 00	Summ 00	Fall 2001
<u>493</u>	New			New			New
<u>700</u>	Naff	Naff	Lecturer	Naff	Naff	Lecturer	Naff
<u>710</u>	Naff	New		New	New		New
<u>720</u>	Osman			Osman			Osman
<u>730</u>	LeVeen			LeVeen			LeVeen
<u>740</u>		New			New		
<u>745</u>	Naff			Naff		Lecturer	Naff
<u>750</u>		Stowers	Lecturer		Stowers		
<u>725</u>		Naff			Naff		
727 (Strat Mgt)		Naff					Naff
<u>747</u>	Lecturer		Lecturer		Lecturer		
<u>760</u>		Lecturer					Lecturer
<u>765</u>	Stowers				Stowers		
<u>767</u>				Lecturer			
<u>770</u>	New				New		
<u>780</u>				Stowers			
<u>784</u>		Stowers					Stowers
Diversity				Naff			
Strat Comm				Stowers			
Dev NP Res		New					New
<u>790</u>				New	Naff		Stowers
<u>895</u>	Seashore	Faculty		Faculty	Faculty		Faculty
<u>897</u>							
<u>898</u>							
Chair	Stowers	Stowers		Stowers	Stowers		Stowers

Appendix E: Faculty Conference Activity, 1996-98

Core Faculty

Professor Kathy Naff

“Motivation to Public Service and Its Relationship to Workforce Quality,” co-authored with John Crum. To be presented to the annual meeting of the Midwest Political Science Association, April 22-23-25, 1998, Chicago, IL.

“How To Know a Good Manager When You See One: The Effect of Gender, Agency and Experience on Supervisory Priorities and Self-Assessments,” co-authored with Dennis M. Daley. To be presented at the annual meeting of the Midwest Political Science Association, April 23-25, 1998, Chicago, IL.

“Gender-Related Differences and Managerial Competencies: Federal Supervisor Perceptions of the Tasks of Management” co-authored with Dennis Daley. Presented at the annual meeting of the American Political Science Association, August 27-30, 1997, Washington D.C.

Panel convenor and author, “The Human Side of Reinventing Government” at the annual meeting of the American Society for Public Administration, July 27-30, 1997, Philadelphia, PA.

Presenter for a workshop on “Equal Opportunity: From Promise to Progress,” at the annual meeting of the Interagency Committee on Women in Federal Law Enforcement, July 28-29, 1997, Washington, DC.

Presenter at Brookings Institution conference on Human Resources and Labor Management Reform, May 19-20, 1997, Washington, DC.

“Achieving a Representative Bureaucracy: How Do We Know When We’ve Got One?” Presented to the annual meeting of the Western Political Science Association, March 13-15, 1997, Tuscon, AZ

Professor Genie Stowers

“Teaching a Fully Online Public Administration Course” To be presented at the 1998 Meeting of the Teaching Public Administration Conference, Colorado Springs, Colorado, March 22- 24.

Chair, Distance Education in Public Administration Panel, 1997 Meeting of the American Society for Public Administration, July 26-30.

"Citizen Participation on the 'Net". Presented at the 1997 Region X Conference of the American Society for Public Administration (ASPA), April 18, 1997, Sacramento, California.

“A Different Model: Providing Social Services to Lesbians, Gays, and Bisexuals”. Paper Presented at the 1996 Meeting of the American Society for Public Administration Conference, Atlanta, June 28- July 1, 1996.

“Internet Strategies for the Public Administration Classroom”. Presented at the Teaching in Public Administration Conference, February 16-18, 1996, Savannah, Georgia.

Chair, Equal Opportunities for Women--Myth or Reality?, 1996 Meeting of the Western Political Science Association, San Francisco, March 14-16.

Appendix F: Core Faculty Research, 1996-1998

Core Faculty

Professor Kathy Naff

In Progress

Public Personnel Management in Government (4th Edition) co-authored with Jay Shafritz, David Rosenbloom, Norma Riccucci, and A.C. Hyde, Marcel Dekker. Expected publication, 1998.

Under Review

"The President and Representative Bureaucracy: Rhetoric and Reality" co-authored with John Crum. Under review by Public Administration Review.

"Gender-Related Differences and Managerial Competencies: Federal Supervisor Perceptions of the Tasks of Management" co-authored with Dennis Daley. Under review by Southeastern Political Review.

Published Works

"Progress Toward Achieving a Representative Federal Bureaucracy: The Impact of Supervisors and Their Beliefs" forthcoming Summer 1998, Public Personnel Management.

"Personnel and Human Resources Management", forthcoming 1997. In Public Administration and Government, Harcourt Brace Publishers, edited by Phil Cooper.

"Looking Like America: The Continuing Importance of Affirmative Action in Federal Employment" 1997, co-authored with John Crum; Public Productivity and Management Review 20(3): 272-287.

"Colliding with the Glass Ceiling: Barriers to the Advancement of Women and Minorities" 1997 in Public Personnel Management: Current Concerns, Future Strategies (2nd Edition), Longman Publishers, Edited by Norma M. Riccucci.

"The Glass Ceiling" and "Representative Bureaucracy" in The International Encyclopedia of Public Policy and Administration Henry Holt and Company, edited by Jay M. Shafritz.

Editor, symposium on "25 Years of Public Management and the Judicial Branch" 1996. The Public Manager 24 (3).

Professor Genie Stowers

In Progress

The Virtual Government. Book length manuscript.

Service Delivery on the Web. In Progress.

Under Review

Computer Conferencing in the Public Administration Classroom. Submitted to Journal of Public Administration Education; Revise and Resubmit.

Moving Into A New Era of Cyberactivity: State and Local Governments on the World Wide Web. Submitted to State and Local Government Review.

Published Works

Accessing On-Line Health Information. Kilpatrick, Anne Osbourne and Johnson, James (Eds.) Handbook of Health Administration, Forthcoming, January 1998.

"Cyber-Budgeting On the Web". Forthcoming, 1998. Government Finance Review.

"Moving Governments On-Line: Implementation and Policy Issues". Public Administration Review 56 (1): January/February 1996, 121-125.

"Gender in Urban Research". In Vogel, Ronald K. (Ed.) Handbook of Urban Research Westport, Connecticut: Greenwood Press. February 1997.

"Miami: The Experience of Regional Government". In Savitch, Hank and Vogel, Ronald K. (Eds.) Regional Politics (Sage Urban Annual Review). Newbury Park, CA: Sage Publications. 1996.

Appendix G: Significant Faculty Community and Professional Service Activities

Core Faculty

Professor Kathy Naff

American Society for Public Administration (ASPA)

- Member, National Public Service Awards Executive Committee (1995-present)
- Elected Representative, Region III, ASPA National Council (1992-1995)
- Chair, *PA Times* Editorial Board (1992-1995)
- Member, Publications Committee (1992-1995)

San Francisco Bay Area Chapter

- Member, Board of Directors, (1997-present)

National Capital Area Chapter (NCAC/ASPA)

- President, 1995-96
- Vice President 1994-95
- 1995 Conference Chair
- Member, Board of Directors 1990-92
- Project Director for development of a book entitled, "Breaking through the Glass Ceiling: A Career Guide for Women in Government" (published by NCAC/ASPA in 1992). Received Chapter Service awards, 1990, 1993.
- Newsletter editor 1988-90 (won best chapter newsletter award from ASPA, 1990)

Section on Personnel and Labor Relations (SPALR/ASPA)

- Member, Board of Directors 1991-94
- Newsletter co-editor 1992-94 (won award for best section newsletter from ASPA, 1993)

The Public Manager (a journal for public administrators)

- Member, Editorial Board (1997 to present)
- Member, Board of Directors (1990-1996)
- Editor, The Young Professionals Arena (1989-1992)

Member, Board of Directors, Public Research Institute (1997-present)

Member, Methodology-Technology Committee of the College of Behavioral and Social Sciences (1997-present)

Member, Hiring Committee, Department of Public Administration (1997-present)

Professor Genie Stowers

Semifinal Judge (Government Category), National Government Information Infrastructure Awards Program, 1998

President, San Francisco Bay Area Chapter of ASPA, 1997-

National Section on Health and Human Services Administration, American Society for Public Administration

- Section Chair, 1997-
- Executive Committee Member, 1993-

Parliamentarian, National Council of the American Society for Public Administration, 1997-1998.

National Council, American Society for Public Administration, 1994-1997.

- National Executive Committee Member, 1996-7.
- National Council Member, Elected From Western Region (X), 1994-1997.

National Publications Committee, American Society for Public Administration, 1994-

- Chair, 1996-97
- Vice-Chair, 1995-96

Region X ASPA Conference Coordinator, 1996.

Program Committee, American Society For Public Administration 1997 Conference

Board Member and Web Coordinator, Urban Politics Section, American Political Science Association, 1996-

Executive Committee Member, Section on Women in Public Administration, 1996-

SFSU

Member, Task Force on Distance Education, 1997- (Appointed by Vice President and Provost LaBelle)

Member, Web Review Committee, Spring 1997-

Faculty Associate for Internet Mediated Learning, SFSU Center for Enhancement of Teaching, 1996-

Graduate Council, Spring 1995- (elected from Behavioral and Social Sciences, Spring 1996)

Faculty Director, SFSUNet, 1994-1996 (Steering Committee, 1991- .

Appendix H: Goals and Objectives of the Public Administration Program

Student Learning Goals

- ◆ **Goal 1:** Provide students with substantive knowledge about the depth and breadth of public administration today
 - **Objective 1:** *Train students to develop an understanding of the theoretical and intellectual knowledge underpinning the discipline of public administration - the history and theories of the field, the importance of social, economic, and political institutions, and the public policy process*
- ◆ **Goal 2:** Provide students with the skills necessary to manage today's and tomorrow's organizations
 - **Objective 1:** *Train students in the essential management skills necessary to succeed in public administration--research skills, budgeting skills, skills in organizational development and change, and skills in personnel management*
 - **Objective 2:** *Train students to write effectively and concisely for an audience of professional public administrators*
 - **Objective 3:** *Train students to make effective oral presentations to small and larger groups, provide both experience and the opportunity to develop confidence while speaking in public*
 - **Objective 4:** *Train students to work in groups and teams, providing positive experiences and the opportunity to assess the importance of using teams to accomplish organizational tasks*
 - **Objective 5:** *Train students to utilize the predominant computer and Internet applications as tools appropriate for the public and nonprofit workplace*
- ◆ **Goal 3:** Provide students with the ability to be sensitive and knowledgeable about ethical and diversity issues in the public and nonprofit sectors
 - **Objective 1:** *Train students in the issues of public sector ethics and diversity, focusing attention upon critical thinking and independent evaluations about these important topics*
- ◆ **Goal 4:** Provide students with the substantive knowledge about a specialized area of public administration
 - **Objective 1:** *Provide students with specialized knowledge in one of the important subfields of public administration*

Programmatic Goals

- ◆ **Goal 5:** Work collaboratively with other departments and programs within the College, the University, and the community
 - **Objective 1:** *Develop SPIA as a viable, collaborative unit*
 - **Objective 2:** *Work with other departments and institutes (like the Public Research Institute) around the University to create, out of existing courses, other course concentrations and academic offerings and to work on other projects*
 - **Objective 3:** *Work with community groups like the San Francisco Bay Area Chapter of the American Society of Public Administration, other local professional associations, and local governments interested in and related to public administration*
 - **Objective 4:** *Utilize the University's resources in a cost-effective fashion while still meeting the needs of our students and providing for the professional development of our faculty*
- ◆ **Goal 6:** Seek to be recognized as an effective public administration program, remaining on the cutting edge of public administration, and becoming and remaining a learning organization that changes when change is required
 - **Objective 1:** *Improve and enhance the management of the Public Administration Program itself, thereby enhancing our effectiveness and stretching existing resources.*
 - **Objective 2:** *Attain status as an accredited program by the National Association of Schools of Public Administration and Affairs*
 - **Objective 3:** *Recruit and retain high quality students in both the public and the nonprofit sectors*
 - **Objective 4:** *Develop Pi Alpha Alpha Chapter (the public administration honorary society)*

- **Objective 5:** *Establish a supportive environment for faculty to conduct useful and important research (both applied and theoretical)*
- **Objective 6:** *Establish a support environment for faculty to become and stay meaningfully involved in community and professional service.*
- **Objective 7:** *Continue to evaluate the Program and its successes and failures in order to improve its operation and education*
- **Objective 8:** *Seek out new, innovative ways of accomplishing our mission, goals, and objectives*
- **Objective 9:** *Seek to distinguish ourselves from other public administration programs in the Bay Area and California in order to attract high quality students*
- **Objective 10:** *Take advantage of the Program's location in San Francisco and on the Pacific Rim.*
- **Objective 11:** *Engage in a continuing strategic planning process, reevaluating our accomplishments each year and revising our mission and desired goals, objectives, and outcomes as we move towards accomplishing our current goals and objectives*