

Proposal for a School of Public Affairs and Administration

Recommendation to Provost Steven J. Diner

Committee:

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I. RATIONALE FOR SCHOOL STATUS

The Graduate Department of Public Administration, an accredited member of the National Association of Schools of Public Affairs and Administration, proposes the creation of a School of Public Affairs and Administration (SPAA).

Rutgers-Newark can become a nationally and internationally known research-based institution by concentrating resources on existing successful enterprises, in particular the Graduate Department of Public Administration. The experience of the School of Criminal Justice on the Newark Campus strongly indicates that the creation of such an independent school represents a successful form of development.

The establishment of SPAA will contribute to President McCormick's objective of increasing Rutgers' connections to New Jersey and its people. A School of Public Affairs and Administration is consistent with Provost Diner's vision for engaging the campus with the urban community and making the campus a center for professional education throughout the state. The proposed School will be a center of excellence inextricably linked to the future of the campus, and is a natural outgrowth of the campus's urban, professional and public service missions.

The advantages of a separate school--visibility, synergy, and flexibility --underlie our advocacy: a School would provide New Jersey residents and policy makers a clearer image of the public service missions of the campus. SPAA would offer a sharper focus and source of incentives to faculty and staff members within the university. Public affairs and public service missions have become essential to all great universities from Harvard's John F. Kennedy School of Government to the Maxwell School of Citizenship and Public Affairs at Syracuse University. Those public affairs schools are full-fledged professional schools in their own right, and are oriented to research on real world capacity building and problem solving. They influence professionalization of public servants, nonprofit managers and staff members; improvements in managerial processes through systemic analysis; sounder decisions through policy advice to leaders; and greater diversity in the public and nonprofit workforce. The Rutgers University School of Public Affairs and Administration will have the same decisive influence on government and nonprofit organizations and managers.

A School can establish much stronger, synergistic linkages among existing programs. At its core, the School would comprise the Graduate Department of Public Administration, encompassing Ph.D., Masters and Certificate Programs, as well as the Department's National Center for Public Productivity. That core would, by itself, represent a critical mass of faculty, students and research staff--at least the equal of many schools of public administration nationally. In terms of scope, mission and resources, it would follow the model of the notably successful School of Criminal Justice at Rutgers-Newark.

The new unit will have degree-granting authority for the degrees of Master of Public Administration and Executive Master of Public Administration, and for the Master of

Public Health Program (jointly with UMDNJ and NJIT). The Graduate-School Newark will continue to award the Ph.D. in Public Administration and continue to be the school of enrollment for the doctoral students.

Linkages require flexibility and the power to follow through quickly to exploit possible synergies. Presently, however, the Graduate Department of Public Administration does not have the flexibility or the power to pursue quickly linkages that faculty members cultivate or that simply appear. Presently, review and discussion move to decision through several administrative levels greater than would be the case with a School. Few decisions at the Department level may be made without advice and consent from decision-making bodies in the very large Faculty of Arts and Sciences. For instance, FASN committees and the full faculty must approve tenure and promotion decisions, as well as innovative proposals for articulation with undergraduate programs. The net result is that we often miss key opportunities to serve the citizens of New Jersey and elsewhere. Public administration has clearly outgrown the normal stature and scope of a department. The proposed School would implement a more efficient management structure, and more responsive, streamlined systems for research, curricular innovations and public service.

Building on the base of the Graduate Department of Public Administration, the School could enter into formal discussions with other possible academic partners: free-standing units such as the School of Criminal Justice, the Rutgers School of Business, the Law School and the Institute on Education, Law and Policy, the Cornwall Center for Metropolitan Studies, and individual faculty throughout the campus with compatible interests. The public administration faculty already has a track record in such areas and substantial ties with many of those programs and individuals. An undergraduate major is also a possible future element of such a school, tapping into a rapidly growing interest among undergraduates in community and public service. By creating greater visibility for public service as a career path, it would encourage enrollment in the M.P.A. and related graduate degrees.

The faculty in Public Administration has a long and distinguished record of conducting applied research in areas of critical importance to New Jersey and to the broader public sphere. The work of this faculty is particularly important to the State in a tight fiscal environment:

- adding value through productive use of tax resources,
- measuring and improving the efficiency and effectiveness of municipal services,
- facilitating citizen participation in decisions that directly affect the quality of life,
- improving the delivery of a broad range of services,
- producing policy advice and management information on capacity building,
- training to professionalize the government and nonprofit workforce, and
- providing steady encouragement for efforts to increase diversity in the staffs of government agencies and nonprofit organizations.

The Graduate Department of Public Administration provides the leading instructional programs in the State that educate professionals for all levels of government, as well as

not-for-profit and health care service providers. Just as important, it supplies research-oriented doctoral graduates to colleges and universities with programs in public affairs and administration. Linking research and teaching, the Department is building managerial, organizational and analytical capacities for the public sector in the state, the region, the country, other nations and international organizations. A School would more effectively enable communities and agencies in New Jersey to profit from the lessons of innovation and implementation our research has identified. Many of the issues that bedevil New Jersey emanate elsewhere in the region, and many of the solutions require cross-regional partnerships of infrastructure, security and management—partnerships SPAA could broaden or motivate.

In terms of scope and reputation, the Graduate Department of Public Administration is now functioning as the foundation of a School. The Department is nationally and internationally recognized as an excellent venue for research, publications and public service. It offers a wide array of degrees and certificates:

- Ph.D. in Public Administration
- Master of Public Administration (M.P.A.)
- M.P.A.-Executive Program;
- Joint B.A. or B.S./M.P.A.
- Master of Public Health
(Joint Program with NJIT and UMDNJ)
- Certificate Programs in:
 - Nonprofit Management
 - Advanced Professional Training in Public Administration
 - Citizen-Driven Government Performance
 - Urban Educational Administration and Leadership
(Effective Summer 2006)

The Department and its programs are recognized nationally and internationally, and the Department is highly ranked: 11th in Public Management, 16th in Urban Administration, 26th in Public Affairs, and 28th in Budgeting and Financial Management (U.S. News and World Reports, 2005).

There is no such School of Public Affairs and Administration at a public institution in New Jersey, and the proposed School would not compete with other schools within the State. Virtually all great multi-campus universities have multiple foci for public affairs and public policy. SPAA, as proposed, and Bloustein certainly have overlapping interests, which is entirely appropriate to a multi-campus system. Bloustein has evolved from an emphasis on planning to a broader public policy school, but one which also has state and local government interests, through its Center for Governmental Services, a non-degree service unit. SPAA, as proposed, has evolved from a public administration and management foundation, and would appropriately be termed a school of public affairs with potential policy interests. A third unit, in Camden, the Department of Public Policy and Administration, also represents parallel interests. The Newark and Camden programs are accredited members of the National Association of Schools of Public

Affairs and Administration; the Bloustein School is not a member of that association, but is a member of the Association for Public Policy Analysis and Management. We anticipate a great deal of cooperation with both the Bloustein and Camden programs, and it is important that SPAA not infringe on the excellent work of such Bloustein components as the Center for Governmental Services.

There is a great deal of momentum in public administration education, and has been for some time. The last decade has marked the creation of many schools, most of which were created from one or more established departments and institutes. In particular, the University of Georgia has established the School of Public and International Affairs from the foundation of a discipline-based department. That School now ranks higher than the preceding department. Almost ten years ago, Baruch College established a School of Public Affairs from a departmental base, and that School is now flourishing and increasingly influential in municipal and state affairs. As noted above, our Graduate Department of Public Administration is ranked 11th in Public Management and Administration, and virtually all of the higher ranking entities, and many of those ranked below us, are now organized as schools (some are schools within larger colleges). The proposed School of Public Affairs and Administration would be larger, in terms of faculty and students, than many of the schools ranked in the top fifty programs in public management. Only seven of the schools rank higher or now have larger enrollments, two are virtually the same size, and the remainder are smaller than the Graduate Department of Public Administration at Rutgers-Newark.

Of note, as a function of the scope of our activities and our strong reputation, many of our colleagues nationally and internationally, and the majority of our students, routinely assume our department is a School, referring to it as such.

Public Administration is arguably the largest and most rapidly growing department within the Graduate School-Newark, with nearly 300 degree and certificate students. The Department has been asked to take on new initiatives, in particular a Certificate Program/Specialization in Urban Educational Administration and Leadership, participation in the Ph.D. Program in Urban Systems, and a possible undergraduate major. The Department's National Center for Public Productivity (NCP) has a long-standing relationship with the Fund for New Jersey, and for several years has received significant funding from the Alfred P. Sloan Foundation to conduct research on citizen-driven government performance and to establish an online certificate in Public Performance Measurement. The certificate program attracts a substantial New Jersey, national and even international audience, and will undoubtedly help generate more applications to the Department's degree programs.

Other National Center project initiatives serve the citizens of New Jersey. For example, the National Center recently received funding from the President's Research in Service to New Jersey initiative to establish a Performance Measurement System for New Jersey Municipalities; that project is also being supported by the New Jersey Department of Community Affairs. Furthermore, the Department is very visible internationally--particularly via the United Nations and in Asia, the Caribbean and Europe--and those

partnerships are poised for substantial growth in terms of research and publications in e-governance, performance measurement and improvement, privatization and budgeting/fiscal policies.

The establishment of a School would provide a unique opportunity to raise funds, particularly if we were to seek an endowment linked to a naming opportunity. The Department, its programs and the National Center now generate substantial external funding, and designation as a School would certainly increase opportunities to build on that funding base.

A window of opportunity is now open for the creation of a School of Public Affairs and Administration. That opportunity is a function of several parallel developments: the sharply higher rankings of the Department; a very favorable reaccreditation review report that concluded with a pointed suggestion that the Campus should consider the elevation of the Department to School status; and the significant state, national and international profile it has established. A School of Public Affairs and Administration can contribute important mission-oriented research, degree and public service programs to the establishment and growth of Rutgers-Newark, and to the underlying public service mission of the University.

II. DEPARTMENTAL SCOPE

In terms of scope and reputation, the Graduate Department of Public Administration now functions at the level of a School, as evidenced by a broad array of educational, research and service initiatives:

A. DEGREE AND CERTIFICATE PROGRAMS

Ph.D. in Public Administration

Initiated in 1994, the Ph.D. in Public Administration is now recognized as a leading program in the field.

The goal of the doctoral program is to train prospective faculty, researchers, and public sector leaders. The program gives special emphasis to training women and minorities. The Ph.D. in Public Administration requires 48 credits of course work beyond the attainment of a relevant master's degree. The curriculum includes 12 credits in theoretical foundations, 12 credits in performance applications, and 12 credits in research methodology. Areas of possible concentration (an additional 12 credits) include productive public management; comparative public administration and global governance, public policy analysis, and urban systems. Specialized concentrations and courses are also available in such areas as organization theory and behavior, leadership, ethics, budgeting and public finance, and quantitative methods. All students are expected to gain teaching experience and to attend seminars on teaching objectives and methods.

Through disciplined research, the Ph.D. in Public Administration seeks to expand the problem-solving capacities of universities, independent research organizations, and government agencies. Such entities are routinely expected to conceptualize and carry out research relevant to the processes of acquiring human, fiscal, physical and informational resources; utilizing those resources efficiently and effectively; and producing desired social outcomes.

Master of Public Administration

The Department's Master of Public Administration degree is ranked 11th nationally and is accredited by the National Association of Schools of Public Affairs and Administration.

The M.P.A. degree prepares a student for government and non-profit service. As public administrators, students confront some of the toughest challenges facing society today. Students and faculty associated with the Department have a commitment to public service as well as a commitment to education. The MPA is an interdisciplinary and inter-institutional program of professional training for those working in or preparing for careers in the public and nonprofit sectors, or the intersection of the public and private sectors. The objectives of the MPA program are to provide students with basic competencies in the context of a broad understanding of the field -- the complexities of urban and suburban problems, operation of public and nonprofit organizations, responsibilities of management, and expectations and rights of citizens and clients. Competencies include the ability to define public problems, to analyze quantitative and qualitative data, to develop and communicate creative solutions, and to implement ethical and practical courses of action.

Executive MPA Program

The MPA/Executive Program will admit its 21st class in January of 2006, and has graduated almost 500 executives who are at the very highest levels of state, county and municipal government in New Jersey.

The Executive Master in Public Administration Program has been tailored to meet the needs of select public and non-profit managers with at least six years of significant managerial experience. The program prepares seasoned managers for executive-level leadership by providing a solid knowledge base and the competencies necessary for successful practice in government and nonprofit organizations.

As part of the MPA program, the Executive MPA is also accredited by the National Association of Schools of Public Affairs and Administration. The typical applicant will have more than a decade of experience in public and/or nonprofit management. Courses in the program include Analytical Methods, Strategic Planning, Human Resource Administration, Ethics, and Government Budgeting, as well as planning and methodology courses.

Joint BA or BS / MPA

Initiated in 2002, this five-year program makes it possible for qualified students to earn a baccalaureate degree from the Newark College of Arts and Sciences or University College–Newark, and a master’s degree from the Graduate School–Newark. The program is designed for the highly motivated student who has decided at an early stage in his or her studies to pursue a career in public administration.

Master of Public Health

Affiliated with the newly created New Jersey School of Public Health, the Newark program is a joint venture of Rutgers-Newark and the University of Medicine and Dentistry of New Jersey (UMDNJ-Newark). Between 1999, when the program accepted its first class, and 2004, the population of matriculated and non-matriculated students enrolled in classes on the Newark campus has gone from 41 to 119, comprising 35% of the total student population in the SPH. The program accepts an average of 40 of the 70 plus students who apply annually and enrolls approximately 30. At present, approximately 67 MPH students are enrolled and take public administration classes. The majority of enrollees in the MPH program come from Essex, Middlesex and Monmouth counties, though students also come from 15 states and 11 countries. Fieldwork projects include placements in NJ County Health Departments, hospitals, NJ-based health coalitions, drug companies and a range of nonprofits dealing with health and health-related issues in and around Essex county. Graduates have found employment at the Centers for Disease Control, County Health Departments in NJ, and as heads of Tuberculosis Control in Oregon, the Latina Health Coalition in NYC, the Gay and Lesbian Health Coalition in NY, the AIDS Coalition in NJ and the Healthy Start program in Newark.

Certificate in Nonprofit Management

The Public Administration Certificate Program in Nonprofit Management is designed for: (1) nonprofit or private sector practitioners who want to take graduate courses in nonprofit management without applying for the MPA degree, (2) graduate students who want to explore a career in nonprofit management, or (3) individuals who possess a graduate degree and need to develop managerial knowledge and skills. The Certificate is offered in the summer, and course enrollments typically are at the maximum limits.

Certificate of Advanced Professional Training in Public Administration

Students who complete successfully a 12-credit sequence of designated courses are awarded a certificate of advanced professional training. The certificate program is particularly useful for professionals holding a master’s degree in areas such as nursing, education, or social work. Students seeking the Certificate of Advanced Professional Training in Public Administration normally complete four core courses: Introduction to Public Administration, Public Organizations, Political Economy and Public Administration, and Government Budgeting Systems.

Certificate in Urban Educational Administration and Leadership

Opening in January of 2006 (pending final approval by NJ Department of Education), this program will be a stand-alone certificate designed for educators and others with Masters degrees who aspire to be school administrators, or it may be taken as a specialization within the M.P.A. Program. Emphasis will be placed on the educational decision-making process, urban education policy, leadership, curriculum and instruction assessment, and urban school reform, in addition to the basic legal structure of the public education system.

B. RESEARCH IN SERVICE TO NEW JERSEY AND THE WIDER PUBLIC SPHERE

The Department serves the State, and the wider public sphere, via extensive research, publications and training. Many of these initiatives are supported by the Department's National Center for Public Productivity (NCPP), the only university center in the United States that is devoted to public sector productivity improvement. Examples of department-based projects, including those run through the National Center, in the past five years are listed below:

Developing a Plan for Reestablishing Local Control in the State-Operated School Districts

In conjunction with the Institute on Law, Education and Public Policy of the Rutgers-Newark School of Law, Profs. Holzer and Miller co-authored a four volume report. It was presented to the New Jersey Commissioner of Education, and was followed by ongoing work with the Commissioner and the State Legislature to implement the report's recommendations.

Local Government Financial Benchmarks

Citizens of New Jersey have attributed economic and political instability to the heavy reliance on local government service delivery and the opaque financial management consequences of decisions made by local government officials. Professor Gerald J. Miller completed four studies on financial benchmarks for municipalities and counties in New Jersey to help reduce this opacity. The studies used financial statement ratio analysis. The four studies included:

- 1) a comparison among the five largest New Jersey cities;
- 2) a comparison among the five largest New Jersey cities and similar cities across the United States;
- 3) all New Jersey cities of more than 50,000 population with similar cities in the United States; and
- 4) all New Jersey counties with similar counties in the northeastern United States.

State Police Training

The Graduate Department was approached by the Police Institute of the School of Criminal Justice several years ago to help design a management curriculum for upper level managers within the New Jersey State Police (i.e. Captains and above). The training had been requested by the Office of the Attorney General in response to a consent decree with the federal government requiring changes in practices and procedures employed by the New Jersey State Police. The Graduate Department designed a ten day (in-residence) course for approximately 25 participants and the course has been offered three times, and to date the initiative has trained over 75 personnel from the New Jersey State Police and other local police departments.

City of Newark Computerized Permit Process

Under the direction of Prof. Byron Price, the National Center has just completed a comparative analysis of computer-based programs for processing and tracking building permits, and has recommended that the City of Newark evaluate three such packages. This project has the potential for lowering barriers to economic development, for creating a customized system, and for developing a model that can be adopted throughout the State.

Comprehensive Analysis of the Management and Organizational Effectiveness of the New Jersey Commission on Science and Technology

The FY 2003 State Budget passed by the New Jersey Legislature eliminated funding for the New Jersey Commission on Science and Technology (NJCST) operations and transferred NJCST grant funds to the New Jersey Economic Development Authority (EDA). By line item veto, Governor James E. McGreevey struck the language transferring NJCST funds to EDA and inserted veto language that required the Department of Treasury to conduct a comprehensive analysis of the New Jersey Commission on Science and Technology. The Department of Treasury contracted with the Department's National Center to conduct this analysis and prepare recommendations by November 2002.

New Jersey Commission on Jobs, Growth, and Economic Development

Following its assessment of the New Jersey Commission on Science and Technology (NJCST), the NCPP has worked closely with the New Jersey Commission on Jobs, Growth, and Economic Development regarding future science and technology policy.

Organizational Effectiveness Study of the New Jersey Department of Health and Senior Services

The National Center conducted an organizational effectiveness study for the New Jersey Department of Health and Senior Services. The NCPP project team presented a broad array of process and policy recommendations intended to enhance efficiency and

effectiveness. Those recommendations required extensive changes in established practices.

Municipal Transparency

Prof. Suzanne J. Piotrowski is beginning a new research project *Municipal Transparency: The Case of New Jersey Governments*. This project has already received funding through the Louis and Samuel Pratt Foundation for Open Government based in the Rutgers University School of Law and the Rutgers University Research Council. Transparency is the ability to find out what is going on inside of government. In varying contexts, governmental transparency is referred to as freedom of information or open government. Transparency is a central component of democratic accountability. Only after identifying the actions or inactions of a government, or entity working on behalf of a government, can public officials be held accountable. The level of transparency varies to a great degree by organization. The aim of this study is to better understand levels of openness in United States local governments. New Jersey municipalities are the population. This research addresses problems of governmental transparency in New Jersey municipalities; analyzes and categorizes these municipalities into a typology by varying levels of openness; and develops a municipal transparency best practices model. The project is informed by the work of the New Jersey Foundation for Open Government (www.NJFOG.org), of which Dr. Piotrowski is a member of the executive board.

Adoption of E-government at the Local Level: An Analysis of New Jersey's Ten Largest Municipalities

Prof. Marc Holzer and Ph.D. alumni Dr. James Melitski addressed the ecological and bureaucratic reasons why local governments adopt new technologies such as e-government. Holzer and Melitski examined competing theories for successful adoption of e-government at the local level and conducted a content analysis of New Jersey's ten largest municipalities. Based on such analysis, recommendations were made for researchers and practitioners interested in improving their use of the Internet to disseminate information, as an instrument for processing transactions, and as a tool for facilitating dialogue and citizen participation in local government.

Reinventing Newark Exhibition

In November and December, 2005, the Graduate Department of Public Administration presented a visual arts exhibition in the Paul Robeson Campus Center Art Gallery, entitled "Reinventing Newark- 1901 to 2005". The exhibition, organized by Profs. Marc Holzer and Elizabeth Strom (Political Science), built on two years of research and input from doctoral student Lois Redman-Simmons. On display was a collection of 20th century digitally re-mastered drawings and site plans for the City of Newark that represent inspiring but as yet unrealized visions of architects and urban planners. The main purpose of the exhibition was to present a forum for viewing, discussing, and interpreting the urban planning processes in Newark during that period. It was expected that audiences would find new ways to interpret the city, gaining an appreciation for the

ways in which the arts intersect with economic activity and government processes, and how engaged citizens can continue to have an impact on the shape of the city.

"Reinventing Newark" included a public program comprising an opening ceremony on November 2nd with guest speaker the Newark historian Charles F. Cummings, and a symposium of distinguished scholars on November 30th.

Property Tax Analysis Initiative

For decades, it has been recognized that the startling disparate local property tax burden combined with the heavy reliance on property revenues for funding public education is at the center of reform debates. As in the case of *Abbott v. Burke*, court case driven reform proposals often address more issues than solving the current problems. Prof. Tae Ho Eom is conducting research that will 1) illuminate the distorted features of the current property tax system in New Jersey; 2) analyze the impacts of Abbot-parity aid; and 3) propose a new state aid system that explicitly and systematically reflects the cost and environmental differences among school districts.

Citizen-Driven Government Performance

The National Center is an integral part of the Alfred P. Sloan Foundation's "Performance Assessment of Municipal Governments Program," which has been encouraging the creation and widespread adoption of measures of municipal government performance that objectively measure outcomes that matter to people. The Program's approach emphasizes citizen involvement to ensure that what is measured is what matters to citizens and that the data are not corrupted by the natural desire of officeholders to report favorable outcomes. In support of that program, and under the direction of Prof. Marc Holzer, the National Center has received a series of project and curricular grants from the Sloan Foundation to encourage the development and widespread adoption of citizen-based performance assessments. Most recently, that support has enabled the National Center to develop a certificate program designed for public managers at the municipal, state and federal levels. The certificate is offered online, via modules with guided instruction by the staff and faculty.

New Jersey Performance Measurement Consortium

NCPP has undertaken a special initiative to facilitate the use of performance measurement in municipal governments in New Jersey through the development of a Performance Measurement Consortium. To this end, NCPP is collaborating with a small group of municipalities to identify useful performance measures, analyze and graphically display results, provide online training, and develop a database for trend analysis and benchmarking. The project goal is to work with committed municipalities to create a system of measurement that can be used by the elected and appointed officials to assess the jurisdiction's performance over time and in comparison to other jurisdictions. NCPP intends to offer this service to all municipalities in New Jersey.

E-Governance Institute

The E-Governance Institute is a unit within the Department's National Center. Its mission is to explore how the World Wide Web and other information technologies (IT) have and will continue to impact on the productivity and performance of the public sector, and how e-government fosters new and deeper citizen involvement within the governing process. The Institute is committed through its work to supporting the gathering and sharing of knowledge, information and data in order to increase the understanding of how e-government can strengthen the fundamental partnership between the public sector and private citizens.

The National Center's E-governance Institute is now conducting three studies:

Worldwide City Web Site Ranking.

In 2003, the E-governance Institute conducted the first Worldwide City Web Site Ranking which evaluated the current practice of digital governance in municipalities worldwide. Simply stated, digital governance includes both digital government (delivery of public services) and digital democracy (citizen participation in governance). Specifically, we analyzed security, usability, and content of web sites, the type of online services currently being offered, and citizen response and participation through web sites established by city governments. This research evaluated the official web sites of each city in their native languages between June and October of 2003. Our instrument for evaluating city and municipal web sites consists of five components: 1. Security and Privacy; 2. Usability; 3. Content; 4. Services; and 5. Citizen Participation. For each of those five components, our research applies 20 measures. Thus, our research instrument goes well beyond previous research. Based on the evaluation, of 84 cities in 2003, Seoul, Hong Kong, Singapore, New York, and Shanghai are the top five cities in the world among UN member countries, followed by Rome, Auckland, Jerusalem, Tokyo, and Toronto.

E-government Best Practices in Municipalities Worldwide

This research, conducted jointly with the Seoul Development Institute, aims to identify innovative, creative, and effective e-government programs in municipalities around the world. Through case studies, we will recognize and analyze exemplary e-government programs in five categories: privacy/security, usability, content, service, and citizen participation. Development processes and success factors will be highlighted. Publicizing best practices in e-government will encourage both elected officials and public officials to develop entrepreneurial programs by sharing and emulating best practices around the world. In addition, cases can be used as class materials for teachers and students.

New Jersey 311 System

At the initiative of Governor Codey and President McCormick, the National Center is working with the State's Office of Information Technology and the Alfred P. Sloan

Foundation to explore the feasibility of a statewide 311 System. In addition to offering citizens a convenient way to contact municipalities and state government for information and services, the 311 center could provide government managers with performance measures to assure that problems are resolved on time and on budget. A 311 system would underscore a philosophy of customer service. It would function as a proactive management tool to highlight the volume and types of calls, and the length of time it takes for them to be dealt with. Data from incoming calls could be tracked and reviewed with the customer relationship management (CRM) software that most cities use. The objectives of a 311 system include: access, customer (citizen) service, efficiency and security.

Institute on Social Capital

The mission of NCPP's Institute on Social Capital is to study, support, construct and strengthen cooperative connections and generalized trust, both internal and external, within the community, private and government sectors, especially in Newark and Essex County, New Jersey. The Institute will serve as a resource center for citizens, scholars, students, paid and volunteer agency staff and directorates, private sector donors, and government sector entities and staff which interact with and depend upon the private sector for the delivery of publicly-funded services to the community.

Scholarly Journals

The NCPP supports four scholarly journals: *Public Performance & Management Review (PPMR)*, *Public Voices*, *Chinese Public Administration Review (CPAR)*, and the *Journal of Public Management and Social Policy*.

Public Performance and Management Review (PPMR) has been published since 1975 and is a highly respected journal. In a 1994 survey of journal editors published in the *Public Administration Review (PAR)*, *PPMR* was the second most highly rated journal in the field. The journal is now being added to JSTOR, and is indexed or abstracted in Accounting and Data Processing Abstracts, ANBAR Management Publications, Business Periodicals Index, Cumulative Index to Nursing and Allied Health Literature (CINAHL), Local Government Information Network (LOGIN), Personnel Literature, Personnel Management Abstracts, Political Science Abstracts, Public Affairs Information Service (PAIS), Recent Publications on Government Problems, Urban Affairs Abstracts, and Wilson Business Abstracts. *PPMR* is co-sponsored by the American Society of Public Administration's Section on Public Performance and Management and is published by M.E. Sharpe, Inc.

Public Voices is a unique journal that focuses on historical, artistic and reflective expression concerning public administrators and the public service. It is the official journal of the Section on Historical, Artistic and Reflective expression of the American Society for Public Administration.

The *Chinese Public Administration Review* is the first international academic journal specifically addressing the issues of Chinese public administration: administrative reform, public policy, administrative law, public productivity improvement, performance measurement, civil service, social security, public finance, e-government, intellectual history of public administration in china, and comparative public administration.

The *Journal of Public Management and Social Policy*, sponsored by the Conference of Minority Public Administrators, has also recently relocated to the Department after a national competition for a new publishing locus. Promotion and production of the journal is being supported by the Department through the National Center.

Secretariats

Northern New Jersey Chapter of the American Society for Public Administration (NNJ-ASPA)

Rutgers University-Newark, Graduate Department of Public Administration maintains correspondence for the Northern New Jersey Chapter of the American Society for Public Administration. NNJ-ASPA is an organization comprised of people with current information in public, nonprofit, and private sector areas, and who challenge the discipline to make public service what it is today. They advocate for greater effectiveness in government; agents of goodwill and professionalism; purveyors of progressive theory and practice; and providers of global citizenship. NNJ-ASPA believes that by addressing public service issues, embracing new ideas and affecting change at the state, national and international levels, we can enhance the quality of lives worldwide. The Chapter includes members throughout the northern region and the state, and maintains national connections. Current and past presidents are alumni of the Department, and several council members are faculty or students.

National Forum of Black Public Administrators

The Graduate Department has recently been invited to act as the Secretariat for the Northern Division of the New Jersey Chapter of the National Forum of Black Public Administrators. The Department is enthusiastic about supporting this affiliation, which will contribute to its diversity and networking efforts.

Chinese Public Administration Society

The Graduate Department serves as the Secretariat for cooperation between the American Society for Public Administration (ASPA) and the Chinese Public Administration Society, a project which includes an academic journal (*Chinese Public Administration Review*), biannual conferences at Renmin University in Beijing, translations of books and journal articles, exchanges, etc.

United Nations Division of Public Administration and Public Economics

The Graduate Department serves as the Secretariat for cooperation between ASPA and the United Nations Division of Public Administration and Development Administration, including publication support for the U.N. Public Administration Network, and participation of several faculty at the bi-annual Meeting of Experts on Public Administration.

Korean Association of Public Administration

The Graduate Department has recently been designated by ASPA to serve as the Secretariat for cooperation between ASPA and the Korean Association of Public Administration, including publication projects and conferences.

Africa Institute of South Africa

The Graduate Department is pursuing an initiative with the Africa Institute of South Africa, in conjunction with the World Bank, to support E-Governance and citizen participation innovations in central Africa.

These and other international projects, such as widespread faculty participation at conferences throughout the world, have established the Department as a respected and welcoming locus for research, collaboration and study by a diverse mix of faculty and students.

Faculty also provide valuable individual service to New Jersey's agencies and not-for-profit organizations via their membership on boards, commissions, and governing bodies, including:

- Above the Rim, Community-based organization in Newark, New Jersey
- Casa Israel, Adult Medical Day Care Center, Newark, New Jersey
- Center for Civic Responsibility
- Charter School Accountability Project in Newark
- Excellence in Essex County
- Governor's New Jersey School Security Summit
- Institute for Women's Policy Research, Washington D.C.
- Leadership Newark, Panelist
- National Institute of Health, Special Emphasis Panel on Children
- Newark History Society
- New Jersey Commission on Jobs and Economic Growth
- New Jersey Committee, Regional Plan Association
- New Jersey Department of Education and Assembly Education Committee on Takeover Legislation
- New Jersey Foundation for Open Government
- New Jersey Legislature, State Commission of Investigation

- New Jersey State Police, Consultant on Personnel Policy, Office of the Attorney General of New Jersey
- New Jersey State Police
- Northern New Jersey Chapter, American Society for Public Administration
- State of New Jersey, Office of the Attorney General, Domestic Security Preparedness Task Force
- Transition Team Citizen Services, Essex County Executive

III. ADDITIONAL POTENTIAL PROGRAMMATIC ACTIVITIES

Undergraduate Public Administration Program

At the initiative of the Provost, Prof. Riccucci chairs a committee, comprised of representatives across departments, to explore the opportunities presented by undergraduate educational programs within the field of public service, broadly defined. The committee is charged with developing an interdisciplinary curriculum in public service and civic engagement that might significantly broaden the Department's existing program offerings. A comparison of existing models of undergraduate civic education programs is currently underway.

Metropolitan Data Bank Project

The NCPP is working to develop a fully integrated repository of data sets that will serve to inform research and policy related to urban issues of critical importance to the people of New Jersey, such as economic development, land use changes, evaluation of school investments, and criminal justice. The broad types of data that can be incorporated within the data bank will include governmental administrative activities, geographically specific information, service condition assessments, and survey data from citizens, businesses, etc. A major goal will be to improve the performance of urban governments by empowering stakeholders with transparent, accessible and salient information on the activities and performance of those governments. Those stakeholders include citizens, businesses, not-for-profits, public agencies at other levels, the media, interest groups, elected officials, etc. An urban data bank could link community asset inventories, service quality conditions, citizen opinions and other important elements of urban life. Potential outcomes of inter-disciplinary and multi-dimensional research analyses stemming from the data bank are improved service delivery, better policy and fiscal decision making, improved accountability to citizens, and enhanced coordination of community efforts.

Election Management Certificate

An Election Management Certificate would train individuals in county elections procedures and voting systems in New Jersey. Emphasis would be placed on the responsibilities of elections officials, voter registration, write-in candidates, absentee and provisional balloting, polling place regulations, challengers, training municipal election

workers, and Election Day procedures. The technical aspects of voting systems would be stressed as well.

Ph.D. in Urban Systems

The proposed School might serve as the administrative locus for the Ph.D. Program in Urban Systems, which is built upon the unique strengths of New Jersey's three senior public research institutions: New Jersey Institute of Technology, the University of Medicine and Dentistry of New Jersey, and Rutgers, The State University of New Jersey at Newark. The program is designed to prepare students to develop research-based knowledge in urban systems and to participate in the development, implementation, and evaluation of policy and services for urban populations. Students in the program have full access to library, computing, and other student services at all three campuses. The program is designed as a 48-credit program with three major specializations: (1) urban health systems, (2) urban environment studies and (3) urban educational policy.

IV. DIVERSITY

There is extensive interest among minorities in earning credentials in public administration, and large numbers of minorities are seeking opportunities for such advancement. The Department takes seriously its responsibility to foster such access for groups which may historically have been underrepresented. Recognizing that the need for equal employment opportunity and affirmative action within the public and voluntary sectors is very real, we have taken initiatives to encourage minority applicants, and we will continue to actively seek to recognize and recruit a diverse student body. More than 70% of our students are minorities, and almost 60% are female. In the associated MPH program, approximately 65% of the student body are members of ethnic groups other than white, North American, European clusters.

Total Department Student Enrollment and Diversity

Year	TOTAL	Minority (%)	Female (%)
Fall 2004	272	195 (72%)	158 (58%)

MPA Enrollment

Year	TOTAL	Minority (%)	Female (%)
Fall 2004	212	154 (73%)	132 (62%)

Ph.D. Enrollment

Year	TOTAL	Minority (%)	Female (%)
Fall 2004	60	41 (68%)	26 (43%)

Mentoring

The faculty are particularly committed to mentoring minority students at both the Masters and Doctoral levels, and that reputation for supporting such students is evident in our strong minority enrollments as evidenced by the figures above (73% of Masters students and 68% of Doctoral students). In particular, the Department has supported the enrollment of minority students at the Diversity in Academia Symposium at the Annual Conference of the American Society for Public Administration. Of note, Dr. Kyle Farmbry, who has taken the initiative to establish that Symposium, has joined our faculty as of the fall of 2005. Professors Marc Holzer and Byron Price are regular presenters at the seminar. Attendance at that Symposium by Rutgers-Newark students facilitates additional opportunities for mentoring from other African-American and Hispanic faculty nationally. The Doctoral program now has a supportive network of some forty alumni, primarily minorities and women, who provide support, guidance and opportunities to each other; that network is mirrored by an equally supportive network among our sixty active doctoral students. The Department's reputation as a welcoming environment for minority students is among the strongest in the nation.

Faculty Diversity

The Department has made a particular effort to diversify its faculty. Of the last six faculty hired on tenure-track lines, two are African-American, one is Asian, and the other three hires are women. Those hires include faculty with particular research interests in diversity:

Kyle Farmbry has been involved in research and program development related to diversity for several years. Recently, he published a chapter in *Diversity and Public Administration* (published by ME Sharpe), and a case study on municipal facilitation of minority enterprise development for the International City Managers Association. He currently has work in progress on diversity that explores processes of civic engagement and recent immigrant communities. In addition to his diversity research agenda, Farmbry recently initiated a collaborative effort known as Diversity in Academia, which aims to increase the number of students from underrepresented communities who are pursuing doctoral degrees in public administration and public affairs.

Byron E. Price chairs the Department's Diversity Fund to help academically excellent students defray costs associated with their matriculation. Professor Price speaks and recruits students and potential faculty members at minority conferences such as the Conference of Minority Public Administrators and the National Forum of Black Public Administrators. He is committed to making education an obtainable goal for students who otherwise would not have that opportunity because of financial barriers. At his initiative, the Department has been selected to publish the *Journal of Public Management*

and Social Policy, the official journal of the Conference of Minority Public Administrators.

Norma M. Riccucci is a nationally recognized leader for her work in the area of diversity management. She has devoted a good part of her career to promoting diversity initiatives. In addition to an extensive record of publishing and teaching in this area, she has been actively engaged in university and community efforts to strengthen cultural diversity programs and endeavors throughout the country. She has given keynote addresses on promoting and valuing diversity at conferences and has participated in national teleconferences on the importance of diversity to organizational effectiveness. Prof. Riccucci has led diversity initiatives at academic institutions, and sits on a number of national boards and committees devoted to improving and managing diversity efforts. Her work on diversity has been recognized in a number of ways, most recently through a national award on research excellence from the Section for Women in Public Administration of the American Society of Public Administration.

Diversity Fund

The establishment of a Diversity Fund is one more example of the commitment of the faculty. In April 2004, Prof. Marc Holzer was awarded the University's Human Dignity Award for the diversity and community evident in the Graduate Department's doctoral program in public administration, and the stipend attached to the award has been used to establish a Diversity Fund, chaired by Prof. Byron Price. The Department has raised additional funds, the fund now exceeds \$10,000, and an expanded fundraising effort is in progress. Financial support to students from that fund has already begun to result in increased rates of retention and academic success.

The goals of the Diversity Fund are to:

- increase cultural, ethnic, racial, geographical, and gender diversity within the graduate student body in the Graduate Department of Public Administration through continued attention to recruitment, and retention;
- foster discussion of diversity inside and outside the classroom;
- provide programs which enhance experiential learning about other cultures and people;
- pursue long-term goal to increase the number of minority students pursuing masters and doctoral degrees;
- increase the number of minority students that matriculate to our MPA and doctoral program;
- increase the number of graduate fellowships in the department that minorities may benefit from;
- build a research budget to support dissertation research for minorities;
- increase the diversity of the nation's college and university faculties by increasing their ethnic and racial diversity—long-term;
- maximize the educational benefits of diversity; and
- increase the number of professors who can and will use diversity as a resource for enriching the education of all students.

Minority Conferences

The Graduate Department has made a particular effort to be active and visible at key minority conferences in public administration, and that effort has produced increased opportunities for visibility and applications from faculty and students of color. Most recently, for example, the Department sent a delegation of faculty and staff to the Conference of Minority Public Administrators meeting in Corpus Christi, and to the National Forum of Black Public Administrators in Richmond. Those meetings, at which the Department was very visible, resulted in more than two thousand contacts.

V. DEGREES CONFERRED

Class of 2004	
Graduate School-Newark: Master's	199
Graduate Department of Public Administration: MPA	55
MPA degrees as a percentage of all Master's degrees conferred through the Graduate School-Newark	28%
Graduate School-Newark: Ph.D.	49
Graduate Department of Public Administration: Ph.D.	10
Public Administration Ph.D. degrees as a percentage of all Ph.D. degrees conferred through the Graduate School-Newark	20%
Graduate School-Newark: Total graduate degrees	248
Graduate Department of Public Administration: Total graduate degrees	65
MPA and Public Administration Ph.D. degrees as a percentage of all graduate degrees conferred through the Graduate School-Newark	26%

VI. FACULTY

The faculty of the Department represent a strong group quite capable of staffing a School. It is a group with interests in public sector productivity and performance, financial management, accountability, leadership, and executive management, health care, community activism, the nature of policy making, implementation, open government, and civic education. The diversity of the Rutgers-Newark Public Administration faculty compares very favorably with other public affairs schools. The environment of the Department offer opportunities for scholarly interaction, and the Ph.D. program is a major development that greatly enhances the opportunities for such interaction. In addition to a substantial core faculty, a distinguished group of faculty from other units regularly teaches core courses and participates in research and service projects.

Some three dozen faculty teach in the Department:

Core Faculty (Budgeted to Department)

Name	Title	Tenure Status	Administrative Unit	Degree and Field
Marc Holzer	Professor II and Chair	Tenured	FASN-Public Administration	Ph.D. Political Science University of Michigan
Raphael J. Caprio	Professor I	Tenured	Central Administration	Ph.D. Rutgers University
Dennis Gale	Professor I	Tenured	FASN-Public Administration	Ph.D. American Civilization (Urban History) George Washington University
Gerald J. Miller	Professor I	Tenured	FASN-Public Administration	Ph.D. Political Science University of Georgia
Norma M. Riccucci	Professor I	Tenured	FASN-Public Administration	Ph.D. Public Administration Syracuse University
Frank Thompson	Professor I	CY 2006 Visiting	FASN-Public Administration	Ph.D. Political Science Univ. Cal. Berkeley
Dorothy Olshfski	Associate Professor	Tenured	FASN-Public Administration	Ph.D. Political Science Temple University
Evan Stark	Associate Professor	Tenured	FASN-Public Administration	Ph.D. Sociology SUNY Binghamton
Kathe Callahan	Assistant Professor	Tenure Track	FASN-Public Administration	Ph.D. Public Administration Rutgers University
Tae Ho Eom	Assistant Professor	Tenure Track	FASN-Public Administration	Ph.D. Public Administration Syracuse University
Suzanne Piotrowski	Assistant Professor	Tenure Track	FASN-Public Administration	Ph.D. Political Science American University
Kyle Farmbry	Assistant Professor	Tenure Track	FASN-Public Administration	Ph.D. Public Administration The George Washington Univ.
Byron Price	Assistant Professor	Tenure Track	FASN-Public Administration	Ph.D. Public Policy and Administration Mississippi State University
Alan Zalkind	Associate Professor (Part time)	Non-Tenure Track	FASN-Public Administration	MPA, M. Phil. Management, MA Political Science New York University
Associated Faculty				
Stephanie Bush-Baskette	Director, Joseph C. Cornwall Center for Metropolitan	Non-Tenure Track	School of Criminal Justice	Ph.D. Criminal Justice Rutgers University J.D. Cornell

	Studies			
Frank Fischer	Professor II of Political Science	Tenured	FASN-Political Science	Ph.D. Political Science New York University
Elizabeth Hull	Associate Professor of Political Science	Tenured	FASN-Political Science	Ph.D. Political Science New School University
John J. Petillo	President UMDNJ	Visiting Professor	FASN	Ph.D. Counseling Fordham University
Alan Sadovnik	Professor of Education and Sociology	Tenured	FASN-Urban Education	Ph.D. Sociology New York University
Hindy Schachter	Professor of Management	Tenured	NJIT/ Rutgers University Graduate School of Management	Ph.D. Columbia University
Paul Tractenberg	Professor of Law	Tenured	Rutgers-Newark School of Law	J.D. University of Michigan
Part-time Lecturers				
12-14 Per Year				

VII. ALUMNI

Graduate Department of Public Administration	Ph.D. Alumni to Date	MPA Alumni to Date
	40 alumni	1200+ alumni

Ph.D. Alumni

Academic Placements

- Bloomfield College
- Catholic University (S. Korea)
- Cheyney University
- C.W. Post/Long Island University
- East Carolina University
- Florida State University
- Grand Valley State University
- Howard University
- John Jay College (CUNY)
- Kean University
- Konkuk University (South Korea)
- Marist College
- Memphis State University
- Metropolitan College
- New Jersey Institute of Technology
- Portland State University
- Rutgers University
- Seton Hall University
- St. Johns University
- University of Akron
- University of Birmingham (U.K.)
- University of Delaware
- University of Illinois-Springfield
- University of New Hampshire
- University of North Carolina-Pembroke
- University of North Texas
- University of Southern California
- University of the West Indies
- Utah State University
- Yerevan State (Armenia)

MPA Alumni (Selected Titles)

- President, UMDNJ
- Business Administrator (City Manager), Borough of Avalon
- Vice President, Governmental Affairs, Pharmacia
- Regional Director, Immigration and Naturalization Service, U.S. Department Homeland Security
- Director of Budget and Resource Studies, Rutgers University
- Supervising Program Development Specialist, Office on the Prevention of Violence Against Women Division on Women
- Director, Budget & Business Services, County College of Morris
- Manager, SPE&G Strategic Urban Development
- Director, Hyacinth AIDS Foundation
- Section Chief, Department of Environmental Protection
- Colonel, Army Reserve
- Professor, Jersey City University
- Division of Youth and Family Services
- Administrative Coordinator, Beth Israel Medical Center
- Legal Counselor
- President & CEO, League of Essex County
- Assistant Executive Director, Newark Housing Authority
- Information Systems Analyst, Valley Hospital
- Assistant V.P., Columbus Hospital.
- Chief, New Jersey Department of Corrections
- Director of Computer Sciences, William Patterson University
- Camden County Park Commission
- Assistant V.P. AT&T
- Supervisor of Investigations, Egg Harbor Township, N.J.
- Associate Planner, Dresdner Associates
- Compliance and Diversity Specialist, Aventis Pharmaceuticals Inc.
- Director- Maternal & Child Health, Covenant Medical Center
- Dietician, University Hospital
- Family Service Specialist, Division of Youth and Family Services
- South Warren Office of Children Services
- Transportation Economic Analyst, Port Authority of New York and New Jersey
- Assistant County Counsel, Union County, N.J.
- Specialist, New Jersey Transit
- Loan Guaranty Officer, U.S. Department of Veterans Affairs
- Assistant Director, UMDNJ Hospital
- President, Dixon Management Consultant, Inc.
- Teacher, Township of Ocean Board of Education
- Probation Officer, Morris County Probation Office
- Family Specialist, New Jersey Department of Human Services
- Procurement Analyst, United States Armed Forces

VIII. COMPARISON TO TOP SCHOOLS AND DEPARTMENTS IN PUBLIC MANAGEMENT ADMINISTRATION

The following table compares the Graduate Department of Public Administration with the other thirty-six top schools/departments in "public management administration" as ranked by *U.S. News and World Report* (2004). This table is included to indicate that our Graduate Department of Public Administration is equal to or larger than 25 of these programs. Of the thirty-six, thirty-two are schools or free-standing institutes, and only four are divisions, centers or departments. Only one other entity in the top twenty is not a school.

FACULTY AND ENROLLMENT DATA:

<i>Ranking</i>	<i>University and School/Department</i>	<i>Enrollment</i>	<i>Full-Time Faculty</i>
1	Syracuse University Maxwell School of Citizenship & Public Affairs	244	18
2	University of Georgia School of Public and International Affairs Department of Public Administration and Policy	115	10
3	Indiana University-Bloomington School of Public & Environmental Affairs	377	62
4	Harvard University JFK School of Government	544	144
5	University of Southern California School of Policy, Planning, and Development (SPPD)	308	45
6	SUNY Albany Rockefeller College of Public Affairs & Policy	203	26
7	University of Kansas Department of Public Administration	155	10
8	American University School of Public Affairs	338	45
9	New York University Robert F. Wagner Graduate School of Public Service	472	13

10	University of Texas, Austin LBJ School of Public Affairs	280	26
11	Rutgers University, Newark Graduate Department of Public Administration	272	15
11	George Washington University The School of Public Policy and Public Administration	230	47
13	Virginia Tech School of Public and International Affairs College of Architecture and Urban Study	192	10
14	University of North Carolina Chapel Hill School of Government	43	15
15	Florida State University Askew School of Public Administration and Policy	115	11
16	Arizona State University School of Public Affairs	206	15
16	The Heinz School of Public Policy and Management	487	48
16	Georgia State University Andrew Young School of Public Policy	163	21
16	University of California, Berkley Richard & Rhonda Goldman School of Public Policy	141	18
20	University of Wisconsin, Madison Robert M. Follette School of Public Affairs	72	18
21	Duke University Terry Sanford Institute of Public Policy	187	10

21	Texas A&M University, College Station Bush School of Government and Public Service	120	13
23	Georgetown University Georgetown Public Policy Institute	193	23
23	University of Michigan-Ann Arbor Gerald R. Ford School of Public Policy	182	34
25	University of Pittsburgh Graduate School of Public and International Affairs	450	31
26	University of Missouri, Columbia Truman School of Public Affairs	75	8
27	University of Maryland, College Park Maryland School of Public Affairs	235	47
27	University of Minnesota-Twin Cities Hubert H. Humphrey Institute of Public Affairs	187	20

27	University of Nebraska, Omaha School of Public Administration	239	16
30	Indiana University-Purdue University, Indianapolis School of Public and Environmental Affairs	217	24
30	University of Arizona School of Public Administration and Policy	40	10
32	Northern Illinois University College of Liberal Arts and Sciences Division of Public Administration	81	3
32	University of Washington Daniel J. Evans School of Public Administration	276	28
34	Brigham Young University Romney Institute for Public Management	108	26
34	Cleveland State University Maxine Goodman Levin College of Urban Affairs	160	15
34	George Mason University Department of Public and International Affairs	280	29
34	University of Utah Center for Public Policy and Administration	107	19

SCHOOL AND DEPARTMENT PROFILES: STRUCTURE AND GRADUATE PROGRAMS (Rankings by *U.S. NEWS IN PUBLIC MANAGEMENT ADMINISTRATION*, 2004)

Syracuse University (1)

The Maxwell School of Citizenship and Public Affairs (free standing entity)
Departments of Public Administration, Anthropology, Economics, Geography, History, Political Science

Graduate Programs: Master of Public Administration, Ph.D. in Public Administration, Ph.D. in Anthropology, MA and Ph.D. in Economics, MA and Ph.D. in Geography, MA and Ph.D. in History, MA and Ph.D. in Political Science

University of Georgia (2)

School of Public and International Affairs (free standing entity)

Departments of Public Administration and Policy, Political Science, and International Affairs

Graduate Programs: Master of Public Administration, Doctor of Public Administration, MA and Ph.D. in Political Science, MA and Ph.D. in International Affairs

Indiana University, Bloomington (3)

School of Public and Environmental Affairs (free standing entity)

Graduate Programs: Master of Public Affairs, Ph.D. in Public Affairs, Ph.D. in Public Policy (joint program with the Department of Political Science), MA in Art Administration, MA and Ph.D. in Environmental Sciences

Harvard University (4)

John F. Kennedy School of Government (free standing entity)

The Edward S. Mason Program in Public Policy and Management

Graduate Programs: Master in Public Policy, Master in Public Administration, Master of Public Administration in International Development, Ph.D. in Public Policy, Ph.D. in Political Economy and Government

University of Southern California (5)

School of Policy, Planning, and Development (free standing entity)

Graduate Programs: Master in Public Administration, Master in Public Policy, Ph.D. in Public Administration, Doctor of Public Administration, MA and Ph.D. in Planning, Doctor of Planning and Development Studies, MA in Health Administration, MA in International Public Policy and Management

State University of New York (SUNY), Albany (6)

Rockefeller College of Public Affairs and Policy (free standing entity)

Departments of Public Administration and Policy and Political Science

Graduate Programs: Master of Public Administration, Master in Public Affairs and Policy, Ph.D. in Public Administration, Joint MPA/JD, MA and Ph.D. in Political Science

University of Kansas (7)

College of Liberal Arts and Sciences

Department of Public Administration

Graduate Programs: Master of Public Administration and Ph.D. in Public Administration

American University (8)

School of Public Affairs (free standing entity)

Departments of Public Administration, Government, and Justice, Law and Society

Graduate Programs: Master of Public Administration, Master of Public Policy, Ph.D. in Public Administration, MS and Ph.D. in Justice, Law and Society, MA and Ph.D. in Political Science

New York University (9)

Robert F. Wagner Graduate School of Public Service (free standing entity)

Graduate Programs: Master of Public Administration in Public and Nonprofit Management and Policy (PNP), Master of Public Administration in Health Policy and Management (HPAM), Master of Urban Planning, MS in Management, Ph.D. in Public Administration

University of Texas, Austin (10)

Lyndon B. Johnson School of Public Affairs (free standing entity)

Graduate Programs: Master of Public Affairs, Ph.D. in Public Policy

RUTGERS UNIVERSITY-NEWARK (11)

Graduate School-Newark

Graduate Department of Public Administration

Graduate Programs: Master of Public Administration, Executive MPA, Joint Master of Public Health program with NJIT and UMDNJ, and Ph.D. in Public Administration

The George Washington University (11)

The Columbian College of Arts and Sciences

School of Public Policy and Public Administration

Graduate Programs: Master of Public Administration, Master of Public Policy, Ph.D. in Public Policy and Administration, Joint MPA/JD, MPP/JD, and MPP/Ph.D. in Political Science

Virginia Tech University (13)

College of Architecture and Urban Studies

School of Public and International Affairs

Graduate Programs: Master of Public Administration, Ph.D. in Public Administration and Public Affairs

University of North Carolina, Chapel Hill (14)

School of Government (free standing entity)

Graduate Programs: Master of Public Administration

Florida State University (15)

Askew School of Public Administration and Policy

Graduate Programs: Master of Public Administration and Ph.D. in Public Administration

Arizona State University (16)

Eller College of Business and Public Administration

School of Public Administration and Policy

Graduate Programs: Master of Public Administration, Ph.D. Program in Public Administration and Policy

Carnegie Mellon University (16)

H. John Heinz III School of Public Policy and Management (free standing entity)

Graduate Programs: Master of Public Management, MS in Public Policy and Management, Ph.D. in Public Policy and Management, Master's in Medical Management, MS in Health Care Policy and Management, Master's of Arts Management, MS in Information Technology, MS in Education Technology Management

Georgia State University (16)

Andrew Young School of Policy Studies (free standing entity)

The Department of Public Administration and Urban Studies

Graduate Programs: Master of Public Administration, MS in Urban Studies Ph.D. in Public Policy

University of California, Berkeley (16)

Richard & Rhoda Goldman School of Public Policy (free standing entity)

Graduate Programs: Master of Public Policy, Ph.D. in Public Policy, Joint programs MPP/MPH, MPP/JD, MPP/MS in Engineering, MPP/MA in International and Area Studies

University of Wisconsin, Madison (20)

College of Letters and Science

Robert M. La Follette School of Public Affairs

Graduate Programs: Master of Public Affairs (MPA), Master of International Public Affairs, Joint MPA/JD and MPA/MS in Urban and Regional Planning

Duke University (21)

Arts & Sciences and Trinity College

Terry Sanford Institute of Public Policy

Graduate Programs: Master of Public Policy

Texas A&M University, College Station (21)

George Bush School of Government and Public Service (free standing entity)

Graduate Programs: Masters of Public Service and Administration (MPSA), Master's in International Affairs

Georgetown University (23)

Graduate School of Arts and Sciences

Georgetown Public Policy Institute

Graduate Programs: Master in Public Policy

University of Michigan-Ann Arbor (23)

Gerald R. Ford School of Public Policy

Graduate Programs: Master of Public Policy, Master of Public Administration

University of Pittsburgh (25)

Graduate School of Public and International Affairs (free standing entity)

Graduate Programs: Master of Public Administration, Master of Public and International Affairs, Master of Public Policy and Management, Ph.D. in Public Affairs

University of Missouri, Columbia (26)

Harry S. Truman School of Public Affairs (free standing entity)

Graduate Programs: Master of Public Administration

University of Maryland, College Park (27)

Maryland School of Public Affairs (free standing entity)

Graduate Programs: Master of Public Management, Master of Public Policy, Ph.D. in Policy Studies

University of Minnesota, Twin Cities (27)

Hubert H. Humphrey Institute of Public Affairs

Graduate Programs: Master of Public Affairs

University of Nebraska, Omaha (27)

College of Public Affairs and Community Service

School of Public Administration

Graduate Programs: Master of Public Administration, MS in Urban Studies, Ph.D. in Public Administration

Indiana University-Purdue University, Fort Wayne (30)

School of Public and Environmental Affairs (free standing entity)

Graduate Programs: Masters in Public Affairs, Master of Health Administration

University of Arizona (30)

Eller College of Management

School of Public Administration and Policy

Graduate Programs: Master of Public Administration, Ph.D. in Management

Northern Illinois (32)

Graduate School

Division of Public Administration

Graduate Programs: Master of Public Administration and Ph.D. in public administration.

University of Washington (32)

Daniel J. Evans School of Public Affairs (free standing entity)

Graduate Programs: Master of Public Administration, Executive MPA

Brigham Young University (34)

Marriott School of Management

Romney Institute for Public Management

Graduate Programs: Executive Master of Public Administration and Master of Public Administration

Cleveland State University (34)

Maxine Goodman Levin College of Urban Affairs

Graduate Programs: Master of Public Administration, Master of Science in Urban Studies, Master of Urban Planning, Design, and Development, Master of Arts in Environmental Studies, and Ph.D. in Urban Studies and Public Affairs

George Mason University (34)

College of Arts and Sciences

Department of Public and International Affairs

Graduate Programs: Master of Public Administration

University of Utah (34)

College of Social and Behavioral Science

Center for Public Policy and Administration

Department of Political Science

Graduate Programs: Master of Public Administration

IX. COMPARISON TO OTHER RUTGERS UNIVERSITY SCHOOLS

The proposed School of Public Administration and Affairs is comparable to other schools at Rutgers in terms of faculty, graduate enrollments and degrees awarded, and organized research and journals:

<i>Rutgers Schools</i>	<i>Faculty</i>	<i>Enrollment (Spring, 2005)</i>	<i>Number of Degrees Awarded (AY 2004-2005)</i>	<i>Miscellaneous</i>
School of Criminal Justice Rutgers-Newark	Total Faculty (15)	Total Students Enrolled (MA+PhD120) (Also Und. 350)	Total Graduate Degrees Awarded (35)	Centers and Institutes (5) Journals (3)
Rutgers' School of Social Work Main Office-New Brunswick	Total Faculty (25)	Total Students Enrolled (690)	Total Degrees Awarded (266)	Centers and Institutes (1)
Graduate School of Applied and Professional Psychology Rutgers-New Brunswick	Total Faculty (30)	Total Students Enrolled (177)	Total Degrees Awarded (47)	Centers and Clinics (6)
School of Management and Labor Relations Rutgers-New Brunswick	Total Faculty (34)	Total Students Enrolled (260)	Total Degrees Awarded (112)	Centers and Institutes (7)
Graduate School of Education Rutgers-New Brunswick	Total Faculty (59)	Total Students Enrolled (762)	Total Degrees Awarded (322)	Centers and Institutes (4)
Proposed School of Public Affairs and Administration	Total Faculty (14 Budg. to Dept. +7 Associated)	Total Students Enrolled (272)	Total Degrees Awarded (65)	Centers and Institutes (4) Journals (4)

X. ADMINISTRATIVE ORGANIZATION/BUDGETARY IMPLICATIONS/TIMETABLE

Establishment of a School of Public Affairs and Administration from the current Graduate Department of Public Administration will require appropriate increases in resources. For the School to begin operation on July 1, 2006, the following administrative needs must be met:

- A dean must be appointed, replacing the current position of Department Chair;
- Two administrative positions in the current department will need to be upgraded, and at least one additional administrative position added to handle administrative matters now provided through the Faculty of Arts & Sciences: budget, business services, and faculty & staff personnel management; at least one of the administrative positions should be at the level of Associate Dean.
- A member of the faculty might also take on some of the new administrative responsibilities as an Associate Dean, which would require converting that person's salary from academic year to calendar year.
- Arrangements will need to be made for the School to share part of the time of a unit computing specialist.

Provost Diner has indicated that these costs can be met by reallocation of resources controlled by the Newark Provost.

Over the next several years, as the Provost's resources permit, additional staff should be added to deal with development and alumni affairs, career counseling and placement, and communications. In addition, an increase in faculty positions and TA lines for the PhD program should be made as resources become available.

Finally, the School of Public Affairs and Administration will ultimately need administrative space, faculty offices and classrooms greater than the space it currently occupies. The Provost has indicated that he plans to allocate increased space to the School of Public Affairs and Administration once it becomes available, most likely in the next two to three years.

Appendix: Faculty (Budgeted to Graduate Department of Public Administration)

Marc Holzer

Department Chair

Marc Holzer (Ph.D. University of Michigan) is Professor II and Chair of the Graduate Department of Public Administration. Since 1975 he has directed the National Center for Public Productivity, and he is the founder and Editor-in-Chief of the *Public Performance and Management Review*. His recent publications include the *Public Productivity Handbook* (edited, second edition in press, 2004), which has been translated into Russian and Chinese; *Government at Work* (Sage, 1998, with Kathe Callahan); and *Building Good Governance: Reforms in Seoul*, (Seoul Development Institute, 2002, co-edited with Byong-Joon Kim). Dr. Holzer is a Past President of the American Society for Public Administration (2000-2001), and is a recipient of several national awards in the field: the Charles H. Levine Memorial Award for Demonstrated Excellence in Teaching, Research and Service to the Community, 2000; the Donald Stone National ASPA Achievement Award, 1994; the National Association of Schools of Public Affairs and Administration Excellence in Teaching Award, 1998; the William and Frederick Mosher Award for Best Article by an Academician Appearing in the *Public Administration Review*, 2001 and the Joseph Wholey Distinguished Scholarship Award for Best Scholarly Publication in Performance-based Governance in a Public Administration Journal, 2001 (Co-Recipient for PAR and Wholey awards: Patria deLancer Julnes). At Rutgers he has received the University awards for Research (2001) and for Public Service (2002). His international work has been recognized by the Senator Peter B. Boorsma Award (2002), the Presidential Citation of the American Society for Public Administration (2003), and the Chinese Public Administration Society Award for Excellence (2002). He is a Fellow of the World Academy of Productivity Science.

Kathe Callahan

Kathe Callahan (Ph.D. Rutgers University) is an Assistant Professor of Public Administration. Prof. Callahan has published on the topics of citizen participation, public sector productivity improvement, performance measurement, public sector competition and privatization. Her current research focuses on citizen engagement, social capital and trust. Prior to her appointment to the faculty, Dr. Callahan spent 15 years working in the non-profit sector in Newark. Prof. Callahan has been successful in securing external funds to support projects that foster university-community partnerships in Newark, raising over 1.8 million dollars in external support for Rutgers University.

Raphael J. Caprio

Raphael J. Caprio (Ph.D. Rutgers University) serves as University Vice President for Continuous Education and Outreach, with university-wide responsibilities for all non-state supported instruction and distance learning at Rutgers University. As a former Associate Provost for Campus Development at Rutgers-Newark, with responsibilities

including continuing education, enrollment management, development, computing, and instructional development, Dr. Caprio successfully implemented the Rutgers interactive video network to support synchronous distance learning between campuses. Dr. Caprio is the co-creator of "Caucus," an award winning public affairs television program for which he served as executive producer for its first decade. He established the Rutgers Executive MPA program. Dr. Caprio continues to be active in research involving economic development, real estate, tax policy, municipal finance and budgeting.

Tae Ho Eom

Tae Ho Eom (Ph.D. Syracuse University) is an Assistant Professor of Public Administration. The title of his dissertation is "Evaluation of New York State Property Tax Policy: Administration and Behavioral Impacts of School Property Tax Relief (STAR) Program," for which he examined how the property tax assessment quality is determined and how the school property tax exemptions affect student performance, operating expenditure, and managerial efficiency in school districts. His current research agenda includes the impacts of property tax policy on school district housing values and school finance equity. He is also interested in the property tax administration reform. Dr. Eom is teaching analytical methods and public financial management for M.P.A. students and quantitative methods I and II courses for doctoral students. While at Syracuse University, he won a Maxwell School Dissertation Fellowship and a Roscoe Martin Research Grant. Dr. Eom has professional experience as a financial manager, financial consultant (Certified Public Accountant), and tax consultant for both for-profit and non-for-profit organization.

Kyle Farmbry

Kyle Farmbry (Ph.D. George Washington University) has taught courses in nonprofit management, comparative public administration, organizational behavior, and intersectoral relations. Prior to his appointment at UTSA, Farmbry taught graduate and undergraduate courses in public administration, metropolitan development, the nonprofit sector and administrative behavior at San Diego State University and Grand Valley State University.

Dennis Gale

Dennis Gale (Ph.D. George Washington University) was the founding Director of the Joseph C. Cornwall Center for Metropolitan Studies on the Newark campus of Rutgers-The State University of New Jersey. He now serves as Professor of Public Administration and Political Science at Rutgers. Previously, he was the Henry D. Epstein Professor of Urban and Regional Planning at Florida Atlantic University and served as Department Chair. He held the rank of Professor at George Washington University and the University of Southern Maine. Dr. Gale was also a research director at The Urban Institute, a nonpartisan, nonprofit think tank in Washington, D. C. In 1978 he was appointed by the Carter Administration to the White House Conference on Balanced National Growth and

Economic Development. His research interests include urban policy and domestic policy and politics.

Gerald J. Miller

Gerald J. Miller (Ph.D. University of Georgia) is Professor of Public Administration at Rutgers University - Newark. He teaches government and nonprofit budgeting and financial management. Dr. Miller has published more than seventy research articles, chapters, and monographs, and they have appeared in the *Arbitration Journal* (now *Dispute Resolution Journal of the American Arbitration Association*), *International Journal of Public Administration*, *Journal of Public Budgeting Accounting and Financial Management*, *Policy Studies Journal*, *Public Administration Quarterly*, *Public Administration Review*, *Public Budgeting and Finance*, *Public Performance and Management Review*, *Public Personnel Management*, and *Review of Public Personnel Administration*. He has published nineteen books. He authored *Government Financial Management Theory* and edited the *Handbook of Debt Management*.

Dorothy Olshfski

Dorothy Olshfski (Ph.D. Temple University) is an Associate Professor of Public Administration at Rutgers University - Newark. Dr. Olshfski was the managing editor for the *Public Productivity and Management Review* for 6 years and now serves as the case editor for that journal. She also serves on the Editorial Board for *Administration and Society*, *Public Voices*, and the *Journal of Public Administration Education*. Dr. Olshfski is frequently invited to address professional groups in U.S., South America and South Africa. Dr. Olshfski developed a short course on managing diversity using cases for MBA students at the University of Cape Town, South Africa, authored or co-authored eight cases for use in this program and has published research examining differences between experienced and inexperienced managers in analyzing cases. She is presently co-editing a book of cases that cover global management issues.

Suzanne J. Piotrowski

Suzanne J. Piotrowski (Ph.D. American University) is an Assistant Professor of Public Administration at Rutgers University-Newark. Dr. Piotrowski's research focuses on nonmission-based values in public administration, including representative bureaucracy and administrative transparency. Piotrowski's work on governmental transparency includes access to documents, through mechanisms such as the Freedom of Information Act, and open meetings laws. Dr. Piotrowski's work is published in *Public Administration Review*, *the Journal of Public Works Management and Policy*, and forthcoming in the *American Review of Public Administration* and the *Chinese Public Administration Review*.

Byron E. Price

Byron E. Price (Ph.D. Mississippi State University) is an Assistant Professor of Public Administration at Rutgers University - Newark. Dr. Price taught program evaluation, public administration, American political systems, and public policy at the University of Dayton for and year and a half. He has co-authored two book chapters on Mississippi politics and contributed three entries to the *Malcolm X Encyclopedia*. His current research agenda includes constitutional implications of public and private arrangements, prison privatization, and education reform. While at Mississippi State, he won an American Society of Engineering Science (ASEE) Summer Faculty Fellowship with the NASA Stennis Space Center.

Norma M. Riccucci

Norma M. Riccucci (Ph.D. Syracuse University) is a Professor of Public Administration at Rutgers University - Newark. She has published extensively in the areas of public management, affirmative action, human resources and public sector labor relations. Most recently, she published *How Management Matters: Street-Level Bureaucrats and Welfare Reform, and Managing Diversity in Public Sector Workforces*. Her current research focuses on the management capacity of state and local governments to implement the welfare-to-work provisions prescribed by federal law. Dr. Riccucci is the recipient of the 2002 ASPA/NASPAA Distinguished Research Award, the *Public Administration Review* (PAR) Award for her work as a coordinating editor of a special issue of *PAR* addressing the aftermath of September 11, 2001, ASPA's 2005 Rita Mae Kelly Award for Research Excellence, and ASPA's 2000 Award for Scholarship in Public Sector Human Resources. While at the University of Albany, the State University of New York, she was awarded the President's Award for Excellence in Research (2000-2001). She serves on numerous editorial boards for public administration journals and was also elected to serve on NASPAA's Executive Council (2002-2005).

Evan Stark

Evan Stark (Ph.D. SUNY - Binghamton) is an Associate Professor of Public Administration, Director of the Masters in Public Health program at Rutgers-Newark and Director of the Division of Urban Health Administration at the UMDNJ School of Public Health. With a Ph.D. in sociology and an MSW, Dr. Stark's specializes in health and medical care, family and community violence, political theory, the urban environment, social service and nonprofit management, criminal justice, and policy issues dealing with racial and gender justice. Dr. Stark is a leading authority on woman battering and child abuse and has won numerous awards for directing "The Yale Trauma Studies" in the 1980's with Anne Flitcraft M.D that first uncovered the importance of domestic violence for women and children's health. This work is summarized in a 1996 book *Women at Risk: Domestic Violence and Women's Health*. His new book, *Coercive Control*, (to be published by Oxford U. Press this fall) tracks the implications for policy and administration of reframing domestic violence as a "liberty crime." Current research involves evaluating state initiatives in domestic violence (with Mathematica in Princeton)

and assessing the potential role of independent oversight panels in improving the effectiveness of state services.

Frank Thompson

Frank Thompson (Ph.D. University of California at Berkley) has published extensively on issues of health policy, policy implementation, public personnel policy, and administrative politics. His books include *Personnel Policy in the City*, *Health Policy and the Bureaucracy*, *Public Administration: Challenges, Choices and Consequences*, *Revitalizing State and Local Public Service*, and most recently, *Medicaid and Devolution: A view from the States* (coeditor and contributor) Thompson is former president of the National Association of Schools of Public Affairs and Administration and has held offices in other professional associations. He has worked for the City of Oakland, California, and was a fellow with the U.S. Public Health Service. He has also served as consultant to various government agencies, as Executive Director of the National Commission on the State and Local Public Service, and is a Fellow of the National Academy of Public Administration. He received his B.A. in Political Science from the University of Chicago and his M.A. and Ph.D. in that discipline from the University of California, Berkeley.

Alan Zalkind

Alan Zalkind (M.A., M.P.A. and M. Phil. New York University) is the Director of the M.P.A., Executive M.P.A Programs and Certificate Programs. Prof. Zalkind has taught at the graduate level for The New School. He has over thirty years experience as a manager, specializing in social services, financial and human resource systems, correctional health systems and criminal justice services. Mr. Zalkind is currently the principal of Cambridge Management Associates, LLC a management consulting firm established to provide technical assistance to public sector and non-profit organizations, including grants writing. He has provided consulting services to the National League of Cities/U.S. Conference of Mayors and has served as a Member of the National Association of Counties (NACO) Human Services and Steering Committee for six years. He has provided management consulting services to numerous non-profit organizations and counties in New Jersey.

ASSOCIATED FACULTY (Teaching with, but not budgeted to, Graduate Department of Public Administration)

Stephanie Bush-Baskette

Stephanie Bush-Baskette (Ph.D. Rutgers University; J.D. Cornell) is currently the director of the Joseph C. Cornwall Center for Metropolitan Studies at Rutgers University, Newark, New Jersey. Prior to beginning an academic and research career, Dr. Bush-Baskette practiced law for several years, was elected to and served in the New Jersey State Legislature, and was a member of the Gubernatorial Cabinet and served as commissioner of the New Jersey Department of Community Affairs. Dr. Bush-Baskette's

writing and research interests include investigating the development, application, and effects of public policy, with particular focus issues that impact the lives of people in urban areas, including: drug policies and their impact on black women; the effect on children of having a parent who is incarcerated; juvenile justice; gender; and race/ethnicity. She has led delegations in juvenile justice to mainland China, Australia, New Zealand, and Cuba.

Frank Fischer

Frank Fischer (Ph.D. New York University) is Professor II of Political Science and Public Administration and Faculty Fellow of the Center for Global Change and Governance. His research interests include public policy analysis, comparative public policy, environmental policy and administration, science and technology policy, public administration and bureaucratic politics, U.S. and German politics, theory and methods of the social sciences, and democratic political theory and the state.

Elizabeth Hull

Elizabeth Hull (Ph.D. New School) teaches a variety of graduate and undergraduate courses in Public Law and American Government. Dr. Hull is an expert on the Fourteenth Amendment. Concern for the protection of the disadvantaged (women, racial minorities, aliens, and ex-felons) is the focus of her analysis of the equal protection and due process clauses. Professor Hull has written numerous articles on the constitutional rights of women, minorities, and non-citizens, and three books: *Without Justice for All: The Constitutional Rights of Aliens, Taking Liberties: National Barriers to the Free Flow of Ideas, and The Disenfranchisement of Ex-Felons*. In 1998 Professor Hull delivered a series of talks, sponsored by the Soros Foundation, on "Constitution Building" to legislators and law professors in Kazakhstan. In March, 2000, she also delivered the plenary address at the Annual Meeting of the Academy of Criminal Justice Sciences. In 1988 she received the Rutgers-Newark Charles Pine Alumni Award for Excellence in Teaching, and in 2002 she received the Henry Browne Award for Teaching Excellence from the University College Alumni Association.

John J. Petillo

John J. Petillo (Ph.D. Fordham University) has enjoyed an extensive career in the corporate, nonprofit, academic and theological fields. He has served as the chief executive officer for several national corporations, chancellor for Seton Hall University, and as a member of the Board for many nonprofit foundations. The Board of Trustees of the University of Medicine and Dentistry of New Jersey named Dr. Petillo University President on November 16th, 2004.

Alan Sadovnik

Alan Sadovnik (Ph.D. New York University) is a Professor of Education and Sociology at Rutgers University – Newark. Professor Sadovnik is the author of *Equity and*

Excellence in Higher Education (1995). Professors Sadovnik received the Willard Waller Award in 1993 from the American Sociological Association's Sociology of Education Section for the outstanding article published in the field.

Hindy Schachter

Hindy Schachter (Ph.D. Columbia University) is a faculty member in Management at the New Jersey Institute of Technology and at Rutgers University Graduate School of Management. Professor Schachter's research interests include citizen participation, organization theory, public administration history and scientific management.

Paul Tractenberg

Paul Tractenberg (J.D. University of Michigan), who also is Alfred C. Clapp public service professor of law at the Rutgers School of Law-Newark, has been on the front lines of the fight for an equal education for New Jersey's urban school children for more than 30 years. In 1973, he founded and directed the Education Law Center, which has served as the voice of the state's urban school children, both in the courts and outside. Through his work at the Education Law Center, Tractenberg spent 20 years on *Abbott v. Burke*, which was selected overwhelmingly as the most important state court decision of the 20th Century by New Jersey's judges and lawyers in a survey by *The New Jersey Lawyer*. Tractenberg's latest endeavor, the Rutgers-Newark Institute on Education Law and Policy, based at the law school, is a new interdisciplinary research center on education policy that is drawing upon the expertise of other faculty and researchers at Rutgers-Newark's Faculty of Arts and Sciences, the Public Administration Department of the Graduate School, and the Joseph C. Cornwall Center for Metropolitan Studies. In its first year, the center hosted a well-attended conference focusing on the effects of school choice and privatization on urban education reform. The center also released a study it completed on behalf of the New Jersey Department of Education, which analyzed state take-over districts around the country, and provided specific recommendations on re-establishing local control.