



**A WHITE PAPER  
ON THE ESTABLISHMENT OF THE  
HOWARD H. BAKER JR. SCHOOL OF PUBLIC POLICY AND PUBLIC AFFAIRS  
AT THE UNIVERSITY OF TENNESSEE, KNOXVILLE**

**SEPTEMBER 2022**



**THE UNIVERSITY OF  
TENNESSEE  
KNOXVILLE**

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## Executive Summary

In Spring 2022, Chancellor Donde Plowman and Provost John Zomchick commissioned a University-wide Task Force (Task Force) regarding the conversion of the Howard H. Baker Jr. Center for Public Policy (Center) into a School of Public Policy and Public Affairs (School) at the University of Tennessee, Knoxville (University).

The Task Force was chaired by the Executive Director of the Center, Marianne Wanamaker, with members including Vice Chancellor of Research Deborah Crawford, Dean of the Haslam College of Business Stephen Mangum, Dean of the College of Nursing Victoria Niederhauser, Center Board Member John Tolsma, and Professor and Director of the Center's Global Security Program Krista Wiegand.

Based on benchmarking analyses, asset mapping, organizational case studies, financial modeling, as well as extensive discussions, the Task Force recommends the following:

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### *RECOMMENDATION #1:*

*Establish the Howard H. Baker Jr. School of Public Policy and Public Affairs as a new academic unit at the University of Tennessee, Knoxville.*

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As the flagship university of the state of Tennessee, and a land-grant institution, the Task Force recommends the University establish the first school of public policy or public affairs at any public institution in the state. The establishment of the School as an independent academic unit would advance the University's land-grant mission to serve all Tennesseans and would be an efficient use of the Center's existing assets, expertise, and investments in making an even greater impact.

The Task Force agrees that the School would expand and enhance the University's existing capacity to produce the next generation of public servants and civic leaders, to conduct research on the state's most pressing challenges, and to consistently engage in productive public deliberation and problem solving.

Establishing the School would also move the University closer to its peer and aspirational institutions, many of which already have such units. While some additional investments will be necessary to ensure that the School is positioned for success, the ability to immediately leverage existing resources to create a new, high-impact, academic unit is a remarkable and rare opportunity.

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### *RECOMMENDATION #2:*

*Leverage existing research assets and opportunities by establishing a school with an interdisciplinary, research-forward mission, and an academic curriculum that is well-integrated with existing expertise and responsive to workforce needs.*

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The Task Force recommends the School builds upon the Center's existing strengths and strategic investments in the areas of energy, mobility, and environmental policy; global security and foreign affairs; and emerging opportunities in economic and community development. The University's existing research in these substantive areas could be accelerated by co-locating faculty at the School to help drive collaboration and foster joint-research enterprise. This can be accomplished by establishing interdisciplinary research centers in the School that are highly integrated with its curricular and co-curricular initiatives.

This model has been proven—the Center currently has a very high success rate on grant and contract submissions and serves as the nexus of activity for a large number of funded research collaborations on campus. As a result of its interdisciplinary record, the Center is also widely seen as a valuable partner. Based on peer and aspirational institutions that have established similar schools, it is the conclusion of the Task Force that, at its founding, the proposed School would enter the market with a much stronger initial research mission and track record, potentially providing a significant competitive advantage.

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### *RECOMMENDATION #3:*

*Build new academic programs while also considering the opportunities to update the University's existing degree programs that currently have limited enrollment to be more reflective of trends in other top-ranked, accredited programs, as well as the needs and interests of current and future students.*

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The Task Force recommends the new School establish best-in-class academic programs for graduate and undergraduate students that integrate the School's research strengths, the new *Institute of American Civics*, and the remarkable legacy of Howard H. Baker Jr. The University should also explore moving existing academic programs related to the new School as part of its

establishment, but not move any existing academic units. Moving degree programs would focus and highlight their potential, provide a jump start to the new School, and minimize disruption for faculty and students.

This approach would also allow program accreditation to occur more efficiently than if the School began with wholly new degree programs. Importantly, the movement of degree programs, as opposed to entire departments, does not necessitate the movement of faculty, whose affiliation with the School can be negotiated on a case-by-case basis. Variations of this process have been used at other peer and aspirational institutions in the establishment of similar schools.

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*RECOMMENDATION #4:*

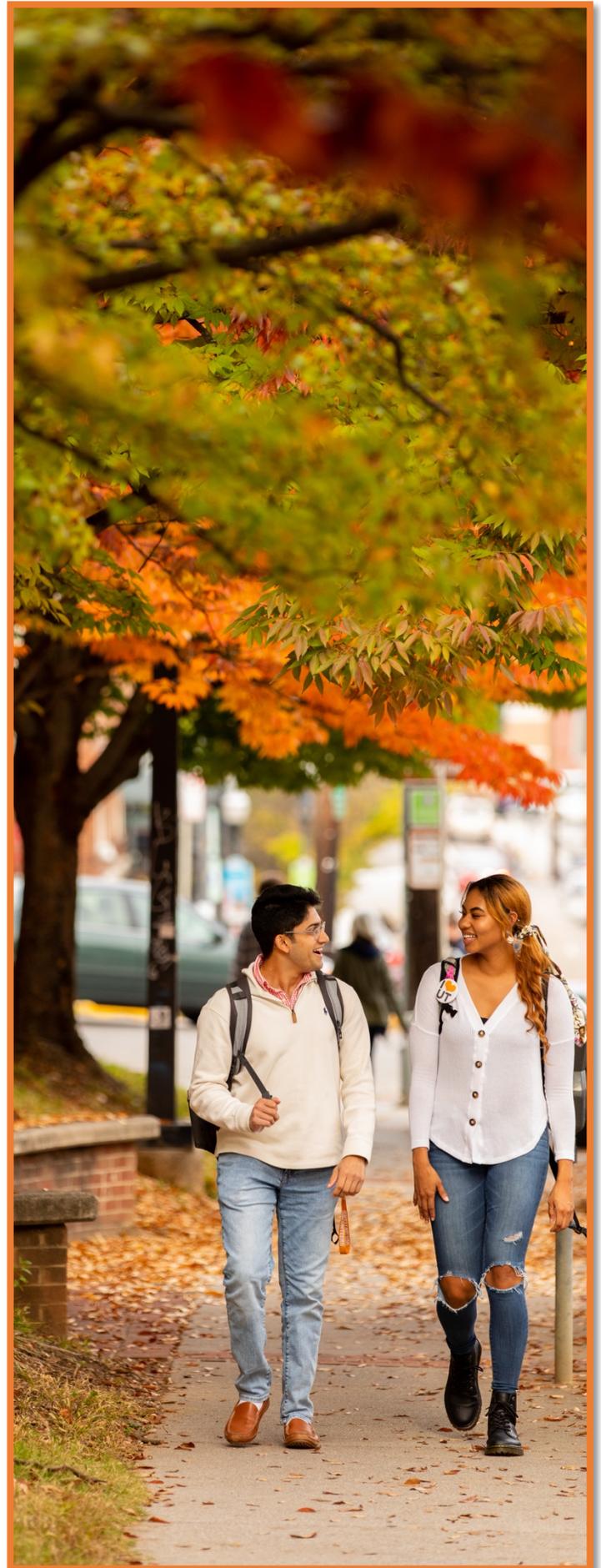
*Convene an Implementation Team to learn from existing peer and aspirational institutions and provide further thought-leadership in the academic, organizational, and administrative design of the School.*

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To optimize the institutional, organizational, and academic design of the School, the Task Force recommends that additional campus leaders and subject-matter experts be invited to contribute to this process. The *Implementation Team* should establish an *Academic Plan* and a *Business Plan* for the School to further develop the curriculum and research recommendations of the Task Force. The *Implementation Team* may also be charged with the development of a plan and drafted documentation required by the Tennessee Higher Education Commission (THEC) to establish a new academic unit, as well as a plan to create or modify existing degree programs. The *Implementation Team* would inform various administrative choices by providing guidance and insights on the financial implications of differing approaches. Finally, the *Implementation Team* may also be charged with detailing the organizational structure and financial investments required to establish the School as an independent academic unit.

### **White Paper Overview**

The remainder of the white paper provides additional details and analyses regarding each of these recommendations, a timeline for next steps, and an expansive appendix of information that was used to inform the decision making of the Task Force and its advisors.



## Introduction

In 1965, the General Assembly of Tennessee passed a resolution to adopt a new state slogan, “Tennessee—America At Its Best.”<sup>1</sup> The very next year, on November 8, 1966, Howard H. Baker Jr. a native of Huntsville, Tennessee, University of Tennessee law school alum, student body president, and Navy veteran, was elected to the United States Senate to represent the State in the nation’s capital. During his time in public service as a Senator, Senate Majority Leader, White House Chief of Staff, and U.S. Ambassador to Japan, he served with integrity, civility, and courage.

He led by being an “eloquent listener”— always searching for other points of view and perspectives when considering public policy solutions and alternatives.<sup>2</sup> He brought his Tennessee sensibilities and southern hospitality to his work, operating in good humor and friendship. This was particularly the case where the disagreements were deepest and most profound. Even after the most rigorous debate, he was known to reach out to reach out and shake hands with his challenger to ensure that they parted on good terms. He left an indelible mark on those with whom he worked, those who he mentored, and an entire generation of leaders who each day pass through the doors of the Senate majority office that still bears his name.

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*Baker embodied what the University hopes to foster in students: individuals who are thoughtful and responsive, who are motivated by a deep curiosity about the boundaries of human knowledge and demonstrate an eagerness to learn from others, who share a profound interest in solving society’s greatest challenges, and who possess the confidence that they can. Most especially, students who light a path that inspires and challenges those who follow. Throughout his career, Baker was Tennessee and America at its best. What can the University of Tennessee do to ensure that his life is part of a continuing legacy of public service and leadership for the state, the nation, and the world?*

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This white paper proposes the establishment of the Howard H. Baker Jr. School for Public Policy and Public Affairs (School) to educate the next generation of civic leaders, foster interdisciplinary policy-relevant research, and provide a forum for critical conversations about the challenges communities collectively face. The foundation of this new academic unit already exists at the University.

Over its nearly 20 years of operations, the Howard H. Baker Jr. Center for Public Policy (Center) has built high-quality, unique, and interdisciplinary initiatives in research, teaching, and public engagement focused on providing critical insights on domestic and international challenges. The Center’s current work is motivated by a vision of sound policy, thoughtful leadership, and informed citizens. The School would accelerate this vision and help the University achieve its land-grant mission of service to all of Tennessee’s communities.

## Task Force Process

On April 1, 2022 in recognition of this clear opportunity to leverage existing assets for greater impact, the Board of the Center unanimously voted to explore the potential of converting the Center into a School of Public Policy and Public Affairs. On June 6, 2022 a University-wide Task Force (Task Force) was convened to explore the potential evolution of the Center into a school. The Task Force was chaired by the Executive Director of the Center, Marianne Wanamaker, with members including Vice Chancellor of Research Deborah Crawford, Dean of the Haslam College of Business Stephen Mangum, Dean of the College of Nursing Victoria Niederhauser, Center Board Member John Tolsma, and Professor and Director of the Center’s Global Security Program Krista Wiegand.

The Task Force was further supported by special advisors from the Center, Interim Chief Operating Officer Katie Cahill and Professor and Executive Director Emeritus Matthew Murray, as well as graduate research assistants Jalen Blue and Jeremiah Muhammad. Guidance from the Provost’s Office was provided by Vice Provost for Academic Affairs RJ Hinde, Vice Provost and Dean of the Graduate School Dixie Thompson, and Vice Provost for Faculty Affairs Diane Kelly. The following white paper and attached appendices are the product of the work of the Task Force.

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<sup>1</sup> Chapter 33, Section 1, Public Acts, 1965.

<sup>2</sup> In a summary of his leadership approach, he said, “I increasingly believe that the essence of leadership... is the ability to be an eloquent listener, to hear and understand what your colleagues have to say, what your party has to say, what the country has to say. And the ability follows

to try to translate into useful policy” (qtd. from Bipartisan Policy Center Interview, 2011).

## Key Findings & Recommendations

This white paper addresses the establishment of a school as an academic entity, the possible fit in the existing administrative and academic structure of the University, and important considerations for integrating novel and existing curriculum. The following constitute the key findings and recommendations of the Task Force.

### RECOMMENDATION #1

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*Establish the Howard H. Baker Jr. School of Public Policy and Public Affairs as a new academic unit at the University of Tennessee, Knoxville.*

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This recommendation is based on the following points:

- As the flagship university of the state of Tennessee, and a land-grant institution, the University of Tennessee, Knoxville should lead by establishing the first school of public policy or public affairs at any public institution in the state.
- The University of Tennessee, Knoxville already has the assets and expertise needed to quickly create a set of prestigious and high-quality programs to train the next generation of leaders.
- The Center already engages in many of the activities of an independent academic unit including robust interdisciplinary research programs, curricular and co-curricular programming, and high-profile public engagement initiatives.
- With some additional investments, the Center has much of the physical, financial, and administrative infrastructure necessary to support the addition of faculty and degree-granting programs.

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<sup>3</sup> These four are: *University of Kentucky* (Martin School of Public Policy and Administration), *Virginia Tech* (School of Public and International Affairs), *North Carolina State University* (School of Public and International Affairs), and *University of Missouri* (Harry S. Truman School of Public Affairs). See Appendix (3A), “Benchmarking and Accreditation Report” for additional details.

<sup>4</sup> These three are: *University of Wisconsin, Madison* (Robert M. La Follette School of Public Affairs); *University of Georgia* (School of Public and International Affairs); *University of Minnesota, Twin Cities* (Hubert H. Humphrey School of Public Affairs). See Appendix (3A), “Benchmarking and Accreditation Report” for additional details.

<sup>5</sup> These five are: *University of Georgia* (School of Public and International Affairs), *University of Kentucky* (Martin School of Public Policy and Administration), *University of Missouri* (Harry S. Truman School of Public Affairs), *Texas A&M* (Bush School of Government and Public Service), and *University of Arkansas* (Clinton School of Public

### Peer Institutions

Establishing a school would push the University closer to its peer and aspirational institutions. Four of the University’s eleven [comparative peer institutions](#) have a school of public policy or public affairs.<sup>3</sup> Three of the six [aspirational peer institutions](#) have a school of public policy or public affairs.<sup>4</sup> In the Southeastern Conference (SEC), five of the fourteen universities have a school of public policy, public affairs, or public service.<sup>5</sup> These five schools in the SEC are all at public land-grant institutions. In addition, of the Top-25 programs ranked in 2022 by *U.S. News and World Report*, eighteen are located at public universities and all of those programs are administered through a school or college as the primary academic unit.<sup>6</sup>

Of graduate programs in public policy, public affairs, and public administration accredited by the [Network of Schools of Public Policy, Affairs, and Administration \(NASPAA\)](#), 37 percent are housed in a school structure. Yet within the state of Tennessee, there are no public institutions with undergraduate or graduate degrees in public policy, or any schools of public policy or public affairs at any public university.<sup>7</sup>

### Land-Grant Mission

The establishment of the Howard H. Baker Jr. School for Public Policy and Public Affairs as an academic unit would serve the University’s land-grant mission by conducting research on Tennessee’s most pressing public policy issues, by producing the next generation of public servants and civic leaders to help lead the state forward, and by engaging consistently with current policymakers to help inform their work and contribute to productive public problem solving.

Like it was for many of the University’s peers, establishing the proposed School appears to be the natural next step in

Service). See Appendix (3A), “Benchmarking and Accreditation Report” for additional details.

<sup>6</sup> In the Fall 2021 and early 2022, *U.S. News* surveyed deans, directors and department chairs representing 270 master's programs in public affairs and administration. The lists of schools, individuals surveyed, and specialty areas evaluated by *U.S. News and World Report* in “public policy analysis” and/or “public affairs” were provided by the *Network of Schools of Public Policy, Affairs, and Administration*, known as NASPAA, and the *Association for Public Policy Analysis and Management*. See Appendix (3A), “Benchmarking and Accreditation Report” for additional details.

<sup>7</sup> The closest equivalents are the College of Public Service at the public land-grant *Tennessee State University*, the School of Public Policy at private *Lipscomb University*, and the Peabody College of Education and Human Development at private *Vanderbilt University* which offers public policy degrees with a singular focus in education policy.

the journey to live out the land-grant mission— to serve Tennessee communities statewide. The [2021 “It Takes a Volunteer” Strategic Vision](#) sets forth a goal for the University to embody the modern R1, land-grant university, and specifically to:

Create and foster a campus-wide culture of service, engagement, extension, and outreach—reinforcing our Volunteer brand— by creating a coalition of campus units focused on engagement to align the University across its many parts, and with the needs of Tennessee communities. (2021, 6)

This vision helps situate the proposed school into the proper context. Members of Generation Z (Gen Z), or those born between 1997 and 2012, are now approximately 20 percent of the U.S. population.<sup>8</sup> A defining feature of Gen Z is their pursuit of vocations and employers with purpose.<sup>9</sup> Such pursuits fit well with the profile of individuals enrolled in public policy, public affairs, and related degree programs. A [2019 survey by NASPAA](#) found that students in public administration, public policy, and related degree programs were most likely to be motivated by a desire to make a difference, to increase their earnings potential, and to enhance the knowledge and skills needed to be more effective public servants.

Further, the survey found that 96 percent of alumni respondents were employed full time in 2019, with the highest percentage working in government (48%), followed by nonprofits (22%) and the private sector (18%). Alumni of these programs reported being “very prepared” to “articulate and apply a public service perspective” (58%) and to “communicate and interact productively with a diverse and changing workforce and citizenry” (59%).

For Tennessee to continue to be “America At Its Best,” it is essential that the state’s flagship University be the location of such education and training for the next generation of thought leaders and change agents. While civic-minded, motivated, and courageous future leaders are being educated and produced in other parts of this campus, the establishment of the School would extend and amplify these existing efforts.

## Assets and Expertise

The University of Tennessee, Knoxville already has the assets and expertise needed to quickly create a world class brand, high quality research, and robust student experience in public policy and public affairs, beginning with the legacy of Senator Baker. Tying together a larger set of key University assets related to public policy research, teaching, and engagement under Senator Baker’s name provides instant brand recognition for external stakeholders who may be less familiar with the University in general.

In doing so, the School could amplify the public policy work already underway in all twelve of the Knoxville campus’s colleges, including the *Institute of Agriculture* (UTIA), and in other University Centers and Divisions, including, for example, the *Institute for Public Service* (IPS), the *Boyd Center for Business and Economic Research*, the *Center for Transportation Research* (CTR), and the *Institute for a Secure & Sustainable Environment* (ISSE).

Under the School umbrella, these entities would likely have greater name recognition. Importantly, these entities would not need to change organizational form or reporting lines to support the School or to benefit from its reputation. As partnering centers and organizations to the School, these organizations have the opportunity to benefit from the School’s growth in student programs and research footprint, and in its growing name recognition.

For students, a set of undergraduate and graduate programs under the umbrella of a new school would provide a robust experience, including a set of co-curricular experiences specifically focused on their interests. As part of its work, the Center already makes a concerted effort to provide undergraduate and graduate students with opportunities to put their education into practice by working as research assistants on projects and programming.<sup>10</sup>

For nearly 20 years, the Center has facilitated the *Baker Scholars* interdisciplinary thesis program for students to conduct research on policy issues of interest to them, and over the last five years, the Center has offered a minor in public policy analytics, teaching a two-course series capstone. In addition, the Center continues to provide

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8 According to “Now, more than half of Americans are millennials or younger” by the Brookings Institute in July 2020, accessed here: <https://www.brookings.edu/blog/the-avenue/2020/07/30/now-more-than-half-of-americans-are-millennials-or-younger/>

9 See “Gen Z Wants To Change The World—At Your Company” from 2019, accessed here:

<https://www.forbes.com/sites/markcperna/2019/12/10/gen-z-wants-to-change-the-world-at-your-company/?sh=7ae069743c56>

10 See Appendix (2A), “About the Center” in the section titled “Curricular and Co-Curricular Programs” for additional details.

opportunities for student learning and professional development through its *Washington Fellows*, *Baker Ambassadors*, *Baker Basics*, and *Baker Internship Experience* programming. Finally, the recent establishment of the *Institute of American Civics* (Institute) at the Center by Tennessee's General Assembly with the support of Governor Bill Lee has further expanded the scope of the Center's curricular and co-curricular activities into areas such as viewpoint diversity, the foundations of democracy, and civic leadership.<sup>11</sup>

The Center has much of the physical, financial, and administrative infrastructure necessary to support the addition of degree-granting programs. The Center occupies a three-story, 51,000 square foot building with a marble rotunda and dome at its core. Built in 2008 using public and private dollars, the facility is ideally suited to be the home of the School. The Center, which is currently being renovated to expand its capacity and accommodate its rapid growth, includes offices, classrooms, meeting rooms, event facilities, and a parking lot.

Additional plans are underway to convert two meeting spaces on the second floor into classrooms, and to renovate the main floor to accommodate additional instructional and office space for faculty, staff, and students. Once complete, the Center and the Institute will have access to five classrooms, an auditorium, three conference rooms, and some smaller event spaces for curricular, co-curricular, research, and public engagement initiatives.

Financially, the Center is classified as a support unit under the new budget allocation model, but has a current agreement to retain indirect cost recovery revenue. The total budget for fiscal year 2023 (FY23) for the Center is \$2.1 million. The Center expects to collect \$340 thousand in salary recoveries from grants and contracts. The Center's FY23 total budget request from the University for FY23 was \$1.8 million net recoveries. In addition to state appropriations, the Center also has income from endowment and gift funds, as well as grants and contracts. The value of the Center's main endowment is around \$8.9 million, a figure that fluctuates based on market performance of investments.

The Center also has several smaller endowments. The market value of these smaller endowments is

approximately \$770 thousand. The Center's income from all of these endowments is slightly less than \$400 thousand per year. In addition, the Center has approximately \$700 thousand in gift funds and another \$600 thousand in cash-on-hand held as an emergency fund. The Center is currently managing \$1.4 million in grants and contracts, with \$2.8 million being awarded from 2017 to 2022.<sup>12</sup>

Once provided with the additional faculty as instructional support to the School, the Center's existing faculty and staff are well-positioned to contribute the necessary administrative infrastructure. The Center's executive director reports directly to the chancellor and is guided by the expertise of a knowledgeable and accomplished board. Administratively, the Center has four units under the direction of the executive director with support from the chief operating officer: *Student Programs*, *Research Operations*, *Internal Operations*, and *External Affairs*.<sup>13</sup>

The *Student Programs* unit is responsible for the design and implementation of curricular and co-curricular activities, including mentorship, professional development, and advising. This unit includes a director of student programs, and two student program coordinators. The *Research Operations* unit is responsible for increasing productivity through grants and contracts, facilitating working groups, public engagement, and conducting academic research. This unit includes two joint-appointed faculty as program directors, a joint-appointed faculty member, approximately forty *Baker Experts* who serve as fellows or affiliates, two research associates, two post-docs, a project manager, and a grants manager. The *Internal Operations* unit is responsible for finances, as well as human and physical resources. This unit includes an assistant director, office manager, and administrative assistant. The *External Affairs* unit is responsible for policy engagement, communications, events, branding, and digital presence. This unit includes a director of policy partnerships, a director of external affairs, a communications manager, a brand and digital manager, and an event coordinator.

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<sup>11</sup> Tennessee General Assembly, Senate Bill 2410 and House Bill 2157. See also: <https://bakercenter.utk.edu/about/institute-for-american-civics/>

<sup>12</sup> Data come from University of Tennessee's Cayuse report "Awards in Unit" for the Baker Center. This figure does not include awards received by the *Institute for Nuclear Security*, grants that have been awarded by a

sponsor, but not confirmed, awards where the Center was not the primary unit submitting but was listed on the project as co-PI or collaborator, or awards that went through contracts rather than research. <sup>13</sup> See Appendix (2A), "About the Center" in the section titled "Organizational Chart" for additional details.

## RECOMMENDATION #2

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*Leverage existing research assets and opportunities by establishing a school with an interdisciplinary, research-forward mission, and an academic curriculum that is well-integrated with existing expertise and responsive to workforce needs.*

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This recommendation is based on the following points:

- Based on organizational case studies of similar schools at peer and aspirational institutions, research strengths and foci are often treated as ancillary and idiosyncratic considerations to the development of a school and its curriculum, with most relationships with other research centers existing on an ad hoc basis. The focus is almost exclusively on curriculum and the ability of faculty to teach courses and/or support concentrations/specialties.
- The Center would be coming into this market with a much stronger research mission and track record than peer institutions, potentially providing the proposed School with a significant comparative advantage.
- The School should consider building upon existing strengths in energy, mobility and environmental policy; global security and foreign affairs; and emerging opportunities in the areas of economic and community development, by establishing interdisciplinary research centers that are highly integrated with its curricular and co-curricular initiatives.

Operating as a public policy think-tank on the Knoxville campus for the last decade, each year the Center convenes many of the University's best researchers, as well as external scholars, prominent speakers, and stakeholders around issues of critical public policy importance. Most recently, the Center has served as a forum for topics as wide-ranging as energy market disruptors, the implications of the war in Ukraine, and the consequences of substance use disorder on economic development. This research, as well as related public engagement initiatives, has been supported by more than \$7 million in grants

from state and federal agencies, foundations, non-profit organizations, and private-sector sponsors,<sup>14</sup> and nearly \$2 million in gifts from corporate and individual donors.<sup>15</sup> This research activity is largely centered around the [Energy & Environment](#) and [Global Security](#) programs.

### Energy & Environment Program

Led by a jointly-appointed faculty director from the Department of Economics (80 percent fte in the Center), the Energy & Environment program strives to continue Senator Baker's work in the areas of energy and environmental policy. Among the issues addressed are energy consumption and conservation, nuclear energy, renewable energy, air and water pollution, ecosystem services, and climate change. The mission of the program is to address critical energy and environmental challenges by creating policy relevant research and educational opportunities that integrate natural, physical, and social sciences. The program's vision is sustainable energy, healthy environments, and prosperous communities. Over the last 15 years, from 2006 to 2021, the program has been awarded \$3.82 million in grants from a variety of private sponsors, as well as from state and federal agencies.<sup>16</sup>

### Global Security Program

Led by a jointly-appointed faculty director from the Department of Political Science (80 percent fte in the Center), the Global Security program strives to honor Senator Baker's service in the Navy, as White House Chief of Staff, and as U.S. Ambassador to Japan. Among the issues addressed are war, crises, international and civil conflict resolution; territorial and maritime disputes, piracy and maritime security; terrorism and other political violence; foreign policy; and nuclear security and proliferation. The mission of the program is to address national and international security threats and solutions through policy relevant research and education with a global perspective. The program's vision is well-informed strategies to mitigate national and international security threats. Over the last 10 years, from 2011 to 2021, the program has been awarded \$2.54 million in grants from a variety of private sponsors, as well as from state and federal agencies.<sup>17</sup>

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<sup>14</sup> Data come from University of Tennessee's Cayuse report "Awards in Unit" for the Baker Center as well as grants and contracts awarded where an individual with a primary appointment in the Center serves as PI or Co-PI.

<sup>15</sup> Data from IRIS "ZSL\_GIFT\_BALANCES" report for the Center's Fund Center.

<sup>16</sup> Data come from University of Tennessee's Cayuse report "Awards in Unit" for the Baker Center as well as grants and contracts awarded to the director or a Baker Expert as PI or Co-PI.

<sup>17</sup> Data come from University of Tennessee's Cayuse report "Awards in Unit" for the Baker Center as well as grants and contracts awarded to the director or a Baker Expert as PI or Co-PI.

## Baker Experts

The Center has also established a *Baker Experts* (Experts) program that connects scholars of all career stages to each other and to key public policy stakeholders to advance the land-grant mission of the University and to influence policy change in their subject fields. These Experts are essential to the mission of the Center to continue the legacy of Senator Baker. Experts come from across the University system as well as from external organizations for the opportunity to engage and inform these public policy conversations.

The Center supports its Experts, who enrich the Center by participating in events and programs, collaborating with each other on funded and unfunded research, and mentoring undergraduate and graduate students interested in public policy.<sup>18</sup> The expansion of the Experts program has increasingly included scholars in the area of economic and community development, which is also a focus of the *Office of Research, Innovation, and Economic Development* (ORIED). This is a potential avenue for connecting faculty and strategic initiatives under the School infrastructure.

## Research Impact and Integration

Based on these findings, University investments in the School are likely to pay dividends in higher research expenditures. Public policy research is highly impactful and, therefore, a priority for many funding agencies, both public and private. Two of the University's current strategic priorities for research (Human Health & Wellness and Global Energy Ecosystems) have clear policy connections.<sup>19</sup> Public policy research is also highly interdisciplinary, requiring researchers to join forces to answer questions important to society but that do not easily fit into one area of academic inquiry.

The University's research in this area could be accelerated by adopting a different organizational form, co-locating faculty at the School to help drive collaboration and foster joint-research enterprise. The model has been proven—the Center currently has a 70 percent success rate on grant and contract submissions<sup>20</sup> and serves as the nexus of

activity for a large number of funded research collaborations on campus. And because of its interdisciplinary record, the Center is widely seen as a valuable partner. The Center participated in eight cluster proposals in the most recent University funding round, none of which were led by the Center.

The area of energy policy provides an example of the unique assets the School could highlight in curricular and co-curricular programs, and the branding and reputational opportunities it could provide. Senator Baker was known for his courageous leadership on the 1970 Clean Air Act, the crafting and passage of which was one of his proudest achievements.<sup>21</sup> According to the authors of a recent [2021 National Bureau of Economic Research \(NBER\) Study](#) on the topic, "Landmark policies like the Clean Air Act...fundamentally changed major sectors of the U.S. economy," most especially the energy industry.<sup>22</sup>

The University continues to provide leadership in energy policy, making historic investments in energy research through the *Oak Ridge Institute at the University of Tennessee* (UTORI) and the *Office of Research, Innovation, and Economic Development* (ORIED), with significant crossover research with *Oak Ridge National Lab* (ORNL), and other partners such as the *Department of Energy* (DOE) and *Tennessee Valley Authority* (TVA).

In particular, nuclear energy and non-proliferation are of significant interest and related to the core areas of research that already exist at the Center in energy and global security. The Center is also identified in legislation as the entity responsible for providing research support to Tennessee's *Energy Policy Council*. Presently, much of this activity is focused on the technical components of energy, where the University enjoys good brand recognition. However, there is a missed opportunity in the University's ability to train the next generation of energy policy makers due to the lack of a coherent message about this capability. This is just one example where the establishment of the School could leverage and expand the University's unique strengths for greater impact.

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<sup>18</sup> See Appendix (2A), "About the Center" in the section titled "Baker Experts" for additional details.

<sup>19</sup> See Appendix (4A), "Research Foci" in the section titled "Office of Research, Innovation, and Economic Development Strategic Initiatives" for additional details.

<sup>20</sup> Data come from University of Tennessee's Cayuse report "Proposals in Unit" and "Awards in Unit" for the Baker Center as well as grants and contracts awarded where an individual with a primary appointment in the Center was serving as PI.

<sup>21</sup> On March 9, 2005 in reflecting on the Clean Air Act at the Muskie Foundation as part of prepared remarks, Senator Baker said, "I would be proud to have 'He wrote the Clean Air Act' on my tombstone." Accessed here: <https://www.muskiefoundation.org/baker.030905.html>.

<sup>22</sup> As quoted in "New Study Looks at Clean Air Act Effect on Power Plants" from July 13, 2021 published by Carnegie Mellon University, accessed here: <https://www.cmu.edu/news/stories/archives/2021/july/clean-air-act-study.html#:~:text=The%20Clean%20Air%20Acts%20of,plants%20that%20opened%20before%201963>.

## RECOMMENDATION #3

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*Build new academic programs while also considering the opportunities to update the University's existing degree programs that currently have limited enrollment to be more reflective of trends in other top-ranked, accredited programs, as well as the needs and interests of current and future students.*

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This recommendation is based on the following points:

- The University's current Master of Public Policy and Public Administration (MPPA) program is not a typical degree program, potentially enhancing the difficulty of obtaining accreditation and attracting students. The enrollment in the program is 3.5 times smaller than average and the current ranking reflects the lack of University investment and prioritization of the program.<sup>23</sup>
- The University's current Bachelor of Science in Public Administration (BS/PA) program is also undersubscribed, with enrollment at 3.7 times smaller than the national average of similar programs.<sup>24</sup>
- The movement and modification of existing degree programs would allow the School's degree programs to more closely align with market trends, research pillars, and empower a team of interdisciplinary faculty to collaborate on the development of targeted, high-quality curriculum.
- Even while moving existing programs, the School's focus should be on developing new, best-in-class programs at the undergraduate and graduate levels. Any programs moved to the School should simply form the backbone for an ever-evolving set of degree programs that adapt to meet workforce needs and state and national policy priorities.

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<sup>23</sup> According to the average of the most recent enrollment audit data available from Fall 2014 to Fall 2018 for graduate degree programs at U.S. schools as calculated from the "NASPAA Data Files--Enrollment Audit" on the NASPAA website accessed here:

<https://www.naspaa.org/data-center/download-naspaa-data>.

<sup>24</sup> Ibid.

<sup>25</sup> According to the data available in the "School Search" function on the NASPAA website under its datacenter, accessed here:

<https://www.naspaa.org/schools-search>.

<sup>26</sup> See Appendix (3A), "Benchmarking and Accreditation Report" in the section titled "Distribution of Degree Programs By Type" for a summary table.

## Trends in Degree Programs

Schools of public policy or public affairs are typically centered around professional master degree programs, including Master of Public Administration (MPA), Master of Public Policy (MPP), and Master of Public Affairs (MPAff). Based on the 328 programs in the United States that submitted data regarding master degrees to NASPAA,<sup>25</sup> which include accredited and unaccredited programs, the vast majority (231 or 70%) are Master of Public Administration (MPA) programs.

In comparison, there are thirty-eight Master of Public Policy (MPP) programs (11% of the total), seventeen Master of Public Affairs (MPAff) programs (5%), and just nine Master of Public Policy and Public Administration (MPPA) programs (3%). Of the MPP programs, only six are NASPAA accredited (16%), and of the MPPA programs, only three are NASPAA accredited (33%).<sup>26</sup>

These degree programs often use concentrations or specializations to adapt to changing interests and needs of students. Based on the same NASPAA data,<sup>27</sup> the most common concentrations are: Non-Profit Management (47%), Public Management (40%), and Public Policy Analysis (30%). Less common are concentrations related to the University's existing strengths in the Environment (18%), International and Global Affairs (14%), Leadership (13%), Economic Development (13%), Homeland and National Security (11%), and Education (9%).<sup>28 29</sup>

In addition, although most schools of public policy and public affairs are centered on graduate degrees, the role of undergraduate degree programs is expanding. A [2019 NASPAA Survey](#) found that 61 percent of responding programs also offered an undergraduate major.<sup>30</sup> Further, survey respondents indicated that 33 percent of students entered the major upon being admitted as a first-year student.

In addition, 40 percent of programs reported that enrollment had grown over the last five years. While often not pursued in the initial development of a school,

<sup>27</sup> According to the data available in the "School Search" function on the NASPAA website under its datacenter, accessed here:

<https://www.naspaa.org/schools-search>.

<sup>28</sup> See Appendix (3A), "Benchmarking and Accreditation Report" in the section titled "NASPAA Self-Reported Data" for additional details.

<sup>29</sup> See Appendix (3A), "Benchmarking and Accreditation Report" in the section titled "Degree Characteristics and Specializations" for a summary table.

<sup>30</sup> According to data available in the "2019 Undergraduate Survey Results" on the NASPAA website, accessed here:

<https://www.naspaa.org/resources/resources-programs/managing-undergraduate-or-doctoral-program/undergraduate-program>.

undergraduate degrees appear to be the financial engine that allows for high-profile faculty to be hired, leading to increases in research productivity, higher rankings, job-placement for undergraduate and graduate alumni, and more competitive admissions as requests for enrollment grows.<sup>31</sup> The [NASPAA Survey](#) also found that 44 percent of related undergraduate degree programs are in a stand-alone school or college, while just 17 percent are in a department of political science, and only 2 percent in another academic department.

### University of Tennessee, Knoxville Degree Programs

The University of Tennessee has small, sub-scale academic programs in these areas already. The current 39-credit hour MPPA program at the University of Tennessee, Knoxville, housed in the Department of Political Science, is not accredited, and is ranked #102 by U.S. News and World Report of 270 programs. Based on an estimated enrollment of twenty-five students, it also is well-below the NASPAA average enrollment of 111 students.<sup>32</sup> The program is a bit of a hidden gem, with a 100 percent placement record for its dozen graduates per year and a very loyal alumni base, a credit to the dedication of the program's faculty.<sup>33 34</sup>

At the undergraduate level, the University currently houses an undergraduate concentration and major degree program in public administration: BA/PA concentration<sup>35</sup> in the Department of Political Science or BS/PA major<sup>36</sup> in the Department of Economics.<sup>37</sup> The requirements for the concentration and major are different, with little formal relationship between the two programs outside of including courses from both departments. Enrollment in the concentration is forty students, or approximately 7 percent of all majors in political science.<sup>38</sup> Enrollment in the major is approximately eight graduates annually.<sup>39</sup> In comparison, according to [NASPAA 2018-2019 data](#), the

average enrollment for comparable major programs at other schools is 169, with seventy-four graduates annually.

### Degree Movement and Modification

Curricular progress at a new school could be achieved by moving and re-invigorating current programs on campus, by establishing new degree programs, or by a combination of these two approaches. Provided all relevant parties agree, the University's current Master's in Public Policy and Public Administration (MPPA) degree could be moved to the School. In this case, the MPPA program could be divided into a Master's of Public Administration (MPA) and Masters of Public Policy (MPP) degree with concentrations defined by the research pillars of the School.

This movement and modification would align the School's degree programs more closely with market trends and empower a team of interdisciplinary faculty to collaborate on the development of targeted, high-quality curriculum. If they elected to participate, this process would ideally include existing leadership and faculty of the current MPPA program. Additional considerations include the movement of the existing BS/PA and BA/PA concentration. One key consideration will be the School's ability to offer an accelerated graduate degree program (3+2 or 4+1), which 55 percent of related undergraduate programs at other universities offer.<sup>40</sup>

Establishing the School through the movement and modification of existing degree programs would minimize the disruption for faculty and students, avoid unnecessary delays in enrolling new students, and allow accreditation to occur more efficiently than if the School started from wholly new degree programs. In addition, investments in the School are likely to attract high-caliber undergraduate students to the University and improve the ability to increase graduate student enrollment.

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<sup>31</sup> See Appendix (5A), "Organizational Interviews" for additional details.

<sup>32</sup> According to the average of the most recent enrollment audit data available from Fall 2014 to Fall 2018 for graduate degree programs at U.S. schools as calculated from the "NASPAA Data Files--Enrollment Audit" on the NASPAA website accessed here:

<https://www.naspaa.org/data-center/download-naspaa-data>.

<sup>33</sup> See Appendix (3A), "Benchmarking and Accreditation Report" in the section titled "University of Tennessee 5-year Trend of Degrees Awarded by Major" for additional details.

<sup>34</sup> The MPPA also has existing degree concentrations in Energy & Environment and Global Security, though these concentrations appear to be underrepresented in the available course-offerings. In addition, the MPPA program [has an accelerated 4+1 program](#), that allows existing undergraduate students to complete their master's degree with an additional year of coursework as well as a joint [JD/MPPA with the College of Law](#).

<sup>35</sup> See the University's Course Catalog for complete details on the BA/PA degree, accessed here:

[https://catalog.utk.edu/preview\\_program.php?catoid=34&poid=16811](https://catalog.utk.edu/preview_program.php?catoid=34&poid=16811).

<sup>36</sup> See the University's Course Catalog for complete details on the BS/PA degree, accessed here:

[https://catalog.utk.edu/preview\\_program.php?catoid=34&poid=16816](https://catalog.utk.edu/preview_program.php?catoid=34&poid=16816).

<sup>37</sup> The types of degrees awarded are in line with other degree programs. The 2019 NASPAA Survey found that 51 percent of undergraduate degrees are a BA, while 32 percent are a BS.

<sup>38</sup> Based on data provided by the Department of Political Science, which has 592 majors.

<sup>39</sup> See Appendix (3A), "Benchmarking and Accreditation Report" in the section titled "University of Tennessee 5-year Trend of Degrees Awarded by Major" for additional details.

<sup>40</sup> See the data from the 2019 NASPAA Survey, accessed here:

<https://www.naspaa.org/resources/resources-programs/managing-undergraduate-or-doctoral-program/undergraduate-program>.

As such, these investments should not be viewed as coming at the expense of other academic units but, rather, as facilitating growth in University enrollment by reaching a broader set of potential undergraduates and graduate students and by offering our current undergraduates additional opportunities for graduate study in their 5th year.

#### RECOMMENDATION #4

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*Convene an Implementation Team to learn from existing peer and aspirational institutions and provide further thought-leadership in the academic, organizational, and administrative design of the School.*

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This recommendation is based on the following points:

- Schools at peer and aspirational institutions internally operate very similarly to academic departments with slight variations, and are tenure-granting from the onset, even when a joint-appointment strategy is employed.
- Suboptimal institutional, organizational, and curricular choices are often made in the development of a school to avoid charges of competition and/or backlash from existing academic units and degree programs. Eventually as the school evolves, these compromises become increasingly challenging to maintain and to also be successful, leading to the need for revision after growth has stagnated.
- Schools can be moderately successful in rankings with a narrow vision and limited financial resources, but there appears to be significant space in the academic market for a more expansive vision and aggressive investments if desired.
- There is significant research to be conducted and decisions to be made regarding the inclusion of existing degree programs into the School or the creation of new ones, as well as the course requirements for the degrees offered. This will require a dedicated and focused interdisciplinary team of faculty experts.
- There are financial and administrative implications and considerations that will require the expertise and

insights of higher-level administrators to navigate in the establishment of the School.

Based on benchmarking, case studies, and interviews, the Task Force found that most schools operate as departments, with the ability to grant tenure. Schools are often led by either a dean or an executive director, and sometimes report differently than other campus units. Schools often employ a joint-appointment strategy, particularly in the short-term, to obtain the critical mass of faculty needed without significant allocations of resources.

Undergraduate degrees appear to be the financial engine that allows for high-profile faculty to be hired, leading to increases in research productivity, higher rankings, job-placement for undergraduate and graduate alumni, and more competitive admissions as requests for enrollment grows. Schools sometimes experiment with degree programs and concentrations in order to meet changing enrollment demands and workforce needs.<sup>41</sup> Finally, schools can be moderately successful in rankings with a smaller vision and fewer financial resources, but there appears to be significant space in the academic market for a more expansive vision and aggressive investments if desired.

#### SEC Benchmarking

Other SEC schools are making investments in public policy schools and showing remarkable success. For example, the [University of Georgia's School of Public and International Affairs \(SPIA\)](#) was formed in 2001 from the existing Department of Political Science in the Franklin College of Arts and Sciences as the university's fourteenth college. SPIA now offers four undergraduate degree programs and eight graduate programs. In the upcoming [2023 U.S. News and World Report](#), SPIA will be ranked #3 for Public Affairs Graduate Programs. The school has sixty-six full-time faculty, 1,510 undergraduate students, 306 graduate students, and over 16,000 alumni.<sup>42</sup>

Another example is [Texas A&M's Bush School of Government and Public Service](#) (Bush School) which was founded in 1997, and in 2022 incorporated the political science department at the university. In the [2023 U.S. News and World Report](#), the Bush School will be ranked #23 for Public Affairs Graduate Programs. With the addition of the political science department, the Bush School now has two undergraduate degrees, seven

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<sup>41</sup> See Appendix (5A), "Organizational Interviews" for additional details.

<sup>42</sup> See "SPIA Fast Facts" accessed here: <https://spia.uga.edu/about/fast-facts/>.

accelerated programs (3+2), three master level degrees, and a PhD program. The school has 120 full-time faculty, and 179 masters' students enrolled.<sup>43</sup> Overall enrollment data does not appear available, likely due to the recent addition of degree programs.

In contrast, the [University of Kentucky's Martin School of Public Policy and Public Administration](#) (Martin School) was established in 1976 and recently changed into its current iteration in 1994. It reports through the Graduate School. In [2022 U.S. News and World Report](#), the Martin School was ranked #29 in Public Affairs Graduate Programs. In 2019, the Martin School began an undergraduate program in addition to its existing three graduate degrees. The school has eleven full-time faculty, and approximately forty masters' students enrolled. Overall enrollment data does not appear available, likely due to the recent addition of an undergraduate degree program.

According to an interview with the Martin School, "many of the challenges and opportunities the Martin School has encountered are intrinsically tied to its institutional positioning."<sup>44</sup> Since the Martin School began with a limited vision (graduate programs only, no competition at the undergraduate level), it has struggled to gain national recognition and a critical mass of faculty and students.

### **The Number 1 Program**

Outside the SEC, other public institutions are making sizable investments in training the next generation of policymakers. Established in 1972, the [University of Indiana's Paul H. O'Neill School of Public and Environmental Affairs](#) (O'Neill) offers five undergraduate degrees, nine master's degrees, and has a PhD program. For six years, the O'Neill School has been ranked by [U.S. News and World Report](#) as either #1 or #2 of all programs in the country. There are over 200 faculty in the school, including academics, senior D.C. officials and policymakers, and scientists who divide their time between the field and the classroom.

In the Fall of 2021, the O'Neill School had more than 2,000 students enrolled and boasted more than 37,000 alumni.<sup>45</sup> The school credits the undergraduate programs with budget growth and the ability to hire excellent faculty, leading to increases in market share and higher rankings for undergraduate and graduate programs alike.

The Task Force recommends that the School focus on leveraging strengths and on being a positive contribution to the University and Tennessee in meeting its strategic priorities. Careful consideration should be paid to how the School will improve student outcomes, how it will convert students who would otherwise leave to attend other universities into ones who stay, and into ones who are highly-motivated to remain in the State after they graduate.

### **Implementation Team**

The Task Force recommends that an *Implementation Team* (Team) be convened. The Task Force recommends that the Team be constituted of interdisciplinary faculty members who are leaders in their disciplines, who engage in policy-relevant research, and who have been recognized for being exceptional classroom instructors. The Team may also include higher-level administrators who have demonstrated strengths as strategic, innovative, and entrepreneurial leaders. Ideally, the Team would develop an *Academic Plan* and a *Business Plan* for the School.

The *Academic Plan* would include an analysis of the curricular and co-curricular landscape, including but not limited to the demand for degree programs, the educational needs of students, and workforce trends. This plan may consider the cost and benefits of moving existing degree programs to the School (e.g., MPPA, BA/PA concentration, BS/PA major) and provide targeted recommendations as to the path forward.

This plan should include explorations of different modes of instruction including online, hybrid, and executive education, as well as the inclusion of experiential learning approaches such as innovative internships and practicums. All of these decisions should be guided by the creation of a shared vision for an integrated, research-forward curriculum that takes advantage of the University and Center's assets in energy, mobility, and the environment; global security and foreign affairs; and economic and community development. Finally, this plan will be critically important for the process of submitting any changes to the Undergraduate and Graduate Councils, as well as navigating approvals with the University's Faculty Senate. The *Implementation Team* may also be charged with the development of a plan and drafting the documentation required by the Tennessee Higher

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<sup>43</sup> See "Degree Admission Stats—FAQ" for the Bush School accessed here: <https://bush.tamu.edu/admissions/degree/faq/>

<sup>44</sup> See Appendix (5A), "Organizational Interviews" for additional details from the interviews.

<sup>45</sup> See "Enrollment and Statistics" for the O'Neill School accessed here: <https://oneill.indiana.edu/about/school-profile.html>.

Education Commission (THEC) to establish a new academic unit, as well as a plan to create or modify existing degree programs.

The Task Force also suggests that the Team develop a *Business Plan* that forecasts the physical, financial, and administrative needs of the School and how such needs may be accommodated. This planning should include the structure of faculty appointments, particularly workload models and memorandums of understanding with related colleges. The *Business Plan* should include estimates of the long-term financial costs of the School, and make projections for solvency including potential strategies for minimizing deficits and maximizing efficiency.

All of these decisions should be guided by a balance of the revenue-generating potential of the School and the broader mission to support the University in achieving its land-grant mission. The *Business Plan* will play a pivotal role in conversations regarding the administrative movement of degree programs, establishment of faculty lines, and required resource allocations as part of the next fiscal year planning process.

# Timeline

If the University elects to act on these recommendations the Task Force recommends that the members of the *Implementation Team* be identified by October 2022 and convened by November 2022 to serve until February 2023. The Task Force suggests the following timeline as an aggressive though achievable guide to next steps in this process:

## NOVEMBER 2022

- Decision and, if needed, negotiation of academic/administrative move of existing programs

## NOVEMBER AND DECEMBER 2022

- Drafting and edits of the THEC Form for establishment of a new academic unit
- Letter of support from Chancellor and Provost on the establishment of a new academic unit

## NOVEMBER 2022 TO FEBRUARY 2023

- Meetings and discussion of the *Implementation Team*
- Academic Plan (Drafting and Edits)
- Business Plan (Drafting and Edits)

## FEBRUARY 2023

- University Board of Trustees Meeting (Chattanooga), request approval of new academic unit
- Submission of new academic unit proposal to the Executive Director of THEC

## FEBRUARY 2023 TO MAY 2023

- Approvals for any curriculum modifications from Undergraduate and Graduate Councils, as well as Faculty Senate

## APRIL 2023

- Baker Center Board Meeting
- Public announcement of the official establishment of the Howard H. Baker Jr. School of Public Policy and Public Affairs

## MAY AND JUNE 2023

- Drafting and edits of the THEC degree modification or creation proposal

## JUNE 2023

- University Board of Trustees Meeting (Knoxville), update on progress

## AUGUST 2023

- Business Plan Team submission to University leadership
- THEC degree modification or creation proposal to University leadership for approval

## SEPTEMBER 2023

- Feedback from University leadership
- Letter of support from Chancellor and Provost for degree program modifications and/or creation

## OCTOBER 2023

- University Board of Trustees Meeting (TBD), request approval of degree modifications or creation
- Submission of degree program modifications or creation to Executive Director of THEC
- Baker Center Board Meeting, update on progress

## SEPTEMBER TO NOVEMBER 2023

- Marketing Plan (Drafting and Edits)

## DECEMBER 2023

- Public announcement of degree programs

## DECEMBER 2023 TO MAY 2024

- Marketing campaign implementation
- Begin the NASPAA accreditation process

## MARCH 2024

- Target for applications for Fall 2024 Admissions (soft deadline)

## MARCH 2024 TO JUNE 2024

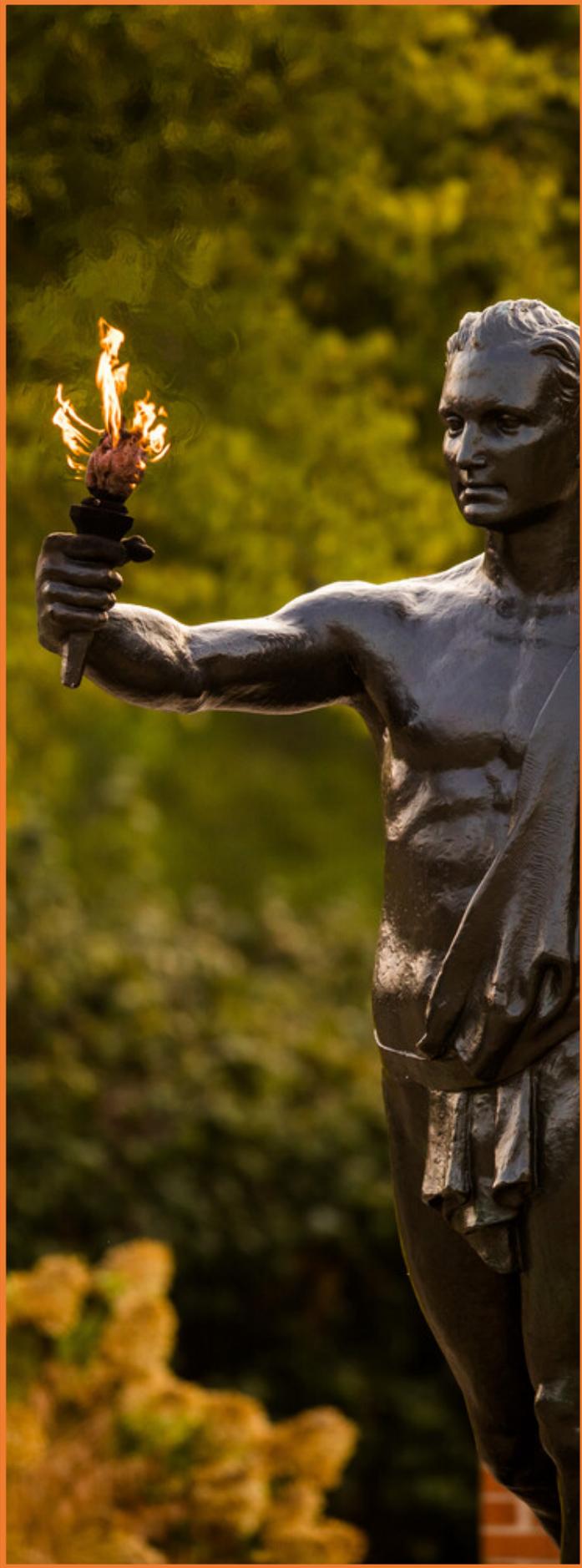
- Rolling admissions for Fall 2024

## JULY 2024

- Orientation for Fall 2023 students

## AUGUST 2024

- First cohort of students start classes



## Conclusion

It is strategically important for the University of Tennessee that our alumni populate the highest levels of the local, state, and federal government. If established, the Howard H. Baker Jr. School of Public Policy and Public Affairs at the University of Tennessee will amplify the University's existing leadership in the state by helping to routinely produce students who are well-qualified to serve their communities as public administrators, public servants, policymakers, and candidates for public office.

If the recommendations of the Task Force are agreed upon by the University's leadership, then in April 2023, exactly twenty years after the start of the Center and one year after the board agreed to pursue the idea, a new academic unit dedicated to producing Tennessee leaders who are "Americans At Its Best," will be a reality.

## Appendix

## Appendix (1A): Key Questions for Task Force

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- Is a school the appropriate administrative structure?
  - What information is needed to make this determination?
  - What are the comparative advantages to a school versus other types of structures?
  - What should be the organizational structure vis-a-vis other departments, schools, and colleges on campus?
- What degree programs fit in the existing curriculum landscape of the University of Tennessee, Knoxville; State of Tennessee; and region?
  - What degree programs will be most likely to attract new students?
  - What degree programs will be most likely to provide the training necessary to support the University's land grant mission and public/private labor needs?
  - What level should these programs be offered (baccalaureate, masters, doctoral)?
  - How should students be different due to participating in the School and its programs?
- Who are the academic and professional partners?
- What research or other foci would most likely build on existing strengths of the Center, University, and meet the needs of the State of Tennessee?
  - Are there strategic opportunities vis-a-vis current research organizations and centers within the University?
  - How can these research foci serve the State of Tennessee in policy analysis, decision-making, and related processes?
- What resources are required from the University to invest to make the school successful?
  - What should the budget model be for the operation of the school?
- What is the mission and vision of the school?

## Appendix (2A): About the Center

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The [Howard H. Baker Jr. Center for Public Policy](#) is a non-partisan public policy think tank located on the campus of the University of Tennessee, Knoxville that reports to the Office of the Chancellor. The Center seeks to continue the legacy of former U.S. Senator, Senate Majority Leader, White House Chief-of-Staff, and U.S. Ambassador to Japan, Howard H. Baker Jr. Senator Baker, who is sometimes referred to as "The Great Conciliator," and was known for his ability to cross party lines, listen, and to find legislative solutions to difficult issues. His leadership resulted in landmark legislation, such as the Panama Canal Treaty, the Clean Air and Clean Water Act, and much more.

### What We Stand For:

The Center's mission is to provide critical insights on domestic and international challenges through interdisciplinary research, experiential education, and policy engagement to honor the life and legacy of Senator Baker. The Center seeks to accomplish this mission by leveraging the expertise of jointly-appointed interdisciplinary faculty, who lead the Center's programs, and through the contributions of more than thirty fellows drawn from academia, public service, and industry. Together, these thought-leaders conduct research on pressing policy challenges, producing peer-reviewed publications as well as policy briefs, white papers, and public lectures, and act as mentors and teachers to the Center's growing cadre of students at the undergraduate and graduate levels. The Center's vision is sound policy, thoughtful leadership, and informed citizens.

### What We Do:

Originally established in 2003 as a museum, archive, and event space, in 2012 the Center shifted its focus to fostering a living tribute to Senator Baker by conducting research, informing policy, and convening critical conversations in three focus areas:

- Energy & Environment
- Global Security
- Leadership & Governance

Over the last 10 years, from 2011 to 2021, the Center has been awarded \$6.76 million in grants from a variety of private sponsors, as well as from state and federal agencies. These grants have supported important policy-relevant interdisciplinary research and initiatives on topics as wide-ranging as educational investments in Appalachian coal communities and solar markets, to maritime piracy and rebel group conflict, to substance use disorder and rural health disparities. In addition, the Center makes a concerted effort to provide students, undergraduate and graduate, opportunities to put their education into practice by working as research assistants on these projects.

### Our Programs:

The [Energy & Environment Program](#) strives to continue Senator Baker's work in the areas of energy and environmental policy. Among the issues addressed are energy consumption and conservation; nuclear energy; renewable energy; air and water pollution; ecosystem services; and climate change. The program studies the interaction of energy and the environment to develop economically-sound policies that improve the quality of life of the world's citizens. The mission of the program is to address critical energy and environmental challenges by creating policy relevant research and educational opportunities that integrate natural, physical, and social science. The program's vision is sustainable energy, healthy environments and prosperous communities.

Over the last 15 years, from 2006 to 2021, the [Energy & Environment Program](#) has been awarded \$3.82 million in grants from a variety of private sponsors, as well as from state and federal agencies. These grants have supported important policy-relevant interdisciplinary research and initiatives on topics as wide-ranging as educational investments in Appalachian coal communities to solar markets, to invasive species.

The [Global Security Program](#) strives to continue Senator Baker's work in promoting the security of the United States and globe by informing and assessing policies and challenges on key issues of international security. Among the issues addressed are war, crises, international and civil conflict resolution; territorial and maritime disputes, piracy and maritime security;

terrorism and other political violence; foreign policy; and nuclear security and proliferation. The mission of the program is to address national and international security threats and solutions through policy relevant research and education with a global perspective. The program's vision is well-informed strategies to mitigate national and international security threats.

Over the last 10 years, from 2011 to 2021, the [Global Security Program](#) has been awarded \$2.54 million in grants from a variety of private sponsors, as well as from state and federal agencies. These grants have supported important policy-relevant interdisciplinary research and initiatives on topics as wide-ranging as to maritime piracy and rebel group conflict, to nuclear non-proliferation.

The [Leadership & Governance Program](#) strives to continue Senator Baker's legacy as a national and international leader who was known for his integrity, civility, and bipartisanship. The program seeks to provide a forum for exploring democracy and promoting leadership in public service, training emerging leaders in Senator Baker's unique approach focused on listening and learning from others. Through research, teaching, mentorship, and engagement, the program works to foster thoughtful leaders empowered to address the challenges facing their communities. The program's mission is to foster resilient and vibrant communities by providing current and future leaders with cutting-edge research and tools for effective governance. The program's vision is engaged and flourishing communities and visionary servant-leaders.

Over the last 16 years, from 2005 to 2021, the [Leadership & Governance Program](#) has been awarded \$5.78 million in grants from a variety of private sponsors, as well as from state and federal agencies. These grants have supported important policy-relevant interdisciplinary research and initiatives on topics as wide-ranging as rural leadership, democracy and public service, to substance use disorder and rural health disparities.

In addition to these programmatic areas, the Center maintains active and engaged [Student Programs](#) committed to engaging students in the public policy process. Inspired by Senator Baker's values of civility and pragmatism, the Center prepares students for careers in public service through professional development programming, academic opportunities, and service experiences. These initiatives include Baker Ambassadors, Baker Scholars, and Washington Fellows programs, as well as a Minor in Public Policy Analytics. To participate in these programs, students must commit themselves to the principles of civility, integrity, and public service. The mission is to equip students with the experiences and tools they need to launch meaningful careers. The vision is citizens, scholars, and public servants ready to tackle the most pressing public policy problems.

### **Who We Are:**

Much of the work is accomplished by a small, but dedicated group of faculty and staff, along with experts affiliated with the Center. The **Baker Center Experts Program** connects scholars of all career stages to each other and to key public policy stakeholders to advance the land grant mission of the University and to impact policy change in their subject fields. Experts have a key role to play in resolving the major policy challenges of our time, and they are essential to the Baker Center's mission.

Baker Center Experts come from across the UT system as well as external organizations for the opportunity to engage and inform public policy. Experts support the mission of the Center by participating in events and programs, by collaborating with each other and with other UT faculty on funded and unfunded research, and by mentoring undergraduate and graduate students interested in public policy. The program has three categories of experts: Senior Fellows, Fellows, and Affiliates.

### **History**

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The Center was established in 2003 with a Congressionally-funded endowment and a mission to educate and promote research to further the public's knowledge of our system of governance and to highlight the critical importance of public service. Senator Howard Baker, along with a dedicated board, inaugural Executive Director Alan Lowe, long-serving Associate Director Nissa Dahlin-Brown, and the staff, committed to the growth and development of the Center. From its humble beginnings in Hoskins Library on the University of Tennessee's Knoxville campus, to its move into a 51,000 square foot facility on Cumberland Avenue in 2008, the Center focused on four main areas: public programs, archives, research, as well as civic education and engagement.

In 2005, plans were announced to build a new facility to house the Center. The building would include a museum on government, a 100-collection archives, classrooms and meeting rooms. A ribbon-cutting ceremony was held with Vice President Dick Cheney and then the building was dedicated in 2008 with U.S. Supreme Court Justice Sandra Day O'Connor (ret.). The staff expanded to eight to run the facility, promote the museum and administer the new Modern Political Archives (MPA).

In 2009, Alan Lowe left to become director of the George W. Bush Presidential Library and Carl Pierce, a University of Tennessee law professor, was appointed executive director. Concurrently to this change in leadership, various task forces reviewed the mission of the Center and in 2012 the museum was closed and converted into offices for the Honors and Scholars Program. Additionally, the Modern Political Archives was taken over to UT Libraries Special Collections, though it still physically remains in the building. As a result, staff was reduced and segments of the museum were moved into locations throughout the building, where they can be viewed today. Some exhibits were also located in the Senator's hometown of Huntsville, TN, at local public schools.

In 2012, Dr. Matthew Murray, Associate Director of the University's Boyd Center for Business & Economic Research, was appointed executive director of the Center. A revised mission and new focus on policy research was adopted in the areas of Energy & Environment, Global Security, and Leadership & Governance, along with academic courses and additional student engagement programs. Under the leadership of Dr. Murray, the Center's research and instructional capacity increased significantly, facilitated by the hiring of jointly-appointed faculty and establishing a fellows program to create research capacity and expertise in the Center's focus areas. Murray also helped the center gain solid financial footing by securing grant funding and growing the Center's endowment.

In 2021, Dr. Murray retired and stepped down as executive director. Dr. Marianne Wanamaker, a University of Tennessee associate professor of economics, and former chief domestic economist and senior labor economist at the White House Council of Economic Advisors, was selected by a University-wide search committee as the next executive director of the Center. Her appointment began in July 2021. On February 1, 2022, Tennessee Governor Bill Lee announced plans to create an Institute of American Civics funded by state appropriations and housed at the Center. On April 14, 2022, the [enabling legislation \(SB 2410/HB 2157\)](#) was overwhelmingly passed in bipartisan votes in both chambers of the State Assembly. On May 6, 2022, the bill was signed into law by Governor Lee. The initial funding will be \$6 million in the first fiscal year, with \$4 million ongoing.

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## FY23 Budget

The Center is currently classified as a support unit under the new budget allocation model, but has an agreement to retain indirect cost recovery revenue. The total state appropriations budget for fiscal year 2023 (FY23) for the Center is \$2,117,930.24.

For FY23, *projected salary* is \$1,793,801.24 and *projected longevity* is \$9,129. The Center expects to collect \$340,586.93 in *salary recoveries* from grants and contracts. Therefore, for FY23, the total *salary* budget request is \$1,462,343.31 net recoveries. In addition, the Center has *maintenance and repairs* allotment of \$15,000 and \$300,000 in *other services and expenditures* to support the operations of the Center. **The Center's FY23 budget request from the University for FY23 is \$1,777,343.31.**

### A. [411400, 411400, 411900] Administrative Salaries, Longevity, and Salary Recoveries

The salary request for this category is \$673,382.32 for the Executive Director (0.86 fte), Associate Director (1.0 fte), Director of Policy Partnerships (1.0 fte), and Director of External Affairs (1.0 fte) positions for a total of 3.86 fte requested. The salary request is based on the FY22 salaries with a 4% merit raise projection. The addition of the Policy Partnership and External Affairs positions to the Center's administration were previously approved by the Chancellor's Office in FY22. Of the positions added in FY22, only the Policy Partnership role is currently allotted, although the External Affairs search will be completed in FY22. The total longevity expectation for these positions in FY23 is \$4,718.00. Due to the nature of these positions, salary recoveries for this category are estimated to be limited to less than 1% of the salary total or approximately \$7,635.92. **The total request for this category net estimated recoveries is \$670,464.40.**

## **B. [412000, 412400, 412900] Faculty Salaries, Longevity, and Salary Recoveries**

The salary request for this category is \$325,289.54 for the (2) Associate Professor (1.3 fte total) and (1) Assistant Professor (0.47 fte) joint-appointed positions, as well as (10) Senior Faculty Fellow Stipends of \$4k per year (0.05 fte each) for a total of 2.27 fte requested. This constitutes an additional request of \$40,000 to advance priorities around the Baker Experts program on campus. The salary request is based on FY22 salaries with a 4% merit raise projection. The total longevity expectation for these positions in FY23 is \$1,311.00. Due to the nature of these positions, recoveries are estimated to be 28% of the salary total or approximately \$92,235.94. **The total request for this category net estimated recoveries is \$234,364.60.**

## **C. [41300] GTA, GA, GRA Salaries**

There are no budget requests for this category.

## **D. [414000, 414400, 414900] Professional Salaries, Longevity, and Salary Recoveries**

The salary request for this category is \$618,250.10 for the (2) Research Associates (2.0 fte), Project Manager (1.0 fte), Grants Manager (1.0 fte), Assistant Director (1.0 fte), Writer (1.0 fte), and Post-Doctoral Candidates (3.0 fte) for a total of 9.0 fte requested. The addition of an Assistant Director and Writer positions to the Center's professional staff was previously approved by the Chancellor's Office in FY22; no funds for these roles have yet been allocated in FY22 as neither search has been completed. The FY23 request includes an additional Research Associate, Project Manager, and Post-Doctoral Candidate positions to advance strategic priorities for the Center to serve as a source of policy expertise for the state of Tennessee and for communicating related campus strengths to relevant stakeholders. The salary request is based on the FY22 salaries with a 4% merit raise projection for eligible positions. The total longevity expectation for these positions in FY23 is \$1,700. Due to the nature of these positions, recoveries are estimated to be 38% of the salary total or approximately \$240,715.07. **The total request for this category net estimated recoveries is \$379,335.03.**

## **E. [416000, 416400, 416900] Clerical/Technical/Maintenance Salaries, Longevity, and Salary Recoveries**

The salary request for this category is \$176,879.28 for the Event Coordinator (1.0 fte), Communications Coordinator (1.0 fte), Office Manager (1.0 fte), and Receptionist (1.0 fte) positions for a total of 4.0 fte requested. This constitutes an additional request for Communications Coordinator and Receptionist positions to create sufficient support capacity to address the growth of the Center, including managing the Center's website redesign process and enhanced internship and alumni programming. The salary request is based on the FY22 salaries with a 4% merit raise projection. The total longevity expectation for these positions in FY23 is \$1,400. Due to the nature of these positions, there are no estimated recoveries of the salary total. **The total request for this category is \$178,279.28.**

## **F. [436000] Maintenance & Repairs**

The maintenance and repairs request is \$15,000 based on existing square footage and expectations of expansion. This amount will cover minor repairs and maintenance. **The total request for this category is \$15,000.**

## **G. [449000] Other Services and Expenditures**

The other services and expenditures request is \$300,000. This amount will cover a podcast on civility by former governors Bill Haslam and Phil Bredesen (\$75,000), website and branding redesign (\$125,000), and additional programming related to the Center's support of the Chancellor's strategic priorities for the University. **The total request for this category is \$300,000.**

In addition to state appropriations, the Center also has income from endowment and gift funds, and grants/contracts.

**X. Endowment Income:** The market value of the Center’s *main endowment* is around \$9.2 million, though it fluctuates based on the market. The Center also has *several smaller endowments*. The market value of these smaller endowments is \$790K. The Center’s income from these endowments is a little less than \$400k per year. In addition, the Center has approximately \$750K in gift funds and another \$700k cash-on-hand held as a back-up emergency fund.

## Curricular and Co-Curricular Programs

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The Center currently operates a variety of student programming. The areas of emphasis are two of the foundations in the task of preparing students for careers in public policy: professional development on the one hand and analytical skills on the other. We provide opportunities for students to conduct undergraduate research, train students in advanced analytic skills through coursework and a minor degree program, match students with internships and support their experience through preparation and academic support during the internship. Each of these programs provides valuable preparation for graduate school and careers in public service. All students are also required to undertake professional development training that ensures they are ready to competently maneuver the offices and professional spaces to which they will advance.

### *Baker Scholars*

The *Baker Scholars* program consistently attracts the University of Tennessee’s most academically gifted, politically curious students by offering a unique and meaningful opportunity for engagement in the field of public policy. The central undertaking of each Baker Scholar is a project that involves either research on a specific policy issue or implementation of a creative initiative that contributes toward understanding of public policy issues, governance, civic engagement, or public service.

Scholars are paired with faculty or professional mentors who serve as resources and help direct their project. In addition to their project work, scholars are strongly encouraged to participate in Baker Center events such as guest lectures and conferences, giving scholars the chance to expand their networks of professional contacts and hear first-hand accounts from political insiders.

The Baker Scholar Program is intended to enrich the participant’s college experience by engaging them in a rich exploration of public policy, governance or public service over the remaining three to four semesters of their undergraduate career. Scholars will have access to University faculty, professionals in the community, and the Baker Center staff to help them structure their experience. Students who complete the program will receive a scholar’s designation on their official University transcript.

### *Minor in Public Policy Analytics*

The Baker Center for Public Policy minor in public policy analytics is an interdisciplinary program available to students in all colleges and undergraduate degree programs. The minor emphasizes practical applications of data driven analysis, visualization, and communication. Students specialize in a policy area by taking classes from other departments and then work in a cohort to hone their analytical skills while they prepare for professional careers.

The capstone experience for minors is the BCPP 480/481 two-course sequence. Students work with the director through a series of modules designed to bring everything together. Students will have come to the classes with coursework in domain-specific issue areas and at least introductory data analysis skills (statistics, econometrics up to linear regression). The class, then, reviews and contextualizes the basic analytical tools involved in policy analysis through hands-on coursework, practical applications of real-world research projects, and meetings with practitioners who use the tools in their daily workflow.

Across the modules, assessment is designed to hone skills in communication and job-seeking. For each module, students write memos targeted at specific audiences and with well-defined stylistic and substantive parameters. These parameters are derived from actual congressional offices and are supported by visits from current U.S. Congress policy staff. Other assessments include creating, implementing, and reporting the results from a survey; producing a “client slide deck;” performing and defending a rapid response data analysis problem for a mock interview. In each case, the assessment is tightly connected to practical skills that recent graduates reported were key parts of their interview processes.

### *Baker Ambassadors*

The Baker Ambassadors Program provides students an opportunity to help create, plan, and manage special events in connection with the Center. Baker Ambassadors must commit to the principles of civility and integrity following the legacy of Senator Baker, and be dedicated to the spirit of public service. Students in this program are able to participate in exclusive mentorship and professionalization events with prominent individuals from the University of Tennessee, the state of Tennessee, as well as nationally and internationally prominent leaders.

### *Baker Basics*

Baker Basics is the way we infuse all of the programs available to students with the professional development training that ensures they will be confident and successful in their next steps. The program offers structured interactions with staff through workshops focused on resumes, professionalism, academic research, and graduate school preparation. Students also have the opportunity to connect with other resources on campus for appointments related to financial wellness, academic success, and professional development. Developing oral and written communication skills through mock interviews, networking at career fairs, and creating cover letters or personal statements is another important component of the program.

### *Baker Experience*

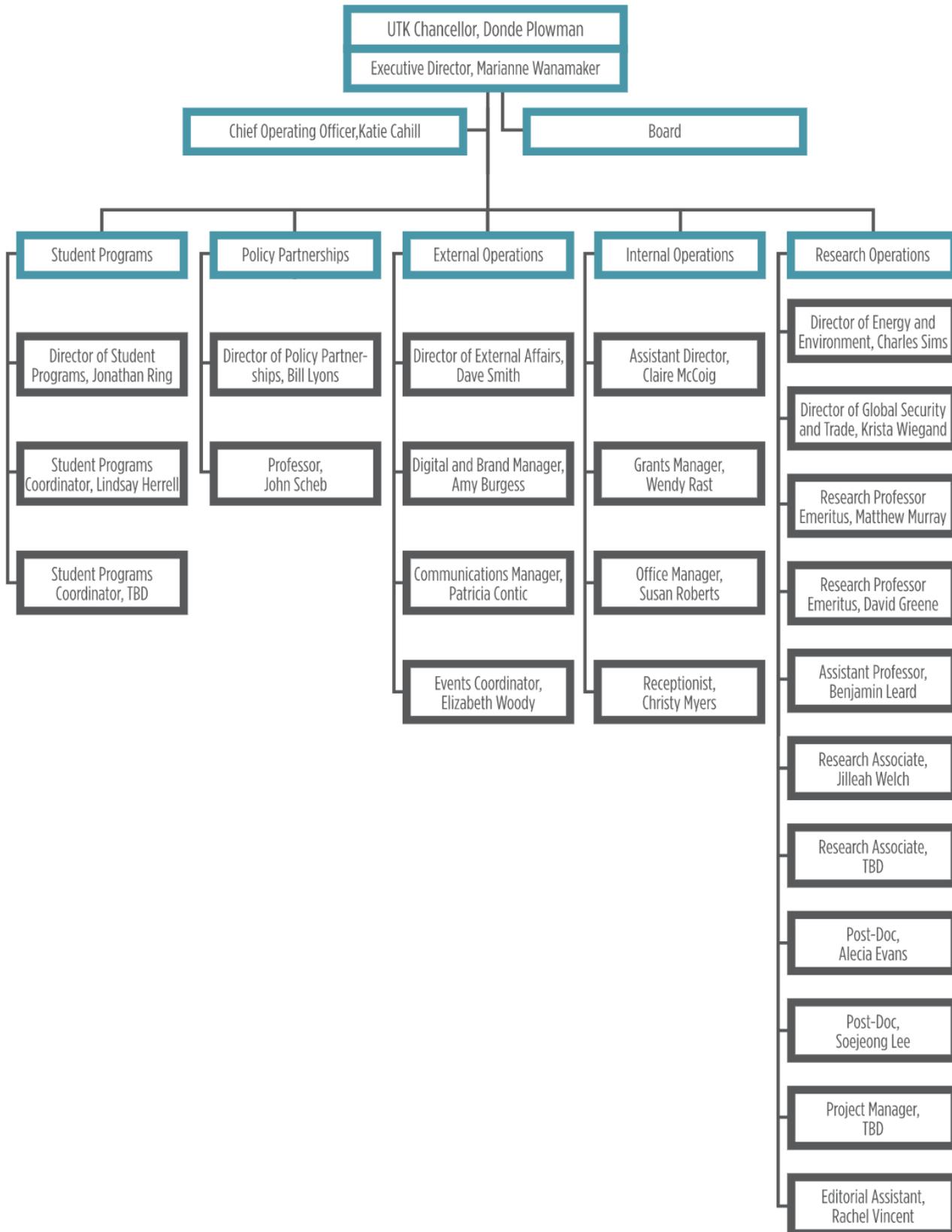
The Baker Experience program is the umbrella for hands-on learning opportunities. We have always encouraged students to undertake internships, but we are now developing a more robust structure around those experiences. We are focused on training students to maximize their internship experience. We are also involved in identifying and creating partnerships with intern hosts in the public sphere. At the local level, we are working with offices throughout city government to place students in impactful positions and making real contributions to local projects. At the state level, we coordinate the Tennessee Legislative Internship Program, which sends 10 students to Nashville where they join interns from across the state who support the work of elected officials in governing the state. We also closely work with campus partners to send students to Washington D.C. to work as congressional interns. While internships have been going on for a long time, the innovation is in the support we provide students before, during, and after their experience.

### *Washington Fellows*

The *Washington Fellows* program is a two-week intensive course in Washington, DC. For the program, students will meet and learn from some of the nation's top public servants, researchers, and journalists on pressing public policy issues.

For the course, students will develop a policy brief on a topic of interest to them. This brief will be shared with relevant guests and as a student publication on the Center's website. This is an experiential educational opportunity for students to learn about the real-world of policymaking in the nation's capital. Students in all academic programs and levels are welcome to apply for this program.

## Organizational Chart



## Appendix (3A): Benchmarking and Accreditation

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The following report details the frequency of schools as administrative structures for facilitating related degree programs, describes the relevant [Classification of Instructional Programs \(CIP\)](#) for degrees in public administration, public policy, and/or public affairs, the related programs in Tennessee and at the University of Tennessee, Knoxville. The report then reviews the [Network of Schools of Public Policy, Affairs, and Administration \(NASPAA\)](#), providing a summary of accreditation standards, and the 5-year graduate degree trends for related programs at the University of Tennessee, Knoxville.

The report uses the NASPAA framework to discuss typical degree programs in these fields, reviews existing programs in Tennessee, and provides an overview of the existing Master in Public Policy and Public Administration (MPPA) program at the University of Tennessee, Knoxville. Finally, the report concludes with a brief benchmarking overview of the University of Tennessee, Knoxville's aspirational and comparative peers, as well as top-25 programs at public institutions, and a selection of high-performing private institutions.

### Schools as Administrative Structures

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Schools of public administration, public policy and/or public affairs typically provide curriculum on policy analysis, policy studies, public policy, political economy, urban planning, public administration, public affairs and/or public management. Since there is no comprehensive list of such schools in the U.S., it is difficult to ascertain the actual frequency of these types of degree programs being facilitated by a school rather than some other administrative structure.

As an estimate, in the United States, there are [285 institutional members](#) of NASPAA. Of these, 175 universities or colleges have [NASPAA accredited programs \(2021-2022\)](#) in public affairs, policy, and/or public administration. Of the accredited degree programs, just over one-third are located in a school structure (64 or 37%), while the remaining two-thirds are in a department structure (111 or 63%). The vast majority of NASPAA accredited programs are master in public administration (MPA) degrees, with just 11 accredited programs for a master in public policy (MPP), master in public policy and public administration (MPPA), or close variation. Of the 11 accredited public policy-related degree programs, nearly two-thirds are located in a school structure (7 or 63%). As such, based on this assessment, it is more likely for a public policy focused degree to be in a school structure.

The [University of Tennessee, Knoxville](#) has 11 colleges led by deans, and 10 schools that are organizationally located within colleges and led by directors. In the State of Tennessee, there are no public institutions of higher education that have a school of public administration, public policy, and/or public affairs.

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**Table (1). List of Colleges and Schools at the University of Tennessee Knoxville**

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- (1) Herbert College of Agriculture
  - (2) Architecture and Design
    - a. School of Architecture
    - b. School of Interior Architecture
    - c. School of Landscape Architecture
    - d. School of Design
  - (3) Arts and Sciences
    - a. School of Art
    - b. School of Music
  - (4) Haslam College of Business
  - (5) Communication and Information
    - a. School of Advertising and Public Relations
    - b. School of Communication Studies
    - c. School of Information Sciences
    - d. School of Journalism and Electronic Media
  - (6) Education, Health, and Human Sciences
  - (7) Tickle College of Engineering
  - (8) Law
  - (9) Nursing
  - (10) Social Work
  - (11) Veterinary Medicine
-

The U.S. Department of Education’s National Center for Education Statistics (NCES) provides a “taxonomic scheme that supports accurate tracking and reporting of fields of study and program completion activity” called the [Classification of Instructional Programs \(CIP\)](#). The NCES defines [CIP Code \(44\), Public Administration and Social Service Professions](#), as “Instructional programs that prepare individuals to analyze, manage, and deliver public programs and services.”

This category of instructional programs includes:

- CIP 44.00 Human Services, General
- CIP 44.02 Community Organization and Advocacy
- CIP 44.04 Public Administration
- CIP 44.05 Public Policy Analysis
- CIP 44.0501 Public Policy Analysis
- CIP 44.0502 Education Policy Analysis
- CIP 44.0503 Health Policy Analysis
- CIP 44.0504 International Policy Analysis
- CIP 44.0599 Public Policy Analysis, Other
- CIP 44.07 Social Work
- 44.0701 Social Work
- 44.0702 Youth Services/Administration
- 44.0799 Social Work, Other
- CIP 44.99 Public Administration
- 44.9999 Public Administration and Social Service Professions, Other

For the purposes of this report, the NCES definition of **public administration** and **public policy analysis** as generalized categories are as follows:

[CIP 44.0401 Public Administration](#): A program that prepares individuals to serve as managers in the executive arm of local, state, and federal government and that focuses on the systematic study of executive organization and management. Includes instruction in the roles, development, and principles of public administration; the management of public policy; executive-legislative relations; public budgetary processes and financial management; administrative law; public personnel management; professional ethics; and research methods.

[CIP 44.0501 Public Policy Analysis](#): A program that focuses on the systematic analysis of public policy issues and decision processes. Includes instruction in the role of economic and political factors in public decision-making and policy formulation, microeconomic analysis of policy issues, resource allocation and decision modeling, cost/benefit analysis, statistical methods, and applications to specific public policy topics.

It should be noted that [“policy” is a key term in numerous CIP definitions](#) that do not fall directly under CIP (44), Public Administration and Social Service Professions, such as:

[CIP 03.0103 Environmental Studies](#): A program that focuses on environment-related issues using scientific, social scientific, or humanistic approaches or a combination. Includes instruction in the basic principles of ecology and environmental science and related subjects such as policy, politics, law, economics, social aspects, planning, pollution control, natural resources, and the interactions of human beings and nature.

[CIP 45.0901 International Relations and Affairs](#): A program that focuses on the systematic study of international politics and institutions, and the conduct of diplomacy and foreign policy. Includes instruction in international relations theory, foreign policy analysis, international law and organization, the comparative study of specific countries and regions, and the theory and practice of diplomacy.

In addition, while NCES does not include a separate CIP Code for **public affairs**, the [Public Affairs Council](#) defines the field as combining “government relations, communications, issues management and corporate citizenship strategies to influence

public policy, build a strong reputation and find common ground with stakeholders.” This combination of foci can be found in the following CIP categories:

[CIP 44.0504 International Policy Analysis](#): A program that focuses on the systematic analysis of public policy issues related to relationships among nations and among governments and non-governmental entities. Includes instruction in international politics, governance, financial policy, and security affairs; globalization; economic and social policies of developing nations; and applications to specific public policy topics such as labor and employment, immigration, and human rights.

[CIP 52.0206 Non-Profit/Public/Organizational Management](#): A program that prepares individuals to manage the business affairs of non-profit corporations, including foundations, educational institutions, associations, and other such organizations, and public agencies and governmental operations. Includes instruction in business management, principles of public administration, principles of accounting and financial management, human resources management, taxation of non-profit organizations, and business law as applied to non-profit organizations.

[CIP 09.0904 Political Communication](#): A program that focuses on human and media communication in the political process and that prepares individuals to function as members of political and public affairs organizations, political campaign staffs, and related government and media entities. Includes instruction in media effects, political speaking and debating, political advertising and marketing, image management, political journalism, opinion polling, and aspects of print and broadcast media related to the production and distribution of media messages in political settings.

[CIP 09.0902 Public Relations/Image Management](#): A program that focuses on the theories and methods for managing the media image of a business, organization, or individual and the communication process with stakeholders, constituencies, audiences, and the general public; and that prepares individuals to function as public relations assistants, technicians, and managers. Includes instruction in public relations theory; related principles of advertising, marketing, and journalism; message/image design; image management; special event management; media relations; community relations; public affairs; and internal communications.

## Tennessee CIP (44) and Related Programs (2021-2022)

The Tennessee Higher Education Commission is the state coordinating agency for public higher education, which includes all institutions governed by the Tennessee Board of Regents, the University of Tennessee and public locally governed universities. The Commission has final academic degree program approval authority for all university programs. Notably, it does not include private institutions.

The Tennessee Higher Education Commission Academic Program Inventory (API) is a comprehensive listing of all active and inactive certificate and degree programs offered by Tennessee public universities, community colleges, and Tennessee Colleges of Applied Technology.

[Tennessee with the above CIP or related codes](#) include the following:

CIP Code	Field of Study, University	Bachelor	Master	Doctoral	Professional
44.0000	Human Services, East Tennessee State University	BS	MS		
44.0201	Community Organization and Advocacy, None				
44.0401	Public Administration, Tennessee State University		MPA*		
44.0401	Public Policy & Administration, Tennessee State University			PhD	
44.0401	Public Administration, Executive Leadership, Tennessee State University				Cert (C4)
44.0401	Local Government Management, Tennessee State University				Cert (C4)
44.0401	Public Administration, University of Memphis		MPA*		
44.0401	Public Administration, University of Tennessee, Chattanooga		MPA*		
44.0401	Public Administration, University of Tennessee, Knoxville	BS/BA			
44.0401	Public Administration, University of Tennessee, Knoxville		MPPA		
44.0501	Public Policy, Tennessee State University				Cert (C4)
44.0501	Public Policy & Administration, University of Tennessee, Knoxville		MPPA		
44.0502	Education Policy Analysis, None				
44.0503	Health Policy, University of Tennessee, Knoxville				Cert (C4)
44.0504	International Policy Analysis, None				
44.0505	Public Policy Analysis, Other, None				
44.0701	Social Work, Austin Peay State University	BSW	MSW		
44.0701	Social Work, East Tennessee State University	BSW	MSW		
44.0701	Social Work, Middle Tennessee State University	BSW	MSW		
44.0701	Social Work, Tennessee State University	BS	MSW		
44.0701	Social Work, University of Memphis	BA	MSW		
44.0701	Social Work, University of Tennessee, Chattanooga	BSW	MSW		
44.0701	Social Work, University of Tennessee, Knoxville	BSSW	MSSW	DSW/PhD	

44.0701	Social Work, University of Tennessee, Martin	BSSW			
44.0702	Youth Services/Administration, None				
44.0799	School Social Work, University of Memphis				Cert (C4)
44.0799	Trauma Treatment, University of Tennessee, Knoxville				Cert (C4)
44.0799	Forensic Social Work, University of Tennessee, Knoxville				Cert (C4)
44.0799	Veterinary Social Work, University of Tennessee, Knoxville				Cert (C4)
44.9999	Public Administration & Non-Profit Management, University of Tennessee, Chattanooga				Cert (C4)
03.0103	Environmental Sciences, Tennessee Technological University			PhD	
03.0103	Environmental & Sustainability Studies, Tennessee Technological University	BS			
45.0901	International Affairs, East Tennessee State University	BA			
45.0901	International Affairs, Middle Tennessee State University		MA		
45.0901	International Relations, Middle Tennessee State University	BA			
45.0901	International Relations, University of Memphis	BA			
45.0901	International Studies, University of Tennessee, Martin	BA			
53.0206	Non-Profit/Public/Organizational Management, None				
09.0904	Political Communication, None				
09.0902	Public Relations, University of Memphis	BA			
09.0902	Public Relations, University of Tennessee, Knoxville	BSC			
52.0206	Public Management, Austin Peay University	BS			
52.0206	Public Administration, East Tennessee State University		MPA		
52.0206	Non-Profit Management, Tennessee State University				Cert (C4)
52.0206	Philanthropy and Nonprofit Leadership, University of Memphis				Cert (C4)
52.0206	Nonprofit Management, University of Memphis		MNM		

*\*Note: gray highlighting indicates there are no programs registered with THEC with the specified CIP Code and \*Indicates that the program is accredited by the [Network of Schools of Public Policy, Affairs, and Administration \(NASPAA\)](#).*

## University of Tennessee CIP (44) and Related Programs (2020-2021)

[Current programs \(2020-2021\)](#) at the University of Tennessee, Knoxville with the above CIP or related codes include the following:

CIP Code	Field of Study	Bachelor	Master	Doctoral	Professional
44.0401	Public Administration	BS, BA			
44.0501	Dual JD/MPPA		MPPA	JD	
44.0501	5-yr BA/MPPA: Public Policy & Public Administration	BA	MPPA		
44.0503	Health Policy				Grad Cert.
44.0501	Public Policy & Administration		MPPA		
44.0701	5-yr BSSW/MSSW: Social Work	BSSW	MSSW		
44.0799	Forensic Social Work				Grad Cert
44.0701	Social Work	BSSW	MSSW	DSW, PhD	
44.0799	Trauma Treatment				Grad Cert
44.079	Veterinary Social Work				Grad Cert
45.0999	Global Security Studies				Grad Cert

## University of Tennessee 5-year Trend of Degrees Awarded by Major

Below is a table showing the [5-year trend of degrees awarded by major \(2015-2016 to 2019-2020\)](#) at the University of Tennessee, Knoxville. The table includes relevant degree programs, schools, and colleges for comparison.

University of Tennessee, Knoxville		Degrees Conferred by Academic Year				
Academic Program	Level	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Public Administration	Bachelors	9	11	11	5	8
Public Policy and Public Administration	Masters	9	12	17	16	12
<b>Total</b>		<b>18</b>	<b>23</b>	<b>28</b>	<b>21</b>	<b>20</b>
Political Science	Bachelors	164	173	148	140	123
Political Science	Masters	2	2	1	2	1
Political Science	Doctorate	5	7	3	6	5
<b>Total</b>		<b>171</b>	<b>182</b>	<b>152</b>	<b>148</b>	<b>129</b>
Economics	Bachelors	34	29	32	28	36
Economics	Masters	3	1	6	7	4
Economics	Doctorate	4	3	5	5	6
<b>Total</b>		<b>41</b>	<b>33</b>	<b>43</b>	<b>40</b>	<b>46</b>
Public Health	Masters	16	21	24	26	25
Public Health	Doctorate	2	--	--	--	--
<b>Total</b>		<b>18</b>	<b>21</b>	<b>24</b>	<b>26</b>	<b>25</b>
Natural Resource and Environmental Economics	Bachelors	6	5	4	4	4
Nature Resources	Doctorate	2	4	8	5	3
<b>Total</b>		<b>8</b>	<b>9</b>	<b>12</b>	<b>9</b>	<b>7</b>
Public Relations	Bachelors	61	63	73	68	57
Advertising	Bachelors	53	40	35	37	27
<b>Total</b>		<b>114</b>	<b>103</b>	<b>108</b>	<b>105</b>	<b>84</b>
Journalism and Electronic Media	Bachelors	81	101	115	101	100
<b>Total</b>		<b>81</b>	<b>101</b>	<b>115</b>	<b>101</b>	<b>100</b>
Nursing	Bachelors	252	227	179	176	165
Nursing	Masters	21	59	61	69	50
Nursing	Doctorate	12	6	10	3	4
<b>Total</b>		<b>285</b>	<b>292</b>	<b>250</b>	<b>248</b>	<b>219</b>
Social Work	Bachelors	36	52	53	59	57

Social Work	Masters	243	205	231	220	202
Social Work	Doctorate	25	24	21	17	21
<b>Total</b>		<b>304</b>	<b>281</b>	<b>305</b>	<b>296</b>	<b>280</b>
Law	Masters	--	1	--	--	--
Law	Doctorate	118	113	114	100	157
<b>Total</b>		<b>118</b>	<b>114</b>	<b>114</b>	<b>100</b>	<b>157</b>

## Network of Schools of Public Policy, Affairs, and Administration (NASPAA)

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The [Network of Schools of Public Policy, Affairs, and Administration \(NASPAA\)](#) is a non-profit 501(c)(3) membership association that sets the global standard for public service education at the master-degree-level. NASPAA has over 300 institutional members in the United States and other countries. These institutional members award degrees in public administration, public policy, public affairs, non-profit, and related fields. NASPAA is the recognized global accreditor of master's degree programs in these fields.

All NASPAA-accredited programs have successfully met the NASPAA Accreditation Standards for professional master degree programs in public affairs, policy and administration. Some universities have more than one NASPAA-accredited program; in this case each degree program must meet NASPAA standards independently. Accreditation of a degree program extends to all campuses and formats where that degree is offered. NASPAA does not accredit schools, undergraduate degrees, or PhD programs.

### Summary of Accreditation Requirements:

- (1) **Program Eligibility:** The institution offering the program should be accredited (or similarly approved) by a recognized regional, national, or international agency.
- (2) **Public Service Values:** The mission, governance, and curriculum of an eligible program shall demonstrably emphasize public service values.
- (3) **Primary Focus:** The degree program's primary focus shall be that of preparing students to be leaders, managers, and analysts in public service, specifically the professions of public and nonprofit affairs, public administration, and public policy and only master's degree programs engaged in educating and training professionals for the aforementioned professions are eligible for accreditation.
- (4) **Course of Study:** Students should interact and collaborate extensively with faculty and each other, engage in hands-on collaborative work, be socialized into the public service values of the profession, and be able to develop their interpersonal and communication skills through ample faculty observation and feedback.

- **Managing the Program Strategically**
  - **1.1 Mission Statement:** The program will have a statement of mission that guides performance expectations and their evaluation, including its purpose and public service values, given the program's particular emphasis on public service, the population of students, employers, and professionals the program intends to serve, and the contributions it intends to produce to advance the knowledge, research, and practice of public service.
  - **1.2 Performance Expectations:** The program will establish observable program goals, objectives, and outcomes, including expectations for student learning, consistent with its mission.
  - **1.3 Program Evaluation:** The program will collect, apply, and report information about its performance and its operations to guide the evolution of the program's mission and the program's design and continuous improvement with respect to standards two through seven.
- **Managing Governance with the Mission**
  - **2.1 Administrative Capacity:** The program will have an administrative infrastructure appropriate for its mission, goals, and objectives in all delivery modalities employed.
  - **2.2 Faculty Governance:** An adequate faculty nucleus—at least five (5) full-time faculty members or their equivalent—will exercise substantial determining influence for the governance and implementation of the program.
- **Matching Operations with the Mission: Faculty Performance**
  - **3.1 Faculty Qualifications:** The program's faculty members will be academically or professionally qualified to pursue the program's mission.
  - **3.2 Faculty Diversity:** The program will promote equity, diversity, and a climate of inclusiveness through its recruitment, retention, and support of faculty members.
  - **3.3 Research, Scholarship and Service:** Program faculty members will produce scholarship and engage in professional and community service activities outside of the university appropriate to the program's mission, stage of their careers, and the expectations of their university.
- **Matching Operations with the Mission: Serving Students**
  - **4.1 Student Recruitment:** The program will have student recruitment practices appropriate for its mission.
  - **4.2 Student Admission:** The program will have and apply well-defined admission criteria appropriate for its mission.
  - **4.3 Support for Students:** The program will ensure the availability of support services, such as curriculum advising, internship placement and supervision, career counseling, and job placement assistance to enable students to progress in careers in public service.
  - **4.4 Student Diversity:** The program will promote diversity and a climate of inclusiveness through its recruitment, admissions practices, retention efforts, and student support services.
- **Matching Operations with the Mission: Student Learning**
  - **5.1 Universal Required Competencies:** As the basis for its curriculum, the program will adopt a set of required competencies determined by its mission and public service values. The required competencies will include five domains: the ability
    - to lead and manage in the public interest
    - to participate in, and contribute to, the policy process;
    - to analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment;
    - to articulate, apply, and advance a public service perspective;
    - to communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large.

- **5.2 Mission-specific Required Competencies:** The program will identify core competencies in other domains necessary and appropriate to implement its mission.
  - **5.3 Mission-specific Elective Competencies:** The program will define its objectives and competencies for optional concentrations and specializations.
  - **5.4 Professional Competencies:** The program will ensure that students apply their education, such as through experiential learning and interactions with practitioners across the broad range of public service professions and sectors.
- **Matching Resources with the Mission**
    - **6.1 Resource Adequacy:** The program will have sufficient funds, physical facilities, and resources in addition to its faculty to pursue its mission, objectives, and continuous improvement.
  - **Matching Communications with the Mission**
    - **7.1 Communications:** The program will provide appropriate and current information about its mission, policies, practices, and accomplishments—including student learning outcomes— sufficient to inform decisions by its stakeholders such as prospective and current students; faculty; employers of current students and graduates; university administrators; alumni; and accrediting agencies.

Please see the [NASPAA Accreditation Standards \(2019\)](#) for additional information.

## Types of Graduate Degree Programs

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There are a wide range of public administration, public policy, and/or public affairs degrees. At the undergraduate level, institutions may offer a baccalaureate degree (BS or BA) with a major in public policy or policy studies. These undergraduate degrees are typically offered by a university's public administration or political science faculties.

Master degrees include:

- Master of Public Policy (MPP)
- Master of Public Administration (MPA)
- Master of Public Affairs (MPAff)
- Master of Public Service (MPS)
- Master of Urban Planning (MUP)
- Master of International Affairs (MIA)

Schools typically train students in two streams. The more practical stream treats the master's degree as a terminal degree, which trains students to work as policy analysts or practitioners in governments, think tanks and consulting firms. A more theoretical stream aims to train students who are aiming to go on to complete doctoral studies, with the goal of becoming professors of public policy or researchers.

Schools with an international and interdisciplinary focus may award a Master of Arts degree in International Policy Studies. Some schools also offer executive master's degrees in the same topics for mid-career individuals. Doctoral degrees include PhDs in public policy, policy studies and public administration, as well as the Doctor of Public Administration (DPA). Some schools offer relatively short-duration certificate programs aimed at working policy analysts, government managers and public executives.

Based on the 328 programs in the U.S. that have submitted data regarding masters programs to the [Network of Schools of Public Policy, Affairs, and Administration \(NASPAA\)](#), which include accredited and unaccredited programs, the vast majority (231 or 70%) are Master of Public Administration (MPA) programs. In comparison, there are 38 Master of Public Policy (MPP) programs (11%), 17 Master of Public Affairs (MPAff) programs (5%), and just 9 Master of Public Policy and Public Administration (MPPA) programs (3%). Of the MPP programs, only 6 are NASPAA accredited (16%), and of the MPPA programs, only 3 are NASPAA accredited (33%).

## Distribution of Graduate Degrees by Type, NASPAA Data

GRADUATE DEGREE PROGRAMS	# of programs	% of all programs
Masters in Public Administration (MPA)	270	70%
Masters of Public Policy (MPP)	38	11%
Masters in Public Affairs (MPAff)	17	5%
Masters in Public Administration and Public Policy (MPPA)	9	3%

In terms of the [Top-10 Feeder States for Graduate/Professional Degree Programs](#) to the University of Tennessee, Knoxville (in order of enrollment):

- **Georgia:** MPA (12 programs, 11 NASPAA accredited)
- **North Carolina:** MPA (8 programs, 7 NASPAA accredited); MPP (1 program, 0 NASPAA accredited-- Duke University), MPAff (2 programs, 2 NASPAA accredited)
- **Virginia:** MPA (6 programs, 5 NASPAA accredited); MPP (3 programs, 0 NASPAA accredited)
- **Florida:** MPA (10 programs, 7 NASPAA accredited); MPP (1 program, 0 NASPAA accredited)
- **Texas:** MPA (15 programs, 10 NASPAA accredited); MPP (2 programs, 0 NASPAA accredited); MPAff (3 programs, 2 NASPAA accredited)
- **Ohio:** MPA (11 programs, 6 NASPAA accredited)
- **Illinois:** MPA (9 programs, 7 NASPAA accredited); MPP (2 programs, 1 NASPAA accredited)
- **South Carolina:** MPA (2 programs, 2 NASPAA accredited)
- **California:** MPA (23 programs, 16 NASPAA accredited); MPP (9 programs, 0 NASPAA accredited)
- **Maryland:** MPA (2 programs, 2 NASPAA accredited); MPP (3 programs, 1 NASPAA accredited)

In addition, our neighbor to the north:

- **Kentucky:** MPA (7 programs, 7 NASPAA accredited)

## Degree Characteristics and Specializations, NASPAA Self-Reported Data

Of the 328 programs that [self-reported data to NASPAA](#), regardless of accreditation, below shows a table of the number and percent of online degrees and topical specializations, listed in order of frequency.

CHARACTERISTIC	# of programs	% of all programs
NASPAA Accredited	188	57%
Online Degree	76	23%
SPECIALIZATIONS	# of programs	% of all programs
Information Technology	19	6%
Survey Methods	24	7%
State Government and Politics	26	8%
Organizational Management	29	9%
Self-Designed	29	9%
Education	30	9%
Emergency Management	33	10%
Homeland and National Security	36	11%
Economic Development	41	12%
Human Resources	41	12%
Criminal Justice	43	13%
Leadership	44	13%
Social Policy	45	14%
Urban	45	14%
Public Sector	46	14%
International and Global Affairs	47	14%
Budgeting and Finance	59	18%
Environment	60	14%
Health	83	25%
City and Local	86	26%
Public Policy Analysis	99	30%
Public Management	132	40%
Non-Profit Management	154	47%

## State of Tennessee's Master Degree Programs

School	Degree Program	NASPAA Accredited
<a href="#">Tennessee State University</a>	Master Of Public Administration (MPA)	Yes
<a href="#">The University of Memphis</a>	Master Of Public Administration (MPA)	Yes
<a href="#">The University of Tennessee, Chattanooga</a>	Master Of Public Administration (MPA)	Yes
<a href="#">East Tennessee State University</a>	Master Of Public Administration (MPA)	No
<a href="#">The University of Tennessee, Knoxville</a>	Master of Public Policy and Administration (MPPA)	No
<a href="#">Lipscomb University</a>	Master in Leadership and Public Service (MA)	No
<a href="#">Lincoln Memorial University</a>	Master in Public Administration (MPA)	No
<a href="#">Cumberland University</a>	Master in Public Service Management (MSP)	No
<a href="#">Bethel University</a>	Master in Strategic Leadership (MA)	No
<a href="#">Middle Tennessee State University</a>	Master of Arts in International Affairs (MIA)	No
<a href="#">Vanderbilt University</a>	Master in Education Policy (MPP)	No

There are three institutions in Tennessee with NASPAA accredited programs: **The University of Tennessee at Chattanooga**, **Tennessee State University**, and the **University of Memphis**. These programs are located in a department structure and are accredited for their master in public administration (MPA) degree programs. Located in the College of Public Service in the Department of Public Administration, the MPA program at **Tennessee State University** is a fully online, 2-year program (36-credit hours) focused on working professionals. In addition to the MPA degree, students are required to earn a graduate certificate in either Public Policy, Healthcare Administration and Planning, Nonprofit Management, Local Government Management, or Executive Leadership.

Located in the Division of Public and Nonprofit Administration, the MPA program at the **University of Memphis** is a partially online (25%) and evening 2-year program (39-credit hours) focused on mainly on working professionals who are interested in careers in government or nonprofit organizations, with a specific curricular focus on policy challenges for Memphis and the greater Mid-South region. The MPA degree program has concentrations in nonprofit administration and public policy/management.

Located in the College of Arts and Sciences in the Department of Political Science & Public Service, the MPA program at **The University of Tennessee Chattanooga** is a hybrid (online, in-person) and evening 2-year program (39-credit hours) focused mainly on working professionals who are interested in pursuing careers in public service. The MPA program also offers a graduate certificate in Nonprofit Management for professionals moving into management roles in nonprofit organizations.

Located in the School of Public Policy, the MA program Leadership and Public Service at **Lipscomb University** is a 1-year program focused on training leaders who can serve strong communities by implementing tangible solutions. The program was developed based on informal and formal guidance of local, state, regional, and national public servants in multiple sectors and venues of public service. Located in the Paul V. Hamilton School of Arts, Humanities, and Social Sciences the MPA program at **Lincoln Memorial University** is a fully online 2-year program (30-credit hours) that provides tracks in general public administration, nonprofit management, and health care policy.

Located in Peabody College in the Department of Leadership, Policy, and Organizations, the MPP program at **Vanderbilt University** is exclusively focused on education policy. The 2-year program (36-credit hours) offers three tracks, which provide an in-depth look at either K-12 education policy, higher education policy, or quantitative analysis in education. The program also offers joint degrees with Vanderbilt Law School and the Owen Graduate School of Management.

## University of Tennessee, Knoxville Master Degree Program

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Located in the College of Arts and Sciences in the Department of Political Science, the [MPPA program](#) at the **University of Tennessee, Knoxville** is the one of two such programs registered with Tennessee Higher Education Commission (CIP 44.0401; 44.04501) that is not currently accredited by NASPAA. The other program is at **East Tennessee State University**. The 2-year program (39-credit hours) is intended to prepare students for careers in the public and not-for-profit sectors, attracting a mix of recent undergraduates and some early-career professionals. While some courses are available online, or hybrid, the program has no special emphasis on the availability of the program for working professionals.

For the program, all students are required to complete the courses in **foundations** and choose to complete course work in either **public management (Option A)** or **public policy (Option B)**.

- **Option (A) Public Management:** 9 hours of required courses in the public management core and then two approved electives in public management.
- **Option (B) Public Policy:** 9 hours of required courses in the public policy core and then choose two elective courses in either Global Security, Energy & the Environment, or a customized policy area.

An internship is recommended for students without previous professional experience in a public or non-profit organization. Students with professional experience may choose two elective graduate courses in lieu of the 6 internship hours. No thesis is required for the completion of the degree.

### **FOUNDATIONS (18 HRS.)** *(Required of all students)*

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- POLS 512 Quantitative Political Analysis
- POLS 550 Public Administration
- POLS 548 Public Policy Process
- POLS 560 Public Financial Administration
- POLS 566 Public Service Ethics and Values
- ECON 570 Economics for the Public Sector

### **OPTION A. PUBLIC MANAGEMENT (15 HRS.)**

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Public Management Core (9 hrs. required)

- POLS 514 Research Methods in PA
- POLS 542 Legal Foundations in PA
- POLS 562 Public Management

-- AND-- Public Management Electives (6 hrs., select 2) *One elective may be taken in or another department with prior approval.*

- POLS 539 State and Local Government
- POLS 553 Non-Profit Management
- POLS 558 Politics of Administration
- POLS 564 Human Resource Mgmt.
- POLS 581 Foundations of Planning
- POLS 556 Policy Analysis
- POLS 543 Law, Regulation & Public Policy

### **OPTION B. PUBLIC POLICY (15 HRS.)**

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Public Policy Core (9 hrs. required)

- POLS 513 Quantitative Political Analysis or POLS 514 Research Methods in PA
- and, any two of the three courses:
- POLS 556 Policy Analysis
- POLS 543 Law, Regulation & Public Policy

- POLS 654 Contemporary Public Policies

--AND-- Energy and Environment Electives (6 hrs., select 2) *One elective may be taken in another department with prior approval.*

- POLS 549 Environmental Policy
- POLS 551 Energy Policy
- POLS 554 Sustainable Communities

--OR-- A Customized Policy Elective (6 hrs. of approved coursework)

- Internship (6 hours)
- Recommended for students without professional experience. Students with professional experience may take two approved seminars in lieu of an internship.

## **FACULTY**

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There are 15 faculty for the existing MPPA program. Of these, five are at or close to retirement, three are courtesy appointments with limited teaching responsibilities, and two are lecturers. This leaves five faculty who are fully committed to the program in the longer-term including a new director who was hired to start in Fall 2022, along with an additional assistant professor.

## Comparative and Aspirational Peers

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The [University of Tennessee, Knoxville](#) has identified the six universities listed below as **aspirational peer institutions**. Of these, three have schools of public policy and/or public affairs, which have been fully detailed in this report. Each of the remaining institutions have graduate and undergraduate programs, foci, or certificates in public policy, public affairs, and/or public administration, but none have programs that have been accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). The current MPPA program at the University of Tennessee, Knoxville is not ranked for public policy analysis, and is ranked #102 in public affairs, it is not NASPAA accredited.

1. Michigan State University
2. Purdue University
3. University of Florida
4. **University of Wisconsin, Madison** (Robert M. La Follette School of Public Affairs, Master in Public Affairs and Master in International Public Affairs, not NASPAA accredited, #21 in public policy analysis, #29 in public affairs, land grant university)
5. **University of Georgia** (School of Public and International Affairs, Master of Public Administration, NASPAA accredited, #29 public policy analysis, #3 in public affairs, land grant university)
6. **University of Minnesota, Twin Cities** (Hubert H. Humphrey School of Public Affairs, Master of Public Policy, NASPAA accredited, #33 in public policy analysis, #12 in public affairs, land grant university)

In addition, the University has identified eleven universities listed below as **comparative peer institutions**. Of these, four have schools of public policy and/or public affairs, which have been fully detailed in this report. Each of the remaining institutions have graduate and undergraduate programs, foci, or certificates in public policy, public affairs, and/or public administration and three have programs accredited by NASPAA. However, since these three programs are not located in independent schools or colleges they are not detailed further in this report.

1. **Auburn University** (Department of Political Science, Master of Public Administration, NASPAA accredited, not ranked)
2. **Clemson University** (Department of Political Science, Master of Public Administration, not NASPAA accredited, not ranked)
3. Iowa State University
4. **Louisiana State University** (Public Administration Institute, Master of Public Administration, NASPAA accredited, not ranked)
5. **University of Nebraska-Lincoln** (none)
6. **University of South Carolina** (Department of Political Science, Master of Public Administration, NASPAA accredited, not ranked)
7. **University of Alabama** (Department of Political Science, Master of Public Administration, NASPAA accredited, not ranked)
8. **University of Kentucky** (Martin School of Public Policy and Administration, Master of Public Administration, NASPAA accredited, #29 in public policy analysis, #29 in public affairs, land grant university)
9. **Virginia Tech** (School of Public and International Affairs, Master in Public Administration, Master in Public and International Affairs, not NASPAA accredited, #39 in public affairs, land grant university)
10. **North Carolina State University** (School of Public and International Affairs, Master in Public Administration, NASPAA accredited, #49 in public affairs, land grant university)
11. **University of Missouri** (Harry S. Truman School of Public Affairs, Master of Public Affairs, NASPAA accredited, #46 in public affairs, land grant university)

For the purpose of benchmarking other schools of public policy and public affairs, future benchmarking may also consider the 18, top-25 programs at public universities (see list below) of the schools ranked in public policy analysis and/or public affairs from 270 master's programs in 2022 by *US News & World Report*.<sup>46</sup>

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<sup>46</sup> In the Fall 2021 and early 2022, *U.S. News* surveyed deans, directors and department chairs representing 270 master's programs in public affairs and administration. The lists of schools, individuals surveyed and specialty areas evaluated by *U.S. News* were provided by the Network of Schools of Public Policy, Affairs, and Administration, known as NASPAA, and the Association for Public Policy Analysis and Management.

1. **University of California, Berkeley** (Goldman School of Public Policy, ranked #1 in public policy analysis, #3 in public affairs, land grant university)
2. **Indiana University, Bloomington** (Paul H. O'Neill School of Public and Environmental Affairs, ranked #2 in public policy analysis, #1 in public affairs)
3. **University of Michigan, Ann Arbor** (Gerald R. Ford School of Public Policy, ranked #3 in public policy analysis, #8 in public affairs)
4. **University of California, Los Angeles** (Luskin School of Public Affairs, ranked #13 in public policy analysis, #12 in public affairs)
5. **University of Washington** (Daniel J. Evans School of Public Policy and Governance, ranked #14 in public policy analysis, #3 in public affairs)
6. **University of Texas, Austin** (LBJ School of Public Affairs, ranked #14 in public policy analysis, #10 in public affairs)
7. **Arizona State University** (School of Public Affairs, ranked #19 in public policy analysis, #12 in public affairs)
8. **The Ohio State University** (John Glenn College of Public Affairs, ranked #19 public policy analysis, #20 in public affairs)
9. **Georgia Institute of Technology** (School of Public Policy, #22 in public policy analysis, #49 in public affairs)
10. **University of North Carolina, Chapel Hill** (School of Government, #23 in public policy analysis, #20 in public affairs)
11. **George Mason University** (Schar School of Policy and Government, #24 public policy analysis, #39 in public affairs)
12. **University of Virginia** (Frank Batten School of Leadership and Public Policy, #26 public policy analysis, #35 in public affairs)
13. **University of Maryland, College Park** (School of Public Policy, #29 public policy analysis, #35 in public affairs, land grant university)
14. **Georgia State University** (Andrew Young School of Policy Studies, #33 in public policy analysis, #20 in public affairs land grant university)
15. **Texas A&M University, College Station** (Bush School of Government & Public Service, #23 in public affairs, land grant university)
16. **University at Albany (SUNY)** (Rockefeller College of Public Affairs & Policy, #23 in public affairs)
17. **University of Kansas** (School of Public Affairs & Administration, #23 in public affairs)
18. **University of Nebraska, Omaha** (College of Public Affairs and Community Service, #23 in public affairs)

In addition, we have identified the following five private institutions for benchmarking:

1. **Duke University** (Sanford School of Public Policy, #5 in public policy analysis, #23 in public affairs)
2. **Harvard University** (Kennedy School of Government, #6 in public policy analysis, #3 in public affairs)
3. **Syracuse University** (Maxwell School of Citizenship and Public Affairs, #7 in public policy analysis, #1 in public affairs)
4. **Georgetown University** (McCourt School of Public Policy, #11 in public policy analysis, #12 in public affairs)
5. **George Washington University** (Trachtenberg School of Public Policy and Public Administration, #17 in public policy analysis, #12 in public affairs)

## Appendix (4A): Research Foci

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### CERTAINLY

- Energy and Environment (includes Climate)
- Global Security and Foreign Affairs

### POSSIBLY

- Business and Community Development (supply chain, infrastructure including transportation, urban & regional development, housing)
- Human Resource Development (education, health, poverty, and labor markets and workforce development)

### OTHER THINGS TO DISCUSS

- Politics, political processes and law (legal processes and outcomes, crime and criminal justice, media and politics, civic engagement)

## Peer and SEC Research Foci Highlights

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The [University of Tennessee, Knoxville](#) has identified the six universities listed below as **aspirational peer institutions**. Of these, three have schools of public policy and/or public affairs, which have been fully detailed in this report. Each of the remaining institutions have graduate and undergraduate programs, foci, or certificates in public policy, public affairs, and/or public administration, but none have programs that have been accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). The current MPPA program at the University of Tennessee, Knoxville is ranked #102 in public affairs, is not ranked for public policy analysis, and is not NASPAA accredited.

In addition, the University has identified eleven universities as **comparative peer institutions**. Of these, four have schools of public policy and/or public affairs, which have been fully detailed in this report. Each of the remaining institutions have graduate and undergraduate programs, foci, or certificates in public policy, public affairs, and/or public administration and three have programs accredited by NASPAA.

## Aspirational Peer Institutions<sup>47</sup>

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- **University of Wisconsin, Madison** (Robert M. La Follette School of Public Affairs, Master in Public Affairs and Master in International Public Affairs, not NASPAA accredited, #21 in public policy analysis, #29 in public affairs, land grant university)
  - Research Focus Areas
    - Social Policy
    - Health & Aging
    - Public Management
    - Energy & the Environment
    - International Trade & Development
    - Evidence-Based Policy
    - Science & Public Policy
- **University of Georgia** (School of Public and International Affairs, Master of Public Administration, NASPAA accredited, #29 public policy analysis, #3 in public affairs, land grant university)
  - Research Focus Areas
    - Political Theory
    - Politics of the Developing World
    - American Political Institutions

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<sup>47</sup> Those with schools of public policy and/or public affairs.

- Politics of the Industrialized World
- Comparative Politics
- Public Finance and Budgeting
- Democratic Politics
- Public Management
- Elections
- Public Policy Process, Implementation and Evaluation
- Health Policy
- State and Local Government
- Human Rights
- Policy Process Collaborative Governance
- Human Resource Management
- International and Human Security
- International Relations
- Law and Courts
- Nonprofit and Nongovernmental Organizations
- Organizational Theory and Behavior
- Political Behavior
- **Research Centers**
  - Center for the Study of Global Issues
    - Peacemaking Research Initiative
    - Sustainable Development Research Initiative
    - Migration, Diversity, and Social Change Research Initiative
    - Development and Maintenance of Democratic Systems Research Initiative
  - SPIS Survey Research Center
    - Data about public perceptions of policy priorities and political attitudes of Georgia Citizens
  - Center for International Trade and Security
    - National and International Security
    - Nonproliferation
    - Strategic trade and energy security
- **University of Minnesota, Twin Cities** (Hubert H. Humphrey School of Public Affairs, Master of Public Policy, NASPAA accredited, #33 in public policy analysis, #12 in public affairs, land grant university)
  - Research Focus Areas
    - Global Policy
    - Leadership and Management
    - Politics and Governance
    - Science, Technology, and Environmental Policy
    - Social Policy and Policy Analysis
    - Urban and Regional Planning
  - Research Centers
    - Center for Integrative Leadership
    - Future Services Institute
    - Institute for Urban and Regional Infrastructure Finance
    - Center for the Study of Politics and Governance
    - Center for Science, Technology, and Environmental Policy
    - Center on Women, Gender, and Public Policy
    - Roy Wilkins Center for Human Relations and Social Justice

## Comparative Peer Institutions<sup>48</sup>

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<sup>48</sup> Those with schools of public policy and/or public affairs.

- **University of Kentucky** (Martin School of Public Policy and Administration, Master of Public Administration, NASPAA accredited, #29 in public policy analysis, #29 in public affairs, land grant university)
  - Research Centers
    - International Public Policy and Management Institute
      - Areas of study by faculty include public policy, public administration, economics, business management, international relations, and political science.
- **Virginia Tech** (School of Public and International Affairs, Master in Public Administration, Master in Public and International Affairs, not NASPAA accredited, #39 in public affairs, land grant university)
  - Research Focus Areas
    - Economic & Community Development
    - Democracy, Civil Society, and the State
    - Disaster Governance
    - Disaster Governance toggle
    - Environment & Sustainability
    - Europe and Russia
    - Foreign Policy
    - Governance and Public Management
    - Health & Health Policy
    - Higher Education
    - Homeland Security
    - Housing and Real Estate
    - Immigration Policy and Refugees
    - International Economy & Development
    - Latin American Politics
    - Local and State Governance
    - Middle East Politics
    - National Security
    - Networks & Collaboration
    - Organizational Theory
    - Presidency
    - Public and Social Policy
    - Social and Environmental Psychology
    - Social & Political Theory
    - Technology / Digital Technologies
    - Transportation
    - Urban & Rural Policy and Planning
    - Water Resources
  - Research Centers
    - Center for Public Administration and Policy
    - Institute for Policy and Governance
- **North Carolina State University** (School of Public and International Affairs, Master in Public Administration, NASPAA accredited, #49 in public affairs, land grant university)
  - Research Centers
    - Public Safety Leadership Initiative
    - Genetic Engineering and Society Center
    - Administrative Officers Management Program
- **University of Missouri** (Harry S. Truman School of Public Affairs, Master of Public Affairs, NASPAA accredited, #46 in public affairs, land grant university)
  - Research Focus Areas
    - Global Policy and Governance
    - Program Evaluation and Performance
    - Education Policy
    - Health and Food Policy
    - Labor and Economic Policy
    - Immigration Policy

- Science and Environmental Policy
  - State and Local Policy and Management
  - Democracy, Leadership and Public Service
  - Public and Non-profit Management
- Research Centers
  - Institute of Public Policy

## SEC Institutions<sup>49</sup>

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- **University of Alabama**
  - **Research Areas (Department of Political Science, College of Arts and Sciences)**
    - American politics
    - Comparative Politics
    - International Relations
    - Political Theory
    - Public Policy and Administration
- **University of Arkansas**
  - **Research Areas (Department of Political Science, Fulbright College of Arts and Science)**
    - Political Science
    - Public Administration
    - Nonprofit studies
- **Auburn University**
  - **Research Areas (Department of Political Science, College of Liberal Arts)**
    - Political Science
    - Law and Justice
    - Public Administration
    - Health Services Administration
  - **Research Centers**
    - Global Development Solutions Lab
    - The Election Center
    - Alabama City Year Program
- **University of Florida**
  - **Research Areas (Department of Political Science, College of Liberal Arts and Sciences)**
    - American Politics
    - Comparative Politics
    - International Relations
    - Political Methodology
    - Political Theory
  - **Research Centers**
    - Bob Graham Center for Public Service
- **University of Georgia**
  - **Research Areas (School of Public and International Affairs)**
    - Political Theory
    - Politics of the Developing World
    - American Political Institutions
    - Politics of the Industrialized World

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<sup>49</sup> If no explicit mention of research foci was present, faculty research interests were listed.

- Comparative Politics
    - Public Finance and Budgeting
    - Democratic Politics
    - Public Management
    - Elections
    - Public Policy Process, Implementation and Evaluation
    - Health Policy
    - State and Local Government
    - Human Rights
    - Policy Process Collaborative Governance
    - Human Resource Management
    - International and Human Security
    - International Relations
    - Law and Courts
    - Nonprofit and Nongovernmental Organizations
    - Organizational Theory and Behavior
    - Political Behavior
  - **Research Centers**
    - Center for the Study of Global Issues
    - SPIA Survey Research Center
    - Center for International Trade and Security
- **Louisiana State University**
  - **Research Areas (Department of Public Administration, Ourso College of Business)**
    - Organizational justice
    - Accountability
    - Forecasting
    - Public Sector Compensation
    - Regional Economics
    - Social Theory
    - Stereotyping and Discrimination
    - Workplace Diversity
- **University of Mississippi**
  - **Research Areas (Department of Public Policy and Leadership, College of Liberal Arts)**
    - Civic Engagement
    - Information Technology in Public Administration
    - Ethics
    - Regional Development
    - Environmental Policy
    - Economic Policy
    - Food Policy
    - Non-profit Organizations
    - Social Policy
    - Moral Responsibility
- **Mississippi State University**
  - **Research Areas (Department of Political Science and Public Administration)**
    - U.S. Government
    - Public Administration
    - Comparative Politics
    - International Relations
    - Political Theory
  - **Research Centers (affiliated institutes and centers)**

- Stennis Institute of Government
  - Social Science Research Center
  - Geosystems Research Institute
- **University of Missouri**
  - **Research Areas (Harry S. Truman School of Public Affairs)**
    - Global Policy and Governance
    - Program Evaluation and Performance
    - Education Policy
    - Health and Food Policy
    - Labor and Economic Policy
    - Immigration Policy
    - Science and Environmental Policy
    - State and Local Policy and Management
    - Democracy, Leadership and Public Service
    - Public and Non-profit Management
  - Research Centers
    - Institute of Public Policy
- **University of South Carolina**
  - **Research Areas (Department of Political Science, College of Arts and Science)**
    - American Politics
    - Comparative Politics
    - International Relations
    - Political Methodology
    - Political Theory
    - Public Law
    - Public Policy
  - **Research Centers**
    - **South Carolina Educational Policy Center (College of Education)**
      - Teaching
      - Student Learning
      - School Organization
      - Student Performance
      - School Climate and Improvement
      - Summer Learning Loss
- **University of Tennessee**
  - **Research Areas (Department of Political Science, College of Arts and Sciences)**
    - Public Administration
    - American Government and Politics
    - Comparative Government and Politics
    - International Relations
    - Normative and Traditional Theory
    - Empirical Theory and Methods
  - Research Centers
    - Howard H. Baker Jr. Center for Public Policy
      - Energy and Environment
      - Global Security
      - Leadership and Governance
- **Texas A&M University**
  - **Research Areas (The Bush School of Government and Public Service)**
    - See Research Centers Below

- **Research Centers**
  - Institute for Science, Technology and Public Policy
    - Environmental and Natural Resources Policy
    - Emerging Technology and Public Policy
    - Infrastructure, Built Environment and Public Policy
    - Health and Health Policy
  - Mosbacher Institute for Trade, Economics, and Public Policy
    - Borders and Migration
    - Global Value Chains
  - Scowcroft Institute of International Affairs
    - Pandemic and Biosecurity Policy
    - The French Institute, a Centres d'Excellence created by the French Cultural Services
  - Albritton Center for Grand Strategy
    - National Security Affairs
  - Center for Nonprofits and Philanthropy
    - Nonprofit Governance, Strategy, Organizational Effectiveness
- **Vanderbilt University**
  - **Research Areas (Department of Leadership, Policy, and Organizations, Peabody College of Education and Human Development)**
    - Educational Leadership
    - School Choice and Charter Schools
    - Educational Access and Social Equity
    - School Finance
    - Postsecondary Access
    - Financial Aid
    - Human Resources
    - Law and Public Policy
    - Performance Management
    - International Education and Human Development
    - Politics of Education
  - **Research Areas (Department of Political Science, College of Arts and Science)**
    - Human Rights
    - Global Justice
    - Climate and Environmental Justice
    - Epistemic Justice
    - Law and Government
    - Race and Ethnic Politics
    - Political Participation
    - Mass Incarceration
    - Campaigns and Elections
    - Public Opinion
    - Political Economy of Conflict
    - International Relations
    - East Asian Relations
    - American Political Institutions
    - Middle East Politics
    - Terrorism
    - U.S. Military
    - African Politics
    - Gender and Politics
    - Congressional Politics
    - Nuclear Proliferation and Nonproliferation

- Presidency and Executive Branch
- Political Violence and Conflict
- Data Science
- Political Communication
- Political Behavior
- Political Parties
- Southern Politics
- Political Economy of Development
- Political Institutions
- Civil Procedure
- Latin American Politics
- **Research Centers**
  - Center for the Study of Democratic Institutions
  - Center for Effective Lawmaking
  - Research on Individuals, Politics and Society
  - Latin American Public Opinion Project
  - Research on Conflict and Collective Action Lab

Four strategic initiatives that are under various stages of development:

### **Advanced Materials and Manufacturing:**

- Most advanced stage.
- Newly launched institute.
- Mission: to advance our understanding of solid matter and how it is made, and to facilitate the translation of this knowledge into new processes, products and services that benefit global society.

### **Global Energy Ecosystems**

- On track to launch this initiative this year.
- Mobility focuses on thrust within this strategic initiative.
- Mission: advance the development and deployment of equitable and sustainable energy solutions that secure the future of our planet.

### **AI TENNessee — Tennessee’s AI initiative for Transdisciplinary Education and Innovation**

- Mission: to create and leverage algorithmic advances in artificial intelligence, increases in computing power, and the increasing availability of large and streaming data sets to advance our quality of life.

### **One Health**

- Currently has a very small human health and wellness component.
- Brad Day, Hollie Raynor, and colleagues have been developing strategies to further promote this initiative.
- Mission: advance the health of all living things on our planet – people, plants, and animals.

- **Boyd Center for Business and Economic Research**

- **Scope/Mission**

- The Boyd Center for Business and Economic Research is a nonpartisan research hub within the Haslam College of Business at the University of Tennessee, Knoxville. The center conducts research on national and state economic trends for UT, state agencies and public and private organizations. It also analyzes and disseminates data on the demography and economy of Tennessee in conjunction with the Tennessee State Data Center.
- Its mission is to research and inform conversations around the key public policy issues of the day. The Boyd Center faculty engages in important academic research across a wide range of public policy projects, including education, health, e-commerce, taxation, welfare and labor.
- The Boyd Center prepares the Economic Report to the Governor annually and maintains the Tennessee Econometric Model (TEM) of the state economy, which provides quarterly, annual and long-term economic and fiscal forecasts. The center also conducts thorough analyses of state programs, surveys of state residents, economic impact studies for the state, local governments and the private sector, and numerous projects in the area of taxation on e-commerce and internet usage.

- **# of Researchers and Other Staff**

- (6) Faculty
- (6) Staff
- (4) Graduate Students and Student Assistants

- **Colleges/Departments Researchers Identify With**

- Haslam College of Business (6)

- **Institute for Nuclear Security**

- **Scope/Mission**

- The Institute for Nuclear Security was formed by the University of Tennessee, Knoxville, in January 2012. The Institute is managed within the Howard H. Baker Jr. Center for Public Policy. The Institute builds on a traditionally strong relationship between the university and the federal facilities in East Tennessee that have major nuclear security missions. As these collaborations grew, it became obvious that the formation of a regional entity such as the institute would be necessary to help build greater efforts that cross many academic disciplines. Oak Ridge National Laboratory, the Y-12 National Security Complex, and Oak Ridge Associated Universities joined with UT as charter members when the institute was formed.
- The mission of the institute is to align the collective expertise and capabilities available within the membership to grow an internationally-recognized resource that plays a pivotal role in global nuclear security efforts by:
  - Providing expertise to shape and support the national and international enterprises for nuclear security;
  - Enhancing U.S. and international security by providing effective support for all aspects of the nuclear security mission—from policy analysis through research, education, training, and field activities; and
  - Expanding our contributions and reputation in these communities and supporting growth in the levels of funding and influence available to our membership.

- **# of Researchers and Other Staff**

- (23) Faculty
- (2) Research Staff
- (9) Graduate Research Assistants
- (8) Undergraduate Research Assistants
- (1) Assistant Director
- (1) Director
- (3) Thrust Leaders
- (11) Partner Staff

- **Colleges/Departments Researchers Identify With**
  - (14) Department of Nuclear Engineer, Tickle College of Engineering
  - (3) Department of Physics and Astronomy, College of Arts and Science
  - (1) Department of Political Science, College of Arts and Science
  - (1) Department of Materials Science and Engineering, Tickle College of Engineering
  - (4) Howard H. Baker Jr. Center for Public Policy (faculty here are listed twice)
  - (1) College of Law
  - (1) Haslam College of Business
  - (1) Department of Chemistry
  - (1) Department of Chemical Engineering
- **External Partner Researchers**
  - (6) Oak Ridge National Laboratory
  - (2) Oak Ridge Associated Universities
  - (3) Y-12 National Security Complex
- **Center for Transportation Research**
  - **Scope/Mission**
    - CTR is dedicated to excellence and integrity in providing effective transportation solutions. Our mission is to harness the full resources of the University of Tennessee in the conduct of transportation research. Develop and educate the transportation workforce. Assist and advise operators and users of the transportation system. Our vision is to be recognized for excellence in university-based transportation research, education, and service.
    - The Center for Transportation Research was created in 1970 to foster and facilitate interdisciplinary research, public service, and outreach in the field of transportation at The University of Tennessee, Knoxville. It began full-time operations in 1972 and since then has contributed greatly to the overall research program of the university. As a research center under the auspices of UT's College of Engineering, CTR oversees various programs associated with the education, research, training, and workforce aspects of the transportation field.
    - The center has three goals. The first is to conduct a program of research in transportation that is recognized for its excellence, comprehensiveness, innovation, productivity, and national leadership. The second is to develop and sustain the technical expertise for high quality transportation research by the faculty and students of UT. CTR's third goal is to serve the transportation research, service, and training needs of state and local government, business, and industry in Tennessee, the Southeast region, and the nation.
    - \$10 million in sponsored research under contract
  - **# of Researchers and Other Staff**
    - (33) Affiliated Faculty
    - (5) 2021 Fellows
    - (47) Staff
  - **Colleges/Departments Researchers Identify With**
    - (11) Civil and Environmental Engineering
    - (1) Earth and Planetary Science
    - (3) Economics
    - (1) Electrical Engineering and Computer Science
    - (1) Food Science and Technology
    - (1) Forestry, Wildlife, and Fisheries
    - (1) Geography
    - (4) Industrial and Systems Engineering
    - (2) Institute for a Secure and Sustainable Environment
    - (1) Kinesiology, Recreation, and Sport Studies
    - (3) Marketing and Supply Chain Management
    - (1) Material Science and Engineering

- (2) Mechanical, Aerospace, and Biomedical Engineering
- (1) Plant Sciences/Landscape Architecture

- **Institute for a Secure and Sustainable Environment**

- **Scope/Mission**

- The University of Tennessee's Institute for a Secure and Sustainable Environment (ISSE) seeks to promote the development of policies, technologies, and educational programs that cut across multiple disciplines, engage the university's research faculty and staff, and grow in response to pressing environmental and security issues facing the state, the nation, and the globe.
- The Institute for a Secure & Sustainable Environment develops policies, technologies, and educational programs that respond to pressing environmental and security issues. ISSE's centers, programs, and initiatives cut across multiple disciplines, engage the university's research faculty and staff, and address many issues that affect sustainability. ISSE houses the Appalachian Leadership Institute, ISSE Climate Change Initiative, DriveElectricTN, East Tennessee Clean Fuels, FEWSUS (International Research Coordination Network to Create Transdisciplinary Nodes of Food-Energy-Water to Support Sustainable Urban Systems), Methane Center, and Tennessee Water Resource Research Center. Sponsored by federal and state agencies as well as local organizations and companies, they conduct research and provide education and outreach for water, energy, and economic sustainability.
- ISSE research specializes in five aspects of environmental security and sustainability: Clean Energy & Energy Efficiency, Climate Change, Regional Sustainability, Water Research, and Sustainable Food.

- **# of Researchers and Other Staff**

- (15) Research Staff
- (9) Support Staff
- (18) Affiliated Faculty

- **Colleges/Departments Researchers Identify With**

- (2) Haslam College of Business
- (1) Ecology and Evolutionary Biology
- (3) Industrial and Systems Engineering
- (1) Sociology
- (7) Civil and Environmental Engineering
- (3) Biosystems Engineering and Soil Science
- (1) Baker Center for Public Policy

- **Center for Renewable Carbon**

- **Scope/Mission**

- The Center for Renewable Carbon, in the University of Tennessee, Institute of Agriculture, is an internationally recognized leader in the development of new and/or improved bioenergy sources, biorefinery processes, bioproducts, and biomaterials that coordinates the science, knowledge transfer, and trains the workforce required to develop a sustainable and economically viable bioeconomy.

- **# of Researchers and Other Staff**

- (10) Faculty
- (2) Adjunct Faculty/Visiting Scholars
- (16) Staff

- **Colleges/Departments Researchers Identify With**

- (1) Biosystems Engineering and Soil Science
- (7) Forestry, Wildlife, and Fisheries
- (1) Department of Chemical and Biomolecular Engineering
- (1) Associate Dean and Professor of Ag Research

- **Bredesen Center**

- **Scope/Mission**

- The Bredeesen Center for Interdisciplinary Research and Graduate Education unites resources and capabilities from the University of Tennessee and Oak Ridge National Laboratory to promote advanced research and to provide innovative solutions to global challenges in energy, engineering, and computation under the umbrella of the UT-Oak Ridge Innovation Institute (UT-ORII).
  - **# of Researchers and Other Staff**
    - (8) Staff
    - (177) Listed on Affiliated Faculty Page \*some names are repeated in various focus areas and some from Oak Ridge; only 59 explicitly listed as Professor
  - **Colleges/Departments Researchers Identify With** (only professors are listed here)
    - (43) College of Engineering
    - (5) Department of Chemistry
    - (3) Department of Geography
    - (1) Plant Sciences
    - (1) Forestry, Wildlife, and Fisheries
    - (1) Department of Physics and Astronomy
    - (1) Educational Leadership and Policy Studies
    - (1) Department of Microbiology
    - (1) Department of Mathematics
    - (1) Haslam College of Business
    - (1) Ecology and Evolutionary Biology
- **Center for Sport, Peace, and Society**
  - **Scope/Mission**
    - CSPS helps global leaders develop innovative solutions to socio-political challenges using sport. We work to create a more peaceful, equitable, and inclusive world.
    - Through its work as implementing partner of the U.S. Department of State Global Sports Mentoring Program, the center has worked with international sports leaders and U.S. mentors on five-week exchanges, where the leaders develop Action Plans for sport-based social change in their communities. These plans have contributed to the creation of national sports leagues and federations for women and people with disabilities and impacted legislation to make countries more inclusive and accessible.
  - **# of Researchers and Other Staff**
    - (1) Director
    - (1) Chief of Evaluation
    - (4) Grant Team
    - (5) Affiliated Faculty
    - (4) Student Interns
  - **Colleges/Departments Researchers Identify With**
    - (1) Sport and Fitness Leadership (Johnson University)
    - (1) Kinesiology, Recreation, and Sports Studies
    - (1) Department of Kinesiology (James Madison University)
    - (1) Hart School of Hospitality, Sport and Recreation Management (James Madison University)
    - (1) School of Art

## Cluster Hiring Initiative (2023-2025)

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Chancellor Plowman has committed funding up to \$15 million to recruit faculty into several interdisciplinary clusters. As Tennessee's flagship land-grant institution, the University of Tennessee, Knoxville, is particularly interested in leveraging interdisciplinary cluster hiring strategies to recruit researchers, scholars, and creatives who are deeply connected to the organizations and communities in which their work will have translational impact.

Initiative funding will support the salary costs of 4-6 new tenure-line faculty in each cluster. Funding will be transferred to the tenure-college of each member of the cluster, where it will become part of the college's annual salary budget.

- Start-up funding for new hires will also be provided centrally up to a level of \$4 million per cluster.
- The proposal process will be managed by the Office of the Provost and by the Office of Research, Innovation, and Economic Development.
- Letters of intent, no longer than two pages, are due June 24, 2022.

### ***Current Cluster Proposals involving Howard H. Baker Jr. Center for Public Policy***

- (1) **Sustainability:** Headed by Mike McKinney with participation from Haslam College of Business
- (2) **How Societies Respond to Catastrophes:** headed by math department
- (3) **Carbon Sequestration:** headed by Drew Steen in EPS
- (4) **Environmental Informatics:** headed by Chris Cox and Josh Fu from CEE
- (5) **One Health:** headed by Deb Miller
- (6) **Human Health and Wellness**
- (7) **Machine Learning and Artificial intelligence:** headed by OzlemKilic
- (8) **Cybersecurity:** headed by Aly Fathy
- (9) **Culture of Health:** with Colleges of Education, Health, and Human Sciences, Social Work, and Nursing and Ag Extension, led by Kristina Gordon

In 1978, the Sloan Foundation sponsored a conference on the public policy and management curriculum at Hilton Head, South Carolina. A proposal was made to create a new professional association of graduate schools of public policy and management. APPAM formally was created at a May 1979 conference at Duke University by representatives of 15 policy schools and research institutes. Within a few years, APPAM evolved into a unique association of both individual and institutional members with an elected leadership and Policy Council (the Association's board of directors). After years of being headquartered at Duke University and supported by part-time staff, the APPAM office moved to Washington, DC in 1993 and acquired a full-time executive director. APPAM has grown to approximately 2,500 individual members, 100 institutional members, eight full-time staff, and an annual operating budget of \$1.3 million.

## Sections

- **Crime, Justice, and Drugs (CRIME)**

This policy area includes, but is not limited to, research on the following issues: Drug use and legalization, incarceration effects, prisoner outcomes, police and court processes, international crime, black markets, corruption, rehabilitation programs, recidivism, human rights abuses, etc. May overlap with Employment and Training Programs on prisoner re-entry and job training.

- **Education (EDU)**

This policy area includes, but is not limited to, research on the following issues: Head Start, pre-K, kindergarten, elementary education, high school, college, student loans, school and teacher accountability, disadvantaged students, charter schools, grants and financial aid, teacher evaluation and effectiveness, curriculum, student achievement and attainment, class size and composition, after school and summer programs, Veterans (GI Bill), arts and culture programs in schools, etc.

- **Employment and Training Programs (EMP)**

This policy area includes, but is not limited to, research on the following issues: Unemployment, underemployment, re-training programs, veterans transition to civilian careers, workplace accommodation for persons with disabilities, earned income tax credit (EITC), the Child Tax Credit and the Additional Child Tax Credit, unemployment insurance, internships, apprenticeships, outsourcing, etc. May overlap with Social Equity on affirmative action and diversity hiring programs. May overlap with Crime and Drugs on prisoner re-entry and job training.

- **Family and Child Policy (CHILD)**

This policy area includes, but is not limited to, research on the following issues: Marriage and marriage education, child support enforcement, child care access, child care subsidies and quality, infants and toddlers, child wellbeing, parental education and employment, vulnerable children and families, school readiness, intergenerational mobility, childhood hunger, family resource and income management, familial immigration concerns, single parent and child custody issues, family planning, etc.

- **Health Policy (HEALTH)**

This policy area includes, but is not limited to, research on the following issues: Medicare, Medicaid, the Affordable Care Act (ACA), barriers to health care access, wellness programs for aging populations and persons with disabilities, rehabilitation programs for veterans, obesity and nutrition (exclusive of SNAP and WIC), reproductive health, health care costs, physician behaviors, health literacy, alcohol, drug and tobacco use, arts programs as rehabilitation, etc.

- **Housing, Community Development, and Urban Policy (HOUSE)**

This policy area includes, but is not limited to, research on the following issues: Housing stipends, Section-8 housing, community development plans to alleviate crime and poverty, foreclosures, home ownership, relocation assistance, Federal Housing Assistance Loans (FHAs), mortgage assistance, homeowner and rental insurance, veterans housing programs, etc.

- **Innovations in Science and Technology (SCI)**

This policy area includes, but is not limited to, research on the following issues: Science as evidence in policy making, resource allocation related to science, technology, innovation and economic development; knowledge management within and across organizations national borders, etc.

- **Methods and Tools of Analysis (METH)**

This policy area includes, but is not limited to, research on the following issues: Methods of analysis, big data, new and existing data sources, data comparisons, program monitoring tools and dashboards, data collection and structuring,

research design, policy informatics, computational modeling, system dynamics, data visualization, applications of analytic methods, evidence-based decision making, estimating causal effects, assessing bias, etc.

- **National Security and Homeland Security (SEC)**

This policy area includes, but is not limited to, research on the following issues: core security issues such as traditional intelligence and defense analysis, international security problems in general, homeland security and emergency preparedness, and emerging issues such as peace operations and intricacies of information warfare.

- **Natural Resource Security, Energy, and Environmental Policy (ENV)**

This policy area includes, but is not limited to, research on the following issues: Energy options and use, new sources of energy, pollution, waterways, conservation efforts, protected land and species, natural resource scarcity and management, green economies, land reform, climate change, sustainability, etc.

- **Politics, Media, and the Policy Process (POL)**

This policy area includes, but is not limited to, research on the following issues: Implementing policy, policy reform, policymaking, policy procedures, political participation in policy, policy analysis, accommodating changing attitudes, grant policies, policy across all levels of government: federal, state and local, government efficiency, participation in governance, bureaucracy, intergovernmental relations, budget allocations, the effect of politics on policy, elections, global politics, the role of media in the policy process, etc.

- **Population and Migration Issues (POP)**

This policy area includes, but is not limited to, research on the following issues: Immigration trends, culture, population growth and decline, aging populations, policy reactions to demographic changes, minority and immigrant migration, labor migration across borders, etc.

- **Poverty and Income Policy (POV)**

This policy area includes, but is not limited to, research on the following issues: Food insecurity, the Supplemental Nutrition Assistance Programs (SNAP), the Women, Infants and Children (WIC) program, Home Energy Assistance Programs (HEAP), welfare, school breakfast and lunch programs, personal retirement planning and income, impacts on poverty and inequality, the Great Recession outcomes, Temporary Assistance for Needy Families (TANF), poverty reduction programs, savings and asset accumulation, disaster assistance, veterans assistance, disability programs including Social Security Disability Insurance and Supplemental Security Income, etc.

- **Public and Nonprofit Management and Finance (PM)**

This policy area includes, but is not limited to, research on the following issues: Performance management, citizen assessments of public performance, measuring efficacy of federal, state and local programs, block grants, intergovernmental finance, nonprofit management and finance, program implementation, citizen engagement, tax policy, knowledge management, public information sharing, budget cuts, government priorities, etc.

- **Social Equity and Race (SEQ)**

This policy area includes, but is not limited to, research on the following issues: Gender (including transgender and non-binary gender identification), race, religion, national origin, ethnicity, immigration and LGBTQ issues, affirmative action and diversity programs, etc. May have overlap with Employment and Training Programs on affirmative action and diversity hiring programs.

## Appendix (5A): Organizational Interviews

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**Overview:** The following report contains information from interviews with three representatives in leadership positions of other schools of public policy and/or public affairs. Selection of programs was based on existing relationships with individuals at the institutions, recency of the schools' establishment, similarities in research strengths, and the intention of including one aspirational peer institution and one comparative peer institution as defined by the [University of Tennessee, Knoxville](#), as well as one top 25 program at a public university of the schools ranked in public policy analysis and/or public affairs from 270 master's programs in 2022 by *U.S. News & World Report*.<sup>50</sup>

As such, this report includes information from the following programs:

- **Aspirational Peer:** University of Wisconsin, Madison, Robert M. La Follette School of Public Affairs
- **Comparative Peer:** University of Kentucky, Martin School of Public Policy and Administration
- **Top-25 Program:** Indiana University, Bloomington, Paul H. O'Neill School of Public and Environmental Affairs

**Method:** After programs that met the above characteristics were identified, respondents were invited via email for an interview by Marianne Wanamaker. All invited agreed to participate. These interviews were subsequently scheduled and conducted by telephone for 45 minutes to 1-hour on June 22nd and 23rd, 2022 by Katie Cahill. This report is based on those interviews.

The information in this report is not intended as a transcript, but it has been constructed from notes taken during the interview. This report is intended to provide an accurate description of the intent and meaning of responses, with any interpretations limited to those that were directly intimated. All respondents were asked the same battery of questions (see below) and agreed to participate in follow-up interviews and/or visits if the task force requested.

### Interview Questions:

- (1) What is your reporting structure on campus? Has this changed over time? If yes, how?
- (2) What is your leadership and governance structure internally? Has this changed over time? If yes, how?
- (3) What is your organization vis-a-vis other units on campus, including other academic departments and any research centers that existed prior to the creation of the school?
- (4) What is the structure of faculty appointments? Are faculty joint-appointed with other units? Does the school grant tenure? Is there a mix of appointments? What is the balance of teaching, research, and service in the school?
- (5) What is the budget model for the school? How is the financial value of course credit distributed?
- (6) What, if any, recommendations would you make regarding the development of a school of public policy and public affairs?
- (7) May we contact you again with additional questions?

### Key Themes:

- Suboptimal institutional, organizational, and curricular choices are often made in the development of a school to avoid charges of competition and/or backlash from existing academic units and degree programs. Eventually as the School evolves, these compromises become increasingly challenging to maintain and to also be successful, leading to the need for revision after growth has stagnated.
- While often not pursued in the initial development of a school to avoid competing with existing academic units and degree programs, undergraduate degrees are the financial engine that allow for high-profile faculty to be hired, leading to

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<sup>50</sup> In the Fall 2021 and early 2022, *U.S. News* surveyed deans, directors and department chairs representing 270 master's programs in public affairs and administration. The lists of schools, individuals surveyed and specialty areas evaluated by *U.S. News* were provided by the Network of Schools of Public Policy, Affairs, and Administration, known as NASPAA, and the Association for Public Policy Analysis and Management.

increases in research productivity, higher rankings, job-placement for undergraduate and graduate alumni, and more competitive admissions as requests for enrollment grows.

- At the undergraduate level, students are interested in degrees with practical and meaningful applications that have a high likelihood of job placement, which a school can provide. However, students are unlikely to be directly attracted to a public policy/public affairs school without additional explanation/advertising or some framing with a more familiar program (e.g., management, finance, etc.) in the title. Many students will end up in the school after attending the university and discovering its existence and their own interests, or failing to be admitted to more competitive programs in business, engineering, sciences, etc.
- Schools internally operate very similarly to academic departments with slight variations, and are tenure-granting from the onset, even when a joint-appointment strategy is employed.
- Research strengths and foci are often treated as ancillary and idiosyncratic considerations to the development of a school and its curriculum, with most relationships with other research centers existing on an ad hoc basis. The focus is almost exclusively on curriculum and the ability of faculty to teach courses and/or support concentrations/specialties.
- Schools can be moderately successful in rankings with a smaller vision and fewer financial resources, but there appears to be significant space in the academic market for a more expansive vision and aggressive investments if desired.

### **ASPIRATIONAL PEER:**

**University of Wisconsin, Madison | Robert M. La Follette School of Public Affairs**

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**Quick Facts:** est. in 1999; reports through the College of Letters and Science, Undergraduate Certificate (new), Master in Public Affairs (MPA), Master in International Public Affairs (MIPA), not NASPAA accredited; #21 in public policy analysis, #29 in public affairs, land grant university

**History:** Founded in 1967 as the *Center for the Study of Public Policy and Public Administration* by Dr. Clara Penniman, the first female chair of the University's political science department, in 1983 it was separated from the department by an act of the Wisconsin Legislature. The legislature established an Institute of Public Affairs named for Wisconsin governor and U.S. Senator Robert M. La Follette Sr. The Institute evolved into a school in 1999. Led by a director, the La Follette School reports through the College of Letters and Science.

### **What is your reporting structure on campus? Has this changed over time? If yes, how?**

The Director of the La Follette School of Public Affairs reports to the Dean of the College of Letters and Science, who reports to the Provost, who reports to the Chancellor, who reports to the President of the UW System. It has been this way since the Institute converted to a school a little more than 20 years ago. Many of the questions the Baker Center is now facing in terms of institutional positioning and organizational structure are very similar to the considerations that the School confronted during its own transition. Part of the School's inclusion in the College was to overcome possible objections of the economics and political science departments. The potential for competition has also played a role in the selection of degree programs for the School both in level and content. For example, the reason that the School didn't have an undergraduate program was to avoid competing with other departments. In addition, the selection of a public affairs focus was to not duplicate or directly compete with existing degree programs. However, the School is now moving towards capturing undergraduates as a next phase of growth. Thinking about the consequences of short- and long-term organizational choices is a key consideration.

Being inside of a College does have the benefit of existing administrative infrastructure and economies of scale, as well as budgetary insurance in case of financial difficulties, it also somewhat eases tensions related to competition, allowing for joint-appointments and cross-listing courses to be more easily facilitated. Conversely, it comes with a lack of independence and more limited opportunities for growth. A recent private gift of \$10 million and success in partnering on cluster-hire initiatives with other units has led to a rapid expansion of the School. The School is now re-envisioning its own positioning and internal structure.

### **What is your leadership and governance structure internally? Has this changed over time? If yes, how?**

Internally, there are no departments in the School. The School has historically been too small with just 10 fte faculty, that it was not feasible to consider any further subdivisions. This has resulted in a very flat organizational structure. As such, in most ways the School has a similar structure of a typical academic department, with the exception of being led by a director rather than a department head. The Director is very empowered in decision-making regarding most aspects of the School's operation, including the creation of faculty committees and assignment, with expansive support of the *Executive Faculty*

*Committee*, which advises and consents on most matters of significance (consent model). The current Director enjoys widespread diffuse support of the faculty, allowing this type of centralized and hierarchical system of decision-making to function. A similar structure may be difficult with someone that does not enjoy the full faith and support of the faculty. The *Executive Faculty Committee* is composed of faculty who have tenure; jointly-appointed faculty must have at least 50% tenure-appointment in the School to be on the committee. These faculty are voted onto the committee by existing members.

In terms of other leadership, for the first 10 years the School had an associate director who was also a faculty member. Recently, the School converted the associate director position into being fully administrative, with the individual in the position being non-tenured faculty who manages all the day-to-day operations of the School with some teaching responsibilities. There is no director of graduate studies/programs or undergraduate studies, though this may change with the growth of the School and the development of an undergraduate program. Over the last three to four years, the gift and cluster hires have doubled the size of the School, which now has approximately 20 fte faculty. The School is now considering changes to its internal governing structure, though such changes will likely be related to increased administrative support, particularly related to the undergraduate program which is quickly outpacing the graduate program.

**What is your organization vis-a-vis other units on campus, including other academic departments and any research centers that existed prior to the creation of the school?**

Relationships with other campus units, such as the Department of Economics, Department of Political Science, and Department of Sociology, are usually in the form of joint-appointments, cross-listed courses, and ad hoc collaborations. There are dual-degree programs for the MPI and MIPA with the Master in Public Health (MPH) and the Juris Doctorate (JD) programs, but these relationships are only very loosely integrated to allow some reduction in the time spent for students in obtaining both degrees. The School's relationship with other research centers at the University is also very loosely defined. Since there are low barriers to entry, and the University is not as "siloeed" as some other institutions, courtesy and joint appointments with other research centers, as well as faculty affiliate appointments across campus, are very common. The approach of the School is "when in doubt, you list all the things." Very few relationships are "tightly-wound."

**What is the structure of faculty appointments? Are faculty jointly appointed with other units? Does the school grant tenure? Is there a mix of appointments? What is the balance of teaching, research, and service in the school?**

The School is and always has been tenure-granting. There are a mix of appointments in the School, with some jointly-appointed faculty and some faculty fully appointed within the School. Importantly, the School also distinguishes between tenure and teaching homes as part of the appointment structure. For example, a faculty member may be 1.00 fte for tenure purposes in the School, but only .75 fte teaching, with .25 fte teaching in another academic department. In this case the faculty member's promotion and tenure (P&T) would be wholly decided by the School's *Executive Faculty Committee* (for promotion to full, only full professors would participate), but one class would be taught for another department. In addition, some joint-appointments may involve both tenure and teaching. For example, the School participated in five cluster hire initiatives. For these cluster hires, the appointment structure is a .33 fte School appointment, with .66 fte in an academic department; this division exists at both the P&T and teaching side. This was to create a shared experience for the cluster hires around public policy and public affairs. However, the expectation is that the unit with the largest share of the appointment will lead and be followed in almost every decision regarding the faculty member and only in rare cases diverge.

When the Institute converted to a School, most of the immediate hiring was the result of changes in shares of tenure of pre-existing faculty. Most of these initial appointments were 50/50 appointments, with those who came in retaining their tenure-homes but also given 50% tenure in the School. These appointments are now uncommon, and the leading unit for P&T and other decisions is based on historical understanding of each case, not an official MOU.

After 10 years, with the exception of recent cluster hires, new hires shifted to either a 1.0 fte or a 75/25 model, with 100% tenure home in the School, and no additional hires have been made as 50/50 appointments. Early on the School did have some problems of not being very many faculty members' primary home, so the norms were coming from different departments and commitment levels varied. This left the School programming and curriculum "a bit discombobulated."

The balance of research, teaching, and service is similar to other academic appointments, with a 2/2 teaching load. However, there is a generalized expectation of a 20% effort recovery on grants with a moving average recalculated on a three-year basis. The grant activity is not strategically supported with staffing or programming, but rather a function of the demand at the local, state, and federal level for the type of research conducted by the faculty and their success in obtaining funding. Variance across faculty occurs, but this is not considered to be problematic as it is not an official metric for faculty appointments. Almost no contract work is conducted by faculty, which is almost entirely the purview of places like the Center for Business and Economic Research (CBER) and related entities at the University. There is also indirect cost recovery, the larger portion of which is captured at the University, then College, and some of which accrues to the School. While the grant work contributes to the revenue of the School, it is not part of the budget model.

**What is the budget model for the school? How is the financial value of course credit distributed?**

The University of Wisconsin, Madison's budget model is seen as opaque, with rules guiding resource distribution changing every few years. At the graduate level, the College of Letters and Science provides what was described as a "block grant" that is sufficient funding for the instruction of 40 to 55 master students in each cohort. This effectively caps the growth of the School's graduate program. If the program consistently underperforms it is likely that the budget allocation from the College for this purpose would diminish over time, however, there is no financial incentive to increase enrollment. This was provided as part of the justification for shifting to undergraduate degree programs.

At the undergraduate level, tuition dollars follow credit hours, though whether this was related to the department of record offering the course or the faculty academic home teaching the course was uncertain in the mind of the respondent, which is thought to operate on a formula basis. There are additional financial benefits to increasing the number of undergraduate majors. The School hasn't started a major, but has started an undergraduate certificate program. The certificate program doesn't generate revenue, but is being used as a placeholder for applying for a major sometime in the next year.

There are also some state appropriations provided to the School by the College, but this was likely allocated on a base-budgeting system and the respondent was unclear on the amount or mechanism. With the exception of the recent sizable gift, the School only has a very small endowment, which likely started at approximately \$1 million, and may be in the low millions now, likely less than \$5 million though the respondent didn't have an exact figure.

In terms of the recent gift of \$10 million, it could not be used as an endowment and must be spent as cash over the next seven years. The School has spent those funds on some staffing, outreach, and 2.5 fte faculty appointments. This is a "gamble" as there is no longer-term funding to support these and cluster-hire positions. The idea is that these faculty will develop and contribute to the undergraduate program, which will provide the funding for the increased faculty fte long-term. The School has focused its strategy on public policy, as there is no other public policy program at the undergraduate level in the State of Wisconsin. The School has been producing white papers to answer questions about student interest, enrollment projections (particularly new enrollments to the University/College), and employment opportunities.

### **What, if any, recommendations would you make regarding the development of a school of public policy and public affairs?**

Would be very hard to be convinced that going into an existing college would be worthwhile in terms of benefits versus potential downsides and recommends spending time thinking about how to more indirectly benefit other units without totally giving up autonomy and the ability to grow independently through entrepreneurship. The availability of financial resources for establishing the School and the political will of University leadership will ultimately drive the outcome of this process.

### **May we contact you again with additional questions?**

Yes, happy to help. Originally from Athens, TN and visits home at least a few times a year. Would be happy to visit the Center and provide additional insights.

### **COMPARATIVE PEER:**

**University of Kentucky | Martin School of Public Policy and Administration**

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**Quick Facts:** est. in 1976, current iteration in 1994; reports through the Graduate School; Bachelor of Arts in Public Policy (new in 2019), Masters in Public Administration (MPA) (NASPAA accredited), Masters in Public Policy (MPP), Masters in Public Financial Management (MPFM) (Online), PhD; #29 in public policy analysis, #29 in public affairs; public land grant university

**History:** The Martin School is named for James W. Martin, public servant and distinguished scholar of government finance and economics. Originally named the James W. Martin Center, the school admitted its first class in 1976. The name was changed to the James W. Martin School of Public Administration in 1984. In 1985, the school was designated a "Center of Excellence" by the University of Kentucky. The name was officially changed in 1994 to the James W. Martin School of Public Policy and Administration to better reflect the scope of the school's academic and public service pursuits. Led by a director, the Martin School reports through the Graduate School.

### **What is your reporting structure on campus? Has this changed over time? If yes, how?**

The Director of the Martin School of Public Policy and Administration reports to the Dean of the Graduate School, who reports to the Provost, who reports to the President of the University. When the School was first established, the Graduate School was the academic home of any program on campus that had graduate degrees only. This was the case regardless of discipline. Over time, all other reporting units were absorbed by the college that matched the field(s) of those programs, except for the Martin School of Public Policy and Administration and the Patterson School of Diplomacy and International

Commerce, which still have the same reporting structure through the Graduate School. Although there have been frequent discussions of changing this reporting structure, with the Martin School faculty advocating for the Director to be elevated to a dean reporting directly to the Provost as a College, other suggestions have been for the School to join another College, such as the College of Arts and Sciences or the Gatton College of Business and Economics. Additional proposals have been to form a new College of Social Sciences. In comparison to other academic units, the Martin School would be the smallest college on campus, though not much smaller than the College of Social Work.

**What is your leadership and governance structure internally? Has this changed over time? If yes, how?**

Internally, there are no departments in the School and in many ways, it mirrors the structure of a typical academic department with slightly more independence in decision-making and access to budgetary allocations from the Graduate School. There are 11 fte faculty, all in one unit, with committee structure for most functions (e.g., undergraduate committee, masters curriculum/admissions committee, etc.). Comparatively, the School would constitute a smaller department based on size. There is a Director of Graduate Studies for the PhD program, a Director for Masters Programs, and recently hired a Director for Undergraduate Studies. The School operates under a system of shared governance.

**What is your organization vis-a-vis other units on campus, including other academic departments and any research centers that existed prior to the creation of the school?**

Relationships with other campus units, such as the Department of Economics and Department of Political Science, are only loosely defined, usually in the form of courtesy appointments or ad hoc collaborations. There is significant cross-listing of courses, but this can cause difficulty as the tuition dollars follow the academic home of the faculty member teaching the course, rather than the students taking the course. In terms of other research centers on campus, such as the Center for Business and Economic Research (CBER), most of those relationships are ad hoc, based on the networking/activities of individual faculty in the School. Occasionally the School partners with other centers and units to provide public engagement activities (e.g., with the Henry Clay Center). There are no official relationships. The School is the home of the [International Public Policy and Management Institute](#), which reports directly to the Director of the Martin School.

**What is the structure of faculty appointments? Are faculty jointly appointed with other units? Does the school grant tenure? Is there a mix of appointments? What is the balance of teaching, research, and service in the school?**

Faculty are fully appointed in the School. Joint appointments are for courtesy purposes only, though some faculty may teach an overload related to a joint appointment. Joint appointments may go both directions (e.g., School faculty in departments and department faculty in the School). In nearly all cases, these courtesy appointments do not confer any voting rights or funding/cost-sharing agreements. Most of these appointments are with Economics, Political Science, and Public Health. The School is and always has been a tenure-granting unit. The P&T committee meets and makes decisions in accordance with the University rules and policies. During P&T decisions, the School meets as a faculty. Per the University of Kentucky procedure, faculty do not vote, but instead write letters in support/against a case and submit internally. The case then goes to a college-level committee. This is sometimes problematic given the small size of the Graduate School, with the Patterson School as the only other unit, which does not have its own full professor on faculty. As a result, the Martin School must often request someone from another relevant department to serve on the committee. From the college-level committee, it goes to the University-level P&T committee, then Provost, etc. There is *not* a mix of appointments, and the balance of teaching (2/2), research, and service mirrors the typical academic appointment.

**What is the budget model for the school? How is the financial value of course credit distributed?**

The University of Kentucky operates under a mixed budget model between responsibility centered management (RCM) and centrally managed budgeting. Tuition dollars go back to the academic unit that generated them, following the faculty member's academic home, but other state appropriations are allocated centrally. Since the Graduate School doesn't exercise a lot of oversight over the Martin School, this is viewed as a budgetary advantage as fewer allocated resources are captured. The Martin School does charge and fully collect differential tuition for online course offerings. In terms of other revenue streams, the School has a minimal endowment, most of which is restricted for providing scholarships. The School does have grant funding, generated by several faculty, most of whom are involved in educational research. Grant funding is most important for the PhD program in terms of providing research assistantships and opportunities for research. The only other meaningful revenue stream is from some international study abroad programs the School operates. The School recently started an undergraduate degree program in public policy in a bid to increase revenue, which is now in its third year. The expansion of

the faculty allowed for the establishment of the undergraduate program and there is some expectation it will serve as a recruitment tool for the graduate program.

**What, if any, recommendations would you make regarding the development of a school of public policy and public affairs?**

The organizational structure is an important consideration, such as whether it's standalone or within an existing college framework. As noted above, many of the challenges and opportunities the Martin School has encountered are intrinsically tied to its institutional positioning. In terms of degree programs, most of the draw for students is regional, with the MPP program having more difficulty than the MPA program in attracting students. At the same time, although the MPA program has higher enrollment, it is often seen as "secondary" to the University's MBA program. In essence, the MPA program is viewed as for those who were not or wouldn't be admitted to the MBA program. Some considerations for positioning purposes.

**May we contact you again with additional questions?**

Yes, happy to help.

**TOP-25 PROGRAM:**

**Indiana University, Bloomington | Paul H. O'Neill School of Public and Environmental Affairs**

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**Quick Facts:** est. in 1972, current iteration in 2019; two campuses (Bloomington and IUPUI), at Bloomington reports to Provost, at IUPUI reports to Chancellor); Bachelor of Science in Public Affairs, Bachelor of Science in Environmental Science, Bachelor of Arts in Environmental and Sustainability Studies, Bachelor of Science in Arts Management, Bachelor of Science in Healthcare Management and Policy, Masters in Public Affairs (MPA) (NASPAA accredited), Master of Science in Environmental Science (MSES), Master of Environmental Sustainability (MES), Master of Arts in Arts Administration (MAAA), Master of International Affairs (MIA-with Hamilton Lugar School of Global and International Affairs), Master of Science in Healthcare Management (MS), PhDs in Public Affairs, Environmental Science, or Joint-Public Policy; ranked #2 in public policy analysis, #1 in public affairs; public university

**History:** Founded in 1972, as the Indiana University School of Public and Environmental Affairs (SPEA), it was the first school to combine public management, policy, and administration with the environmental sciences. Originally located on the IU Bloomington campus it now also has a campus at Indiana University – Purdue University Indianapolis (IUPUI). On March 4, 2019, the name was changed from SPEA to the O'Neill School of Public and Environmental Affairs, in honor of alumnus Paul H. O'Neill, who served as the United States Secretary of the Treasury in 2001–2002. The school received a facelift and expansion when the Paul O'Neill Graduate Center opened for classes in the Spring 2017 semester due to the growing influx of students. The O'Neill School of Public and Environmental Affairs is the largest public policy and environmental studies school of its kind in the United States and the O'Neill School in Bloomington is the top ranked school of public affairs in the United States. The Bloomington School reports to the Provost and the IUPUI School reports to the Chancellor.

**What is your reporting structure on campus? Has this changed over time? If yes, how?**

The Dean of the Paul H. O'Neill School of Public and Environmental Affairs on the Bloomington campus reports to the provost, who reports to the President, at the IUPUI campus the School reports to the Chancellor. This has always been the case. The campus is very decentralized and the School operates largely independently of any other college or department at either campus.

**What is your leadership and governance structure internally? Has this changed over time? If yes, how?**

Internally, there are no departments in the School, and no departmental administration. There are over 200 faculty, including academics, senior D.C. officials and policymakers, and scientists who divide their time between the field and the classroom. The faculty are organized around faculty groups (which are substantively focused for research purposes) led by faculty chairs who are appointed by the Dean. These chairs are appointed annually, but serve for three to four years as a matter of practice, not policy. Faculty groups act as committees that propose changes to the full faculty. The faculty groups currently consist of the following: Government and Management, Environmental Science, Policy Analysis and Public Finance, and Teaching and Learning. There are also an additional set of committees (e.g., personnel, policy, undergraduate curriculum

committee, etc.). In addition, each of the six masters' programs has its own curriculum committee and there are faculty program directors for each graduate program. The faculty program directors are the ones who put forward changes to the full faculty for a vote and are responsible for managing exceptions and other related matters. All faculty and staff vote on curriculum and policy changes, with both campuses required to vote even if the plan will only immediately impact one campus. Outside of the faculty groups and faculty program directors, as part of the leadership there is an executive associate dean who functions as a chief operating officer, and three associate deans for faculty affairs (.50 fte administration/.50 fte faculty); research (.50 fte administration/.50 fte faculty); and undergraduate/graduate curriculum (1.0 fte). All tenured faculty vote on tenure decisions regardless of group, with the recommendation going to the Dean, then through the normal University procedure. Otherwise, the Dean's office makes all administrative decisions. View is that having centralized administration and no departments increases efficiency, cohesiveness, and flexibility. This is thought to allow for greater entrepreneurship and innovation in research and curriculum.

**What is your organization vis-a-vis other units on campus, including other academic departments and any research centers that existed prior to the creation of the school?**

There is little to no coordination or relationship between the School and other units on campus. Indiana University is a very decentralized campus and the School operates with very little active consideration to working with other units. The School has its own research centers, but does not collaborate with other centers outside of relationships that may occur on the very occasional basis due to faculty interest. The School's internal institutes/centers are very faculty-centric and typically externally funded, with the exception of a [Public Policy Institute](#) that has been active since 1992. Most of the efforts of the School's leadership is focused on revenue generation, encouraging growth, and grant/contract investments.

**What is the structure of faculty appointments? Are faculty jointly appointed with other units? Does the school grant tenure? Is there a mix of appointments? What is the balance of teaching, research, and service in the school?**

All faculty are fully-appointed in the school, which is tenure-granting. All other appointments are courtesy appointments only. Faculty come from a variety of academic disciplines (economics, political science, policy analytics, environmental science, sociology, law, etc.) and professional backgrounds (academics, public and private sector). The interdisciplinary nature of the School has fueled growth along with having an undergraduate program since the beginning, which was key to the financial success of the School and the ability to attract excellent faculty. The balance of teaching, research, and service are very typical for most academic appointments, with a 2/2 teaching load even if for various reasons (e.g., buyouts related to grants or special initiatives) this is not achieved in practice.

**What is the budget model for the school? How is the financial value of course credit distributed?**

In 1990, Indiana University transitioned to a responsibility centered management (RCM) budget model, very similar to the budget model that the University of Tennessee will operate under this next fiscal year. The academic units at IU currently have three major sources of income under RCM: student fee income, state appropriations, and grant income. Graduate fee income flows directly to the academic school and undergraduate fee income is distributed on the basis of the market share of the previous year's net credit hours. As such, the School made a few strategic choices, in particular, developing an undergraduate degree program and, in most cases, not cross-listing courses to avoid sharing credit hours. The School now has more than 2,000 undergraduate, 600 masters, and 100 doctoral students.

The School credits the undergraduate programs with budget growth and the ability to hire excellent faculty, leading to increases in market share and higher rankings. The School is also very strategic and entrepreneurial in programming, acknowledging that the programs with "management" in the title have the highest enrollment (~350 to 400 majors) followed by law and public policy. These programs include environmental management, healthcare management, and arts management. According to the respondent, policy analysis has not been a strong draw for undergraduate enrollment, although they are some of the most exceptional students. The respondent also noted that undergraduate students often get interested in the School after they are admitted to the University, or fail out of other programs like accounting or engineering. Of the overall enrollment, 30% is from students shifting from other departments such as business, political science, economics, engineering, and public health, while approximately 250 freshmen each year apply for admission to the School directly. The most common direct admits are for law and public policy, followed by environmental management and environmental sciences. Other programs include urban problems and challenges, which drew a lot of students, as well as U.S. administration and policy, which has a very different focus than would be offered in political science. The respondent attributes this to students having a more knowledge about what these degree programs entail. In most other cases, however,

students arrive at IU and discover other opportunities within the School leading them to enroll. What seems to resonate is providing undergraduates with degree programs that allow them to “do well and do good.” The School uses its ability to place students in professional jobs that pay well, such as with private sector firms, particularly government consulting (e.g., Deloitte, Booz Allen, etc.), as well as with local/state/federal agencies and in public service, to attract students. At the master’s level, the School is experimenting with online programs and the introduction of a 1/1 approach-- which has the student being at IU for one year to learn the core curriculum, and then one year in Washington, DC to work and take courses online.

There are sometimes gifts, including the gift of \$30 million that led to its renaming, however this is not a core piece of the budget model. Grants and contracts are also occurring but incidentally, not intentionally, as high-performing faculty seek their own success which often includes such efforts. It is clear that the budget model nearly exclusively focuses on maximizing revenue by offering high-quality and innovative curriculum and related programming to increase credit hours and majors.

**What, if any, recommendations would you make regarding the development of a school of public policy and public affairs?**

The task force can’t do anything about the feelings of faculty on campus, try to address those it can and move on. Focus on leveraging strengths and how the proposed school can be a positive contribution to the State in meeting its strategic priorities. Consider mapping priorities to the Institute of American Civics, which the State has already invested in as a signal of their thinking. When making the case for THEC, think about how the school will improve student outcomes, how it will convert students who would otherwise leave to attend other universities into ones who stay and pursue a degree at the University of Tennessee, remaining in the State after they graduate. Look at student and employer-level metrics, what are they wanting to achieve and what are employers looking to hire? These will be a key component to establishing a successful school. Don’t worry about other research centers, focus on attracting faculty and providing high-quality curriculum that attracts students. The O’Neill school has been very successful in distinguishing itself by using concentrations in its existing Masters in Public Affairs degree (13 concentrations), but the Masters in Public Policy has experienced less demand. The core purpose of the school-- to be the flagship institution of the State, launching the next generation of leaders who are committed to democracy and will inform policies that will allow the country and the world to thrive and be sustainable-- should drive decision-making.

**May we contact you again with additional questions?**

Yes, happy to help.