Public Management and Policy (PMAP) conducted its self-study during summer and fall of 2014. John C. Thomas chaired the Academic Program Review (APR) committee, which also included Carolyn Bourdeaux, Joseph Hacker, W. Bartley Hildreth, and Cathy Yang Liu. Ellen Posey, Teresa Ward, Michael Galchinsky, and Peter Lyons all provided excellent assistance in the process. The APR committee presented parts of its findings and recommendations at three PMAP faculty meetings during fall semester, and the faculty unanimously adopted the report on November 11.

Where is our department now?

*U.S. News* ranks Georgia State University 23rd among more than 400 graduate programs in public affairs and administration, as well as 4th in public budgeting and finance, 12th in nonprofit management, and 12th in city management and urban policy. Two recent studies rank PMAP faculty among the ten most research-productive in public administration, and inCites data indicate that PMAP journal articles, on average, receive twice as many citations as other articles in the field. PMAP faculty edited five journals during the self-study period, including the top journal in the field, and most faculty serve on at least one editorial board. The department recently attracted a top scholar through the Second City Initiative, three PMAP faculty have been elected as fellows of the National Academy of Public Administration in the past five years, and several faculty have received prestigious national awards.

The MPA (master of public administration), the flagship degree of the department, is accredited by NASPAA. It attracts about 350 applicants per year and maintains enrollment of about 140 full- and part-time students. MPA students, on average, score at the 60th percentile on the GRE-Verbal and at the 40th percentile on the GRE-Quantitative. GSU also has one of the most racially diverse student bodies among NASPAA schools. Quantity, quality, and diversity are all relatively stable. Students complete a rigorous core curriculum that includes management, law, political science, economics, and statistics; a four-course concentration — typically nonprofit management, management and finance, policy analysis and evaluation, or planning and economic development; and a 300-hour internship.
The policy doctoral programs attract a diverse and highly qualified student body. Average GRE scores have risen steadily over the past decade, with mean scores now at the 82nd percentile on the verbal portion and the 88th percentile on the quantitative portion. The program is able to fund all its full-time students with research assistantships that provide competitive stipends, and the Andrew Young School has supported efforts to recruit top applicants with fellowships that raise stipends for some students as high as $28,000 or that focus on African and Caribbean students. Despite its relative youth, the joint doctoral program has resulted in several academic placements at aspirational institutions (Syracuse (#1 in \textit{U.S. News}), Indiana-Bloomington (#2), Georgia (#4), American (#12), and George Washington (#12), and Arizona State (#16), as well as peer and other quality universities (e.g., Massachusetts-Amherst and Florida International). As an applied research field, we are also very proud of multiple placements at the World Bank, the Centers for Disease Control and Prevention, and the U.S. Government Accountability Office, as well as placements at variety of governmental, research, and nonprofit agencies. The National Research Council’s ranking of doctoral programs rated Computer Science and Policy as essentially tied for the top doctoral programs at Georgia State.

The Bachelor of Science in Public Policy has grown steadily over the past five years, from 45% to 55% of total enrollments in PMAP, despite the fact that almost no incoming freshmen declare public policy as their majors and we do not have a class in the core. Ellen Posey generated special data on GPAs, SATs, and freshman index scores for all our students: all suggest that the quality of our students lags the university as a whole, but that the gap is much smaller than it was in 2004.

The MPP (master of public policy) attracts the same quality and diversity of students as the MPA program, but its enrollments have been more erratic.

\textbf{Where do we want to go and how will we get there?}

The Andrew Young School has long had a goal of being recognized as a Top Ten policy school. As the programs ranked above us almost all benefit from locations in their state’s flagship public university, in a prestigious private university, or in the nation’s capital, PMAP has capitalized on our research visibility to move up in the rankings. To raise our professional profile, we want to increase the number of highly research-active tenured and tenure-track faculty.

To justify additional hiring, we are working to increase enrollments through special programs and expansion of existing programs. Our joint MPA program with the University of International Business and Economics is slated to bring in an additional 20 high-quality Chinese master’s students for one year each. Our projected online Master of Criminal Justice Administration, being developed in collaboration with the Criminal Justice and Criminology department, may be able to bring in over 100 active-duty police and military. An off-site MPA program with the Defense Contract Audit Agency, should it materialize, could also yield a
two-year cohort program with 20 students. With PMAP already offering master’s courses that are large by university standards, and without slack faculty resources, PMAP would plan to hire additional tenure-track faculty from the new revenues generated by the programs.

PMAP is also concerned by some expressions of student dissatisfaction that emerged from the APR surveys. These had not appeared in exit surveys that we examined and new surveys that we conducted this year for the reaccreditation of our MPA program, but we intend to ensure that the quality and rigor of our offerings meet student needs. Because of the role of the MPA in our department, our undergraduate program relies heavily on part-time instructors and doctoral students. The former bring real-world experience that our students appreciate, and the doctoral students provide quality instruction (which also improves their marketability), but the department has made increased efforts to improve the quality and consistency of teaching by non-regular faculty. The director of our undergraduate program started classroom observations of all PTI/GTA-taught classes two years ago, and the department has begun a more explicit mentoring program for GTAs. More doctoral students now assist in classes that they will be teaching, and the professors work with them that semester and continue to advise and observe them as they teach their own sections.

PMAP faculty have also committed to a serious re-examination of the MPP program during the next academic year. Stage 1 included an examination of curricula of aspirational and peer MPP programs and a meeting with employers of MPP graduates to learn both their needs and their perceptions of our graduates. Stage 2 will require faculty collaboration, both inside and outside the department.