



**Achieving Excellence in
Leadership and Ideas
for the 21st Century**

Strategic Plan for the LBJ School

May 2007

James B. Steinberg
Dean

Lyndon B. Johnson School of Public Affairs
The University of Texas at Austin

Achieving Excellence in Leadership and Ideas for the 21st Century

Strategic Plan for the LBJ School 2007

This strategic plan is designed to provide a framework for setting the priorities and goals for the LBJ School for the next five to seven years. The plan sets forth a clear definition of our mission, informed by a statement of the values that guide our choices and the objectives we seek to attain. Through the plan, all of our constituencies – students, faculty, our UT/Austin colleagues, alumni, future employers, policymakers, supporters and the wider public – will have a better chance to understand who we are, what we have to offer and how each of us can contribute to achieving our mission. This framework will guide us in making the day-to-day decisions about how to set our priorities, where to commit our resources, what students we recruit and what we teach, what faculty we hire and what we expect of them, and our relationship with the wider world of policy and work. It also provides criteria by which we can evaluate the success of our efforts and take the steps needed to keep us on course. Most important, it will provide a roadmap which fulfills the ambition of the School’s founders – to create a pre-eminent institution that fosters the spirit of public service and good governance through its teaching, policy relevant research, and public outreach.

OUR MISSION

To develop leaders and ideas that will help our state, the nation and the international community address critical public policy challenges in an increasingly interconnected and interdependent world.¹

Context: The world has changed dramatically since the School’s founding in the early 1970s. Globalization and growing interdependence mean that problems previously seen as local, state or national are increasingly affected by events abroad, and vice versa. Public policy challenges are increasingly complex and multidisciplinary – and because they often have a transnational dimension, they require efforts not only of multiple sovereign governments, but also of non-governmental actors, including business and NGOs. Advances in science and technology have created enormous new opportunities for prosperity and peace but also new dangers and challenges, from global warming to transnational health problems to weapons proliferation. Demographic changes in our own community, in our country and around the world have made diversity a central dimension of most key policy challenges. As a result, we increasingly need to understand perspectives of other cultures and societies, with different histories and in some cases, different values. U.S. political institutions at all levels have not effectively risen to the challenge of developing and implementing solutions to urgent policy needs.

¹ Our current mission statement reads: “The mission of the LBJ School is to prepare graduate students for leadership positions in the government and the private and non-profit sectors, organize research to promote effective public policy and management, provide continuing education for public service professionals, and foster community involvement through discussion and debate on issues of public concern.” These core elements are reflected in the three operational “objectives” of the School identified below; this revised mission statement provides a more concise and overarching framework.

OUR GUIDING VALUES

In carrying out our mission, we are motivated by three dominant values: compassion, competence and non-partisanship. *Compassion* based on a belief in the inherent worth of all human beings in their pursuit of a decent life for themselves, their families and their communities. *Competence* based on a belief that principled, rational inquiry and analysis plus well-trained individual leaders will lead to better solutions for all concerned, despite inevitable differences over ultimate goals and priorities. *Non-partisanship* based on a belief that there are many legitimate alternative viewpoints contending in the marketplace of ideas. The role of the School is not to favor one or the other, but rather to make sure that all are fairly analyzed and assessed. “Non-partisan” does not mean apolitical – on the contrary, we recognize and embrace the fact that both our students and our research must operate in a world where politics is how choices about policy are made.

OUR OBJECTIVES

Our mission has three core components. 1) To **prepare** current and future leaders to meet the most pressing challenges of the 21st century; 2) To produce sound and timely **policy research** that helps identify important policy issues and provides practical solutions for these challenges; 3) To **engage** all relevant constituencies, including policymakers, opinion shapers and the wider public, by disseminating the results of our research and by informing and participating in the public debate and public service.

The key interconnected features of our mission are **leadership, public, global and policy**. Our goal is to equip our students with the skills they need to solve problems in settings that require mobilizing key institutions and the public – which is the essence of **leadership**. Our society offers many opportunities for leadership – in elective office, in senior career public sector positions, and in the private and non-profit sectors. Over the years, LBJ graduates have admirably filled these positions. They provide important role models for the next generation of leaders.

We are a school of **public** affairs, which means that we focus on problems and challenges that transcend individuals and their private lives, and we focus on the importance of public service. The public sphere exists because individuals acting alone cannot achieve their most cherished goals – life, liberty and the pursuit of happiness. To say that we focus on training and leadership on “public” issues does not mean that we focus exclusively on the governmental sector. In today’s world, decisions of businesses, non-profit organizations and even individuals have profound consequences beyond their immediate organizations, and governments are increasingly “out-sourcing” activities to the private sector. Therefore, in both our training and our research, we address the public implications of actions taken by “private” as well as “public” organizations, and prepare future leaders in the public, private, and non-profit sectors to understand and address these implications. This is what distinguishes us from the approach to management/leadership in many business schools.

We are increasingly focused on the **global** nature of the issues we study and we prepare our students to address issues in a global context. From the School's founding, we have played a vital role in working with state and local leaders to address the problems of our communities. This continues to be a central part of our mission. As we carry it out, we are mindful that we live in an interconnected world, in which what happens outside our borders affects us here at home, and what we do here has global ramifications. The boundary line between domestic and foreign has become hard to distinguish, and we have much to learn from how other societies tackle problems that are comparable to our own. Thus in our teaching, research and public engagement, we will pay even greater attention to these critical interconnections. We will also strengthen our work focusing on international and transnational organizations and institutions in both the public and private sectors.

We focus on **policy** – ideas that make a difference. While recognizing the importance of administrative skills, we believe that the comparative advantage of a public affairs school in a research university comes in the realm of ideas, the production of new knowledge and equipping students to generate and make use of new ideas, including in public management. At the same time, we recognize that the value of ideas is limited without the skills and awareness of the real world to implement them. This is where our commitment to leadership and outreach distinguishes us from the purely intellectual world of academic research, and where our education, research and engagement missions intersect. It is also why preparing our students to be managers as well as thinkers remains critical to our mission.

THE SCHOOL AND THE UNIVERSITY

The LBJ School is an integral part of the wider UT/Austin community. The School provides a critical link in connecting the world of knowledge production – the research university – to the world of practice. As a component of a major research university, the LBJ School can draw on not only its own distinguished faculty, but equally important, the broader intellectual resources of UT/Austin. Because our faculty has a strong grounding in the methods of academic research from interdisciplinary perspectives, they can collaborate with colleagues throughout the University in generating new knowledge. Because of their on-going professional engagement with those outside the academy, they are well placed to understand how the knowledge produced in a university can be of value to policy practitioners and the public. Thus the School's role works in two directions: to help inform the University Community about the policy challenges that can benefit from the production of new knowledge (and thus help shape the academic agenda) and to work with colleagues throughout the University to make available, in a form that is useful and accessible to the wider world, the knowledge generated in the University.

Put another way, our job is to blend the rigor of academic research and inquiry with the constraints of the world of practice. The School stands on a continuum between the traditional academic disciplines, which pursue knowledge without particular regard to its obvious utility, and the “think tanks” which are heavily preoccupied with near-term

policy needs. Another important distinction between our School and the think tanks is that we emphasize interdisciplinary research and training, based both on the interdisciplinary character of our faculty, and the broader resources of the University. Most think tanks tend to have a single discipline focus. In recent years, the LBJ School has deepened its ties with the other units of the University, through joint appointments, collaborative research centers and projects, jointly-sponsored programs, and dual degrees. This is an effort we intend to deepen in the coming years.

How do we execute our mission?

I. Preparing Leaders for the Future

We are a professional school. Although some of our graduates will go on to careers in academic research and training, the vast majority of our graduates will go on to careers outside the academy. Although some will come to the LBJ School at the midpoint of their careers, most will come at an early stage. On balance, the quality of the experience of the School, both for the individuals themselves, and for their fellow students, will be enhanced to the extent that we can attract students who have had important life experiences outside formal schooling, though we will not exclude recent college graduates.

Few of our students can forecast with certainty where their careers will lead, or what issues they will face as those careers unfold. That means that we need to equip our graduates with the knowledge and skills to address not only today's problems, but equally those that will arise in a generation or more's time. This in turn means we need to emphasize enduring analytic skills and leadership qualities rather than knowledge of contemporary events and context-specific learning, although we recognize that some of our students will be focused on their particular substantive areas of interest. There are compelling reasons to encourage a degree of specialization among our students, particularly for those who have come to us after a period of work experience; however, we need to prepare all our student to meet challenges whose contours can only be guessed at today, and for unanticipated turns in their career interests and opportunities. Beyond imparting particular skills, we need to instill in our students the confidence that when presented with new or unfamiliar challenges, they will know how to go about developing effective strategies to address them. For this reason, the School's long tradition of the "real world" policy research project (PRP) is, and should remain, a vital part of our program

On a practical level, this means our core courses must focus on broadly applicable skills – writing, reasoning, questioning, communicating, persuading and innovating. This is where the leadership component plays such an important role – how to develop the skills that allows a future leader to draw on technical expertise and translate it into effective solutions. A strong commitment to professional ethics is essential to leadership and needs to be incorporated into all elements of the training program. Our Center for Ethical Leadership can be a spearhead both for assuring focus on, and developing innovative educational

programs to foster, these critical qualities, both at the School and for the wider UT/Austin student body. At the same time, our students must acquire certain basic skills – such as quantitative methods, financial and public management, and the workings of the economy – that have proven to be of broad and lasting value. In addition to these well established components of our core curriculum, we need to do more to prepare our students to harness modern technology, especially information technology.

These core areas must be supplemented with a well-defined focus on particular areas of expertise. This is important for several reasons, and is closely related to the choices facing us with respect to the policy research mission. First, it is impossible in any school to do everything exceptionally well, and therefore we need to concentrate on skill development where we can offer a comparative advantage. If we concentrate – both in curriculum and faculty hiring – on core skills complemented by a well-defined sub-set of the key policy skill areas, we are more likely to attract first rank students here.² Although this will mean that the LBJ School may not be the first choice for those whose interests lie in other substantive areas, we do both ourselves and prospective students a service by credibly claiming that what we do, we do as well as any, rather than cast our net too broadly, and become no one's first choice.

These considerations need to guide how we select our students, how we prepare them while they are at the School, and how we support them once they have graduated. While we of course need to recruit and attract individuals with strong academic backgrounds and analytic abilities, we need to focus more on the qualities of leadership that will produce graduates who can not only grasp and generate ideas, but also translate them into action. While some of our graduates will focus on the production of new technical knowledge, our core mission is to train educated consumers of such knowledge. The core curriculum should continue to reflect that.

In recruiting students, diversity plays an especially important role at a school of public affairs. This is not simply because as a matter of policy, our School, within a public university, has an obligation to serve all of our communities, but because it is reflective of the society we live in. Effective public policy means understanding and working with all affected constituencies, and the more those constituencies and perspectives are reflected in our student body and faculty, the better prepared our students will be to address these challenges in their post-LBJ careers. Diversity includes, but is not limited to gender, race, ethnicity and sexual orientation. The School must significantly enhance its efforts to attract a diverse applicant pool that is broadly reflective of our society. Our efforts to date have not produced the results we must achieve. The Inman Fellowship program is an important new initiative which will bear fruit over time, but it is only a partial solution to this important goal. As a part of this plan, we will establish a faculty/staff/student/alumni committee to develop and implement a focused outreach strategy to produce concrete results within the next application cycle.

² The choice of where we should focus our efforts is intimately linked to our policy research priorities, which are discussed in greater detail below.

Of particular importance to us is diversity in political and policy perspectives and tolerance and respect for divergent viewpoints. We also need to incorporate non-U.S. perspectives into our work, given our focus on global interconnectedness. This includes not only the make-up of our student body and faculty, but also the opportunities we afford for students and faculty to be exposed to, and work with, scholars and practitioners from different viewpoints and other countries. Opportunities presented by distance learning and collaborative relationships are important avenues to achieve this exposure while maintaining the strong sense of community on the campus that is a signature part of our learning environment.

To recruit the students we want, we will need to undertake significantly enhanced outreach efforts. Relatively few of the potential candidates we want to attract really know what our School has to offer, and many talented individuals with strong leadership skills and inclinations are attracted to more conventional professional degree programs, particularly law and business. The recruitment effort must be multi-dimensional – by raising the public profile of the School, we can induce more potential students to take a first look. By giving greater prominence to the roles and contributions of our students and our alumni, we can give applicants a better sense of how coming to the LBJ School can help them achieve their aspirations. By strengthening our fellowship resources, we can make sure that we do not lose good students either because they cannot afford to come, or because they opt for schools that offer better financial packages.

Degree and Non-Degree Programs

Master's Degree Programs: The heart of our education program since the School's founding has been the two year Master of Public Affairs (MPAff) degree. The curriculum and requirements for the degree have undergone a number of changes over the years, with the most recent revisions since 2000 including relaxing the two-PRP requirement, the modification of the mandatory professional report requirement and the decision to offer the option of specializations in seven areas, while retaining a generalist degree option.³ The degree is built around a core curriculum that emphasizes quantitative analytic skills, financial management, and micro-economics, supplemented by both management and policy analysis courses that make up the “flexible core”. In general, prospective employers have been well-satisfied with the skills of LBJ graduates, with the significant exception of writing and oral presentation skills. Although the School emphasizes the importance of leadership and ethics as part of its overall approach, there are no formal curricula requirements in these areas. As part of the implementation of the strategic plan, we need to revisit what should be required in these areas as part of the core curriculum. Either separate courses on writing, ethics, and leadership, or a more formal, consistent integration of agreed standards into existing courses, are needed to meet this aspect of our mission objective.

³ The School currently offers specializations in seven areas: 1) International Affairs; 2) Natural Resources and the Environment; 3) Nonprofit and Philanthropic Studies; 4) Public Management and Leadership; 5) Social and Economic Policy; 6) Technology, Innovation, and Information Policy; and 7) Urban and State Affairs.

In addition to the basic MPAff, we also offer a 36-credit, mid-career program which was designed both to recognize that work experience can substitute for parts of the formal requirements of the basic master's degree program, and to accommodate individuals who could not devote four full semesters to earning their degree. Only a handful of individuals avail themselves of this program, which receives little publicity and is seriously underdeveloped. This program needs serious re-thinking. In particular, we should explore the possibility of a true mid-career degree program, perhaps lasting one year, that would have a curriculum specifically tailored to individuals moving from mid-level to senior management positions, in the government, military, and private or non-profit sectors, and could have some appeal for foreign nationals as well. This one-year, mid-career degree program might be more closely linked to the Office of Professional Development and could offer the possibility of generating new resources for the School.

This spring (2007) we expect to gain final approval for a new degree program, a Master of Global Policy Studies (MGPS), to be offered beginning in 2008-2009. This initiative is at the heart of our effort to strengthen the School's ability to meet the challenges of globalization and interdependence. The MGPS will be an innovative program designed to prepare students for leadership careers in fields that require familiarity with challenges and opportunities of policy problems in global context. Like the MPAff, our graduates will work in the public, private and non-profit sectors. The MGPS will be a professional, policy-oriented degree, distinctive from inter-alia, academic programs in international relations or area studies on the one hand, and business degrees on the other. The initial years of the program should be seen as an opportunity for experimentation and exploration, drawing on the best practices of our MPAff program (particularly in the emphasis on real world experiences such the PRP and internships) but tailored to a more international context. While some of the students we expect to enroll in the MGPS will be individuals who might have chosen an international specialization through the MPAff, we should expect that the addition of this new degree will lead to an overall expansion in the student body by some 50-75 students. Current faculty hiring, drawing on existing commitments by the provost for new lines related to international policy as well as resources available through the Strauss Center and potential cluster hires connected to the Strauss Center, should be sufficient in the foreseeable future to cover teaching needs. However, additional resources will be needed to provide an adequate level of fellowship support for the expanded student body.

For both the MPAff and MGPS we need a systemic review of the academic sustainability tuition both to assure we have sufficient resources for needed programmatic activities, and to assure our competitiveness with peer institutions. Our relatively low cost has been a recruitment asset, but we should not hold down tuition if that would prejudice our ability to maintain a quality program. We now have the ability to implement specific changes to fund specific program needs, and modest upward adjustments should be implemented in the coming years, in connection with additional fellowship resources, as discussed above. Close consultation and input from students, alumni and other interested constituencies will be sought before any changes are adopted.

Dual Degree Programs: The twelve dual-degree programs are an important part of our overall strategy to strengthen the leadership orientation of our education programs.⁴ Because the professional career paths of our master's degree students are more diverse than for those who choose more conventional professional degrees, the dual degree program offers an opportunity for students to have the best of both worlds. The current approach however, offers only limited benefits to dual-degree candidates (primarily reducing the time and expense by one year compared with seriatim pursuit of two degrees). We need to explore whether we can create truly integrated degrees, which would be both more intellectually rewarding and potentially an important recruiting tool.

The PhD Program: A vigorous, high-quality PhD program is essential to our training and to our research mission. PhD candidates are critical to our faculty's ability to produce timely, influential research, while providing needed mentoring opportunities to train the next generation of leading policy researchers and teachers. This close mentoring relationship means that the PhD program must be aligned with the expertise and interests of our faculty and other associated faculty at UT/Austin. The research centers, discussed in detail below, provide a good locus around which to organize both recruitment and training of PhDs. Such an approach has a number of powerful benefits: it will create a community of students and faculty who can collaborate and learn from each other; provide a more supportive atmosphere for the PhD candidates themselves because they will be surrounded by peers and mentors with common interests and challenges, and will create a critical mass of expertise which will attract research funding, creating a virtuous circle for enhancing the impact of our policy research and generating the resources needed to attract and sustain first-rate PhD candidates.

The success of the PhD program requires a strong commitment from faculty to this mentoring/collaboration role, and the identification of adequate fellowship funding to allow us to attract first-rate candidates and relieve them of onerous financial burdens which make it difficult to complete their course of studies and contribute to the research effort. Some of this support may come from university-wide efforts to increase graduate student financial support, but we must increase our own efforts in this area as well.

Only some of our doctoral students will themselves become university professors. We need to make sure that our program not only meets the needs of future academics, but also those who will go on to meet the growing demand for PhDs in research institutions and units, be they in government, think tanks, non-profits or the private sector. For those who hope to pursue academic careers, we need to identify opportunities for them to gain teaching as well as research experience. For all of our PhD students, we need to find ways to create a greater sense of community, to help overcome the isolation that can come from a small program with a highly diverse set of research interests. To achieve all these goals, we should plan for a modest expansion of the program, and secure adequate resources to support it.

⁴ The School offers twelve dual-degree programs with the following departments and schools: 1) Advertising; 2) Asian Studies; 3) Business Administration; 4) Community and Regional Planning; 5) Energy and Earth Resources; 6) Engineering; 7) Journalism; 8) Latin American Studies; 9) Law; 10) Middle Eastern Studies; 11) Radio, Television & Film; and 12) Russian, Eastern European & Eurasian Studies.

The PhD program is ten years old, and has achieved important successes in training and placing our graduates. In the coming year, we will review all aspects of the program – from recruitment, to curriculum, to mentoring and placement – with an eye to making sure that it is meeting the goals outlined here.

Undergraduate Education: To date, the LBJ School has had limited, but growing involvement with undergraduate education at UT/Austin, although several of our faculty do teach undergraduates as a matter of individual interest and initiative. A number of public policy schools in the United States enroll undergraduates and offer undergraduate degrees, but the ambitious program of reinventing our graduate programs now underway must take priority during the period of this plan, and so we do not contemplate an organic undergraduate program at the School in the foreseeable future. Nonetheless, in three areas the School can and should play a larger institutional role at the undergraduate level. First, as the University explores the possibility of a new multi-disciplinary undergraduate degree in international affairs, our enhanced emphasis on global studies, including new faculty, new course offerings in connection with the Master of Global Policy Studies and the Strauss Center offer some unique assets that will be of considerable value to the undergraduate program. This could include the possibility of enrolling qualified upper division undergraduates in our courses, as well as our faculty teaching in undergraduate courses. Second, our faculty and staff at the Center for Ethical leadership are playing a key role in developing a new undergraduate major in this area. Third, the development of interdisciplinary “Signature” courses for undergraduates, many of which will have a significant policy orientation, offers another opportunity for our faculty to widen the impact of their own research and experience and to stimulate interest in attending the LBJ School. More generally, our approach to the University’s new flexible teaching load credit system will make it easier for faculty to teach undergraduates, as individual faculty interest dictates.

Mid-Career and Non-Degree Programs: Our educational programs also include mid-career, non-degree programs, heavily but not exclusively focused on state and local officials, such as the Governor’s Executive Development Program. We also have some existing and newly created programs for international officials, including a recently completed MOU with the Indian Institute of Management at Ahmedabad (IIMA). These programs provide an important community service in enhancing the skills of individuals who may have long since completed their formal education and also serve to give wider exposure to the School. These programs, however, are weakly linked to the other activities of the School and are not a significant source of revenue for the School as a whole. Going forward we must develop a more strategic approach to professional development. We need to identify key constituencies on which we want to focus, both at home and abroad, assess how to take better advantage of the presence of mid-career officials in the programs we conduct for our degree students, and consider whether to develop programs to provide needed resources for the School.

II. Policy Research

A vigorous program of policy research is an integral component of the School's mission. In the first instance, it is a unique contribution we can offer to our constituencies – analytically sound, yet policy relevant, which few other institutions can match. But equally important, it is essential to our other missions. If we are to attract quality students, they must have confidence that they will learn from first-class faculty. Our ability to attract such faculty depends to an important degree on our ability to encourage and support their research. While we will always have, and should be prepared to encourage faculty, whose greatest strength is in teaching, experience suggests that over time, the best teachers are also those involved in the production of new, cutting edge knowledge and analysis.

To have a strong program of policy research, we must be prepared to specialize. Although there are a virtually unlimited number of compelling policy topics, prioritization and specialization offer compelling advantages. First, by creating a community of scholars/teachers with common interests, it is possible to create synergies that make the whole greater than the sum of its parts. Similarly, the existence of a community of like-minded experts will facilitate faculty recruitment, since most researchers prefer an environment where the possibilities of cross-fertilization are strong. Third, once an area of expertise has been firmly established, is it increasingly easy to convince funders to support future work in areas where we excel. Finally, developing well defined areas of special competence helps builds the School's identity, which is critical to recruitment and resource generation across the board.

The choice of where we should focus our policy research efforts is driven by four key factors. First, what are the most important policy challenges facing our communities, state, nation and the world? Second, where are there important gaps in the current efforts of other institutions and programs? Third, where do we have a comparative advantage, focusing in particular on resources (expertise, opportunities for collaboration, funding, etc) available at our University and in our community? Finally, where can we find adequate resources to support the work?

Using these criteria, there are several areas that seem particularly compelling, and build on existing strengths in the School and the University.

- **Energy and Environment** issues clearly rank among the top challenges in the coming years, and there is considerable expertise already in place both at the University and in our community.
- **Global Policy Studies:** Given the growing importance of global interdependence, transnational governance and security issues, and the initiation of our new Master of Global Policy Studies degree program, we have a unique opportunity to craft a forward-thinking research program that goes beyond traditional foreign policy and security studies to deal with the complex range of actors within and outside government that shape the international environment. Within this broad area,

technology is of particular significance, and given the strong interest and capacity at the University and in the Austin area this deserves further attention at the School.

- **Politics and Governance:** To support our efforts to strengthen our focus on leadership (especially in elective office), and School's strong tradition of translating ideas into action, there is a compelling rationale for an intensified program on improving the responsiveness and effectiveness of our political institutions in America, with a particular focus on the opportunities and challenges posed by America's rapidly growing Hispanic population. Given the widely perceived crisis in governance and policy gridlock in the United States, this area is particularly crucial for a public policy school that is oriented to producing real solutions and leaders to put them into action. As an element of implementing our plan in this area, a high priority is filling the Barbara Jordan Chair, most likely with visiting faculty who have a strong connection to the world of leadership and practice.
- **Health and Social Policy:** Health and social policy has been at the heart of the School's agenda since its founding and continue to deserve significant attention by our faculty and students, given the prominence of these issues at all levels of government and in the private sector. For example, health policy can be expected to dominate the local, national and international debate in the coming years, as a result of the pressures associated with rising health costs, an aging population and transformative technology. There is a strong cross-disciplinary core of faculty and practitioners at UT/Austin (including Austin-based branches of UTMB and the School of Public Health) that are in the process of developing an integrative approach to meeting health care challenges at the local, state, national and international level, and our School can play an important catalytic role in these activities. Other important areas for cross-campus collaboration include issues related to children and families, and the elderly, particularly for minorities and underserved communities.
- **Education, Employment and Workforce Training:** The School has a long history of path breaking research in education and human resource development issues, which are critical to the long-term competitiveness of our economy and the well-being of our people. Many of our students go on to pursue careers in these fields, and the existence of a first rate research program can help in preparing them to take leadership roles. The importance of these issues at all levels of government will grow in the future
- **Philanthropy and Non-Profit Organizations:** Finally, the School has established itself as one of the premier programs in the study of non-profit organizations and philanthropies, an area of on-going importance not only in the United States, but internationally. The Graduate Portfolio Program in Nonprofit Studies is the largest at the University, involving faculty from each school on campus.

To achieve true excellence in these priority areas, we must be prepared to cultivate a strong core of faculty (both at the School, and in cross-campus collaboration), and assure adequate funding for quality, long-term research. The best way to assure sustained support for this kind of high-impact, innovative research is through the creation of well-endowed

research centers corresponding to the priority areas. We have already begun to make considerable progress in this direction, with the creation of the Center for International Energy and Environmental Policy (CIEEP, a collaboration involving LBJ, Jackson School of Geosciences, and the School of Engineering); the Strauss Center in international and transnational policy research, which will also include a strong focus on technology issues (LBJ, Law, College of Liberal Arts), our new Center on Politics and Governance, the Center on Health and Social Policy (CHASP) and the RGK Center for Philanthropy and Community Service. Our goal should be a minimum endowment of \$10 million in each of these areas to provide long-term sustainable support for faculty and doctoral students, and to provide a platform for securing additional research funding. We will also work with leadership of the Ray Marshall Center for the Study of Human Resources, and the Center for Ethical Leadership to develop sustainable funding strategies for their important work. The presence of all these Centers will help strengthen cross-campus collaboration and provide an important link between the teaching and research functions. We will give priority to these areas in faculty and student (particularly PhD) recruitment and development efforts.

Of course, not all of our research needs to fall within these specific priority areas. Faculty may choose to pursue their own work outside research centers, or in conjunction with other research centers across the campus.

III. Public Outreach and Community Service

To achieve our core mission, we must complement our work in preparing current and future leaders and in producing policy relevant knowledge with active engagement in contemporary public education and policy debates. This is vital to our public service commitment and is a particularly important responsibility of faculty, staff and students at a public university.

There are many elements to this mission. First, we provide direct advice and input to the policymaking process at every level of government. This has long been a part of the School's tradition, particularly at the state and local level here in Texas, and one which we should strengthen. The Policy Research Project is an innovative way of linking our education and research activities with the needs of real clients. Second, we have been active in providing mid-career training programs for government officials. Third, we participate actively in the public debate, providing commentary and perspective on contemporary policy issues through traditional media (e.g. print, radio and television) and non-traditional media, including our websites and blogs as well as through conferences, symposia, etc. Our recent initiative with the University Channel project is an example of the growing opportunities to generate and disseminate policy-relevant content in a usable, accessible format for a variety of audiences. It is important that as we generate knowledge, we focus intensively on its effective dissemination, not as an afterthought, but from the conception. The School's technical and administrative capacity must fully reflect the importance of this element of the School's core mission. Finally, as individuals we participate in the life of our

community and nation, with LBJ faculty serving in elective and appointive positions, on boards of civic organizations, and as volunteers in deserving causes.

Over the years, our student organizations and student initiatives have played an especially important role in this public service mission. Their activities, such as the Barbara Jordan National Forum on Public Policy, which range from policy advocacy to civic work, are an invaluable asset to our community, and provide an important avenue for building leadership skills. The School will continue to encourage and support these efforts.

In addition, the involvement of our faculty, staff and students in leadership roles in important professional organizations such as NASPAA, APPAM, ASPA and ASPIA provides an opportunity for the school to play an influential role in the development of public policy education, training and research at the local, national and international levels and affords us an important avenue to raise awareness about the LBJ School, which will facilitate recruitment of students and faculty, and support our job placement efforts.

Each member of the School community will find individual ways of carrying out this aspect of our mission, but it is a responsibility and expectation of all.

FACULTY

The LBJ School's faculty stands at the intersection of our three core objectives. No other single factor is more important to the School's future than the quality and productivity of our faculty. Our ability to achieve the overall excellence to which we aspire begins with great faculty. Great faculty attract great students and produce great graduates. Great faculty generate influential and innovative research. They help build better communities and enrich the public debate, from the local to the global. They are the institutional link that sustains the identity of the School over time.

As a public policy school our faculty are unique. They come from a variety of disciplines and must work with others from diverse backgrounds and interests. We expect them to bridge the world of practice and thought, of education and research, of university life and public service. Unlike purely academic university programs, we have a particular interest in faculty who can transmit to our students the learning and experience of the world of practice, so our choice of faculty should reflect the complementary skills of intellectual rigor with an appreciation of the constraints and opportunities of the world at large. No individual can be expected to excel to the same degree in each of our core objectives, but our expectation is that each will contribute in his or her own distinctive ways to all three.

Because a great faculty is the cornerstone to our success, we must increase the resources available to attract them and to support them once they are here – salary, administrative support, facilities, and research/travel funds. Faculty endowments are especially important given the on-going constraints on the resources we are likely to receive from the University,

and the increasingly competitive environment among schools of public policy and the world of practice. Realistically we will need to raise faculty salaries considerably over the period of this plan to stay competitive.

In hiring, we must focus on true excellence – individuals with the ability to make a demonstrable impact in areas of priority to the School. As we do so, we must keep in mind the importance of achieving real diversity on our faculty. We must be nimble in taking advantage of opportunistic hires, and strategic in our efforts to recruit both younger and senior faculty. Our recruitment and promotion policies must reflect our distinctive identity compared with traditional academic departments, and we must assure that the need for such distinctive policies is accepted at the University level in hiring and promotion decisions.

Our students benefit enormously from interaction with practitioners, which can be achieved both in our selection of full-time faculty, and through the imaginative use of adjunct faculty and frequent exposure to short and longer term visitors from the world of current and former policymaking. We need to be more active and imaginative in bringing visiting faculty to the School, and securing the resources to support those efforts.

Although we have a strong commitment to research oriented faculty, all of our faculty have a responsibility to contribute within their capacities to all of the objectives of the School. There is no one size fits all answer to what is to be expected from each faculty member – the appropriate contribution depends on the particular strengths and talents of the individual. The University's new flexible teaching credit system allows us to develop tailored approaches.

STAFF

The School's talented and committed staff is essential to the achievement of the School's mission. We have largely finished the re-organization and realignment of staff functions, which should introduce greater predictability and certainty about staff roles. Staff input is particularly valuable to decision-making about the School, as they are often closest to the students, and we need to find ways to enhance communication with the staff about the full range of School issues. Pay and working conditions are important to staff morale, and need to be reviewed to make sure that they are appropriate to the contribution that staff provide.

The School has begun to implement some critical staffing changes over the past year. The creation of the post of Assistant Dean for Operations, and the recruitment of a talented Director of Student Affairs have already paid off in terms of more effective administration and student recruitment and support, though further work in defining roles and responsibilities (including the development of a manual of operations) will be necessary to assure effective administration. The two top remaining priorities concern senior staff in the areas of development and communications (discussed below).

ALUMNI

Our alumni are a vital resource for the School. They are an important source for recruiting applicants, and persuading admitted students to choose our School. They provide students career advice and internship/job opportunities. They offer the faculty and administration/staff important insights on curriculum and training issues, as well as connecting us to areas where our research could make a difference. Finally, they are a source of financial support for the School. For all these reasons, it is important to find every avenue to keep alumni informed of developments at the School, solicit their input and involve them in our activities.

Alumni on the whole have a very positive view toward their time at the School. Yet the connection between the School and the alumni is not nearly as strong as it could or should be, even in geographic areas – particularly Austin and Washington, DC, where their numbers are large. We have lost track of the whereabouts and careers of a large number of alumni. Improving our relations with alumni is a two-way street. We clearly need to do more. Over the last year we have begun to implement better data tracking, and communications with alumni, but this still requires improvement. We have now identified a member of the Staff to take specific responsibility for alumni affairs. In turn, alumni groups and individuals could make a greater effort on their own initiative to organize activities for other alumni and potential students and supporters, as well as to work with us in helping to generate needed resources for the School. The recent alumni initiative to cosponsor brown bags at the School is a welcome example of what can be done.

INFRASTRUCTURE AND SUPPORT

Facilities. None of the core missions outlined above can be successfully achieved without adequate physical facilities. The physical plant at Sid Richardson III is woefully inadequate for us to attract the students and faculty we want, and to carry out the work we do. In the building's current configuration we lack the space to house our faculty and staff and to teach the courses we now offer, much less accommodate the growth that this strategic plan contemplates. While we have made some temporary technology upgrades, they are not systematically integrated into the physical teaching and research facilities. We lack adequate space for both formal and informal collaboration, which is a hallmark of the way we work. We are dependent on the Thompson Conference Center for use of the Bass Lecture Hall, the only lecture sized room in our vicinity, which puts us at the mercy of their schedule and outdated technology. We have no usable facilities to host receptions or informal discussions beyond the generous collaboration of the LBJ Library. Visitors to the School encounter a poorly configured public reception area that is crowded with students who have few alternative places to work and converse between classes. The sterile corridors on the second and third floor inhibit informal action among faculty, and between faculty and students. The stairways and bathrooms are forbidding and unpleasant. We have serious compliance issues throughout the building.

Fortunately, the President of the University has approved a solution that can be implemented in the near future, in the form of a thorough renovation of the building, which will dramatically expand the usable teaching and research space, incorporate modern technology, and provide a more humane and attractive environment for faculty, students, staff and visitors. If we are successful in getting the Regents approval this May, we will be able to implement these renovations in parallel with the LBJ Library Plaza renovation project, which will disrupt our activities in any event over the next 18 months. Implementation of the renovation will meet all our physical requirements for the period of this plan.

Development. The School is fortunate to have the strong and active support of the LBJ Foundation, including the President and the Executive Director (who was formerly responsible for development activities at the School). Nonetheless, the School urgently needs a full time development officer. Although major gifts continue to be critical to the School's future, the current staffing is reasonably adequate to that goal, and we are extremely fortunate to have the support of the new Advisory Council (chaired by former Lt. Governor Ben Barnes and former White House Deputy Chief of Staff James Cicconi), who will provide us invaluable advice and assistance. The new development officer should focus on expanding the School's access to research funds, through grants and contracts, in support of individual researchers and the Centers. To date, and with some exceptions, our faculty do not adequately tap available sources of outside support, in part due to lack of administrative support and technical expertise that an in-house development officer could provide. The Development Director could also help enhance stewardship of existing endowments, and outreach to new constituencies, particularly in the private sector.

Communications. If the School is to be successful in achieving the goals set out in this plan, we will need a dramatic improvement in our communications capabilities and activities. An effective, well-implemented communications strategy is critical to every element of our mission – attracting talented students and faculty, disseminating the results of our research, and informing all of our key constituencies – including alumni, employers, policymakers and the public – of what resources we have available and what we have accomplished. Modern communications technology offers extraordinary opportunities to a public policy school, and we have only begun to scratch the surface of the possibilities, beginning with the overhaul of our website, the launch of our television studio, and our founding involvement with the multi-school University Channel. We have produced a strategic communications plan, which outlines both the resources and staffing needed to meet this objective. Our immediate priority is to fill the position of communications director and raise the funds necessary to implement the strategic communication plan.

EVALUATION

Every successful organization must regularly review its achievements and shortcomings in meeting its stated goals. A strong program of self-evaluation is particularly critical at a school of public policy, since this a core skill we impress on all our students. Evaluation is essential to document our successes in ways that will be meaningful to our core audiences – potential students, faculty, employers and funders. It is equally important to give us early warning of potential areas of deficiency to focus in a timely way on remediation. A credible program of self-evaluation that delivers meaningful outcome measures can also help compensate for the current, highly subjective and unsatisfactory external ratings which, in the absence of more objective data, play a disproportionate role in conveying the standing and accomplishments of the School. In addition, outcome measures play an increasingly important role in accreditation reviews, including the current UT accreditation conducted by the Southern Association of Colleges and Schools. Under the leadership of the Associate and Assistant Deans, and in close consultation with students, faculty, staff and key outside constituencies (employers, alumni) we will implement a strong evaluation program beginning this spring.

THE WAY FORWARD

This plan is intended to provide a concrete roadmap for the future of the School, although much more detailed effort will be necessary to implement it. As we turn to the work of implementation, it is useful to flag some of the concrete steps flowing from this plan. This is not intended to be a complete list, but rather a way of calling attention to some of the key priorities, some of which are more urgent than others, but all vital to the success of the plan. Specific sequencing and timetables will be developed for each of these efforts.

1. Secure the necessary approvals and implement the renovation of Sid Richardson III, including facility and technology upgrades.
2. Secure final approval and implement the master's degree in Global Policy Studies.
3. Review the current MPAff requirements to assure alignment with the strategic plan, in particular with the need to strengthen policy writing and oral presentation skills, leadership and ethics.
4. Reactivate the Instructional Technology Committee (including faculty, staff, students, and alumni) to explore how better to integrate technology into the curriculum.
5. Complete the junior faculty hiring in international-related fields pursuant to the Provost's commitment.
6. Establish a faculty/staff/student/alumni committee to develop and implement a vigorous outreach program to encourage minority applications
7. Increase high quality master's degree student applications, leading to a 25% increase in applicants.

8. Increase funding by 25% for master's degree fellowships (to accommodate the overall student body expansion expected in connection with the MGPS)
9. After a detailed review of the current PhD program, refocus and expand the PhD program both in numbers of students and in financial support.
10. Endow at least at the \$10 million level CHASP and the Center For Politics and Governance.
11. Work with the leadership of the Ray Marshall Center and the Center for Ethical leadership to develop sustainable funding strategies
12. Fill the Barbara Jordan Chair with distinguished visiting scholar/practitioners who embody Rep. Jordan's values and leadership.
13. Secure new faculty endowments to permit an overall 15% increase in faculty salaries beyond University funded merit increases.
14. Review the mid-career MPAff program and assess the desirability/feasibility of a one year, mid-career MPA.
15. Hire a Development Director and increase grant and contract support by 50%
16. Implement the strategic communications plan, including hiring a communications director and raising funds needed to implement the plan (approximately \$250,000/year).
17. Implement an effective outcome oriented self-evaluation program.

CONCLUSION

The LBJ School of Public Affairs has a distinguished history and a bright future. The need for such a school, devoted to promoting public service, sound public policy and respectful, vigorous public debate, is as vital today as it was at its founding. When the School first opened its doors, President Johnson said "We have a School of Public Affairs offering training for careers in public service which will try to produce thinkers and doers: people who dream of progress and will try to turn those dreams into achievements." Our talented students, faculty, staff, and alumni are committed to this enduring goal. This strategic plan offers a roadmap to continued excellence and achievement in the coming years.

