

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

- New Instructional Program
- Substantial Expansion/Major Modification
- Cooperative Degree Program
- Within Existing Resources, or
- Requiring New Resources

University of Maryland College Park

Institution Submitting Proposal

Public Policy

Title of Proposed Program

Bachelor of Arts

Award to be Offered

Fall 2017

Projected Implementation Date

Proposed HEGIS Code

School of Public Policy

Department in which program will be located

44.0501

Proposed CIP Code

Nina Harris

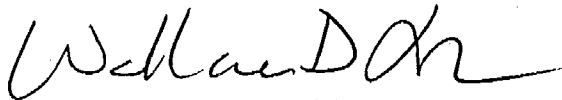
Department Contact

301-405-0390

Contact Phone Number

nharris@umd.edu

Contact E-Mail Address



Signature of President or Designee

04-22-2016

Date

A. Centrality to the University's Mission and Planning Priorities;

As the flagship campus of the University System of Maryland, and the original 1862 land-grant institution in the State, the University of Maryland, College Park (UMD) has a mission to provide excellent teaching, research, and service to nourish a climate of intellectual growth and provide outstanding instruction in a broad range of academic disciplines and interdisciplinary fields. UMD has as a primary goal to provide knowledge-based programs and services that are responsive to the needs of the citizens across the state and throughout the nation. In response to this call, the UMD School of Public Policy proposes to offer a new Bachelor of Arts program in Public Policy. This program will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers related to public service and policy-making in the public, private, and non-profit sectors.

An enduring principle in the UMD vision for undergraduate education is to prepare students with the skills and knowledge to face critical national and global problems. The most difficult and intractable problems of our time—poverty, access to quality education, unemployment, security, health care, and climate change—require sound public policy solutions. This interdisciplinary program will help students understand the values and perspectives that shape policy problems. Students will learn who makes policy decisions and how these decisions are made, and the evidence used to make these decisions. Students will also learn about the critical step of translating policy decisions into results. This program will not only educate students in the facets of public policy, but require them to apply their knowledge to address real world challenges. As such, this program will train students to be leaders in the realm of civic responsibility.

B. Adequacy of Curriculum Design and Delivery;

The interdisciplinary Public Policy major will focus on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. The major will have two distinctive components: 1) core foundational skills critical for the understanding and analysis of problems and proposed solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state and national levels through real-time projects. The major in Public Policy at the University of Maryland will equip students with competence in leadership and analytical skills, supported by theory and data, to prepare them for careers in public service, policymaking, and the public, private, and nonprofit sectors.

Of the 120 credits required for the bachelor's degree, 62 credits are specific to the Public Policy curriculum, leaving room for 40 credits of General Education, electives, and opportunities for the addition of a second major or minor. The major requirements will satisfy at least 15 of the General Education requirements leaving a minimum of 33 credits available for electives.

The degree requirements and four-year plan are in Appendix A. Course descriptions, both existing and those that will be newly developed for the major, are included in Appendix B. The curriculum includes 50 credits of required courses, including introductory economics, history, and statistics in addition to courses in public policy. Students have the option to take four courses (12 credits) in one of three areas of focus: sustainability, public leadership, and non-profit and social change leadership. We anticipate additional focus areas to be developed in collaboration with other colleges at UMD as the program matures. Students who do not select a focus area combine other electives approved by the program or create their own focus with permission of the academic director. Examples could include education

policy, cybersecurity, health policy, or science policy. Included in the curriculum are 3 credits of internship and a 3-credit capstone course. The School of Public Policy already teaches two undergraduate internship courses through the Public Leadership Program and the Rawlings Undergraduate Leadership Fellows Program. Students in these courses have been successful at securing internships at a variety of sites, including federal, state, and local government, research institutions, nonprofits and more. These programs have been in place for over ten years; as such, we have many contacts in the region to assist students in finding successful placement.

Educational Objectives

All instructors of courses in the major will be regularly informed of all the learning objectives, with the aim of reinforcing all learning objectives at all times. Specific courses will also be charged with providing primary instruction and learning opportunities for particular objectives. A matrix indicating the mapping of learning objectives onto the curriculum is shown in Appendix A.

In support of this new program, the School has formed a faculty Learning Outcomes Assessment Committee, who will work with the course instructors to identify particular assignments that will provide a good basis for assessing the attainment of the learning objectives. An independent team of graduate students and alumni will review those assignments, often using LOAC-designed rubrics. Results will be used for continuous improvement of the curriculum.

C. Critical and Compelling Statewide Need;

As the Maryland State Plan for Postsecondary Education states, "Institutions must also acknowledge that they have many different roles and responsibilities in terms of educating their students, which include: facilitating lifelong learning, preparing students to enter the workforce and advance in their careers, fostering cultural understanding, emphasizing ethical principles and practices in personal and professional interactions, and conveying the importance of contributing to the common good as a citizen of the local, national, and global communities."¹ UMD's mission in regard to education is very much aligned with this sentiment, and the program in Public Policy is proposed to address many of these goals.

Public Policy is interdisciplinary by nature. Mastering it requires the integration of knowledge from many disciplines, such as business, philosophy, history, information studies, economics, sociology, and government and politics. For students, interdisciplinary learning creates the foundation for lifelong learning and future career development. Career readiness will also be a hallmark of the program as the curriculum includes substantial experiential learning opportunities. The core curriculum will include a "Public Policy in Action" course, a Public Policy Internship, and a Senior Capstone. Through these courses, students will go out in the field to help our community while learning all the many lessons that our community, in turn, has to teach them. UMD is situated in an extraordinary area for learning about Public Policy challenges and solutions at the global, national, state, interstate, county, intercounty, and local levels. Students will develop their knowledge of social issues and policy solutions and develop their professional skills while directly benefitting communities within the State of Maryland.

¹ Maryland Higher Education Commission. *Maryland Ready: 2013-2017 Maryland State Plan for Postsecondary Education*. (P. 19). Retrieved from http://www.mhec.state.md.us/higherEd/2004Plan/2013%20Maryland%20State%20Plan/MHECStatePlan_2014.pdf

Ultimately, the Public Policy program will deliver graduates to the State of Maryland who can appreciate and plumb the depth of difficult social problems, apply rigorous analytical skills to develop solutions, and provide leadership for implementing those solutions.

D. Market Supply and Demand;

This program will benefit students who are interested in a variety of professions that relate to public policy. Students interested in working in federal, state, or local government will find this an attractive program with a variety of opportunities to engage in internships or service-learning activities. A review of other comparable institutions with Public Policy undergraduate majors shows that approximately one-third of their students pursue graduate programs, normally in fields such as public policy, law, public health, and city and regional planning. Students may also find employment in the private sector—as policy analysts or lobbyists for any number of industries—or as analysts, lobbyists, or grant-writers in the non-profit sector.

The US Bureau of Labor Statistics (BLS) includes only political scientists as one broad category for a field of employment. On a national scale, this career category is not anticipated to grow. However, state and local data indicate significant growth in the Maryland/DC/Virginia region. In addition, fields related to social service agencies, grant-making, and non-profit leadership are expected to continue to experience growth and a need for professional employees. According to the Urban Institute², “approximately 1.41 million nonprofits were registered with the Internal Revenue Service (IRS) in 2013. The number of reporting public charities in 2013 was approximately 2.3 percent higher than the number in 2012. The nonprofit sector contributed an estimated \$905.9 billion to the US economy in 2013, composing 5.4 percent of the country’s gross domestic product (GDP)³.” The Independent Sector⁴ reports, “In 2012, nonprofits provided 11.4 million jobs, accounting for 10.3 percent of the country’s private-sector workforce, according to the BLS⁵. Between 2000 and 2010, employment in the nonprofit sector grew an estimated 18 percent, a rate faster than the overall U.S. economy. Employees of nonprofit organizations account for 9.2 percent of wages paid in the U.S. and the nonprofit sector paid \$587 billion in wages and benefits to its employees in 2010⁶.” The National Council on Nonprofits predicts need in our communities will outpace the current capacity to meet those needs.

Appendix C includes sample program sizes and job titles for graduates from comparable programs.

² The Nonprofit Sector in Brief <http://www.urban.org/sites/default/files/alfresco/publication-pdfs/2000497-The-Nonprofit-Sector-in-Brief-2015-Public-Charities-Giving-and-Volunteering.pdf>

³ GDP estimates are from the Bureau of Economic Analysis and include nonprofit institutions serving households. They exclude nonprofit institutions serving government or business. See table 1.3.5: Gross Value Added by Sector (A) (Q) at “National Data: National Income and Product Accounts Tables,” Bureau of Economic Analysis, accessed October 8, 2015, <http://www.bea.gov/iTable/iTable.cfm?ReqID=9&step=1#reqid=9&step=3&isuri=1&903=24>.

⁴ https://www.independentsector.org/economic_role

⁵ BLS Commissioner. Announcing New Research Data on Jobs and Pay in the Nonprofit Sector. Bureau of Labor Statistics, October 17, 2014.

⁶ Roeger, Katie L., Amy S. Blackwood, and Sarah L. Pettijohn. The Nonprofit Almanac 2012. The Urban Institute: 2012.

E. Reasonableness of Program Duplication, if any;

Two other institutions within the State of Maryland offer a Public Policy undergraduate degree program. St. Mary's College offers a small program through its Political Science Department with 23 enrolled students. Only two courses are specific to public policy, while the rest are Economics- or Political Science-based. The University of Baltimore offers an undergraduate major in Government and Public Policy with a little over 100 students enrolled. As indicated on its website, this B.A. degree "combines public administration, public policy, political theory, comparative government and international relations." Core courses include American Government, Global Politics, Economics, History or Philosophy, International Studies, Political Theory, Methods and Senior Seminar. UMD's proposal distinguishes itself from UB's program in that UMD's is more strictly focused on public policy, and does not include government, politics, political theory or international relations. These latter areas are core components of UMD's undergraduate program in Government and Politics. We do not believe this new major will impact enrollments in the programs at St. Mary's College or at the University of Baltimore. It is our assessment that student demand to work on big issues of the day is strong enough for all three institutions to offer a degree in policy, and given our proximity to nation's capital this new program will more likely attract students to this area of study from both inside and outside Maryland.

Finally, the State of Maryland will benefit from the fact that the University of Maryland major in Public Policy will be training the future public service leaders of our state. As noted earlier, the curriculum includes experiential learning that will benefit local communities and the state overall through internships, consulting projects, and service-learning projects. Through these experiences, UMD students will become connected to our local area and motivated to stay upon graduation. These graduates will pursue a career in public service, generate positive social and policy change, and become the next generation of State leaders.

F. Relevance to Historically Black Institutions;

We do not believe the proposed program will impact the uniqueness, institutional identities, or missions of Maryland's Historically Black Institutions (HBI's). Of the four Historically Black Institutions in the State of Maryland, none have undergraduate majors in Public Policy. An analysis of curricula offered shows that Bowie State University and Coppin State University offer courses in Comparative Politics, Non-Profit Leadership and Management, and Public Policy, but they do not lead to a degree in Public Policy. Morgan State University's Department of Political Science and Public Policy offers a Bachelor of Arts degree but the curriculum is more theory-based and similar to our Government and Politics degree. None of the courses offered are Public Policy courses. The University of Maryland, Eastern Shore does not offer any similar programs or courses.

G. Distance Education Program;

N/A

H. Adequacy of Faculty Resources;

Faculty will be drawn from throughout the School of Public Policy: brief biographies are included in Appendix D. The current complement of faculty has the capacity to launch the program. Additional faculty may be required as the program grows, resources for new lines will be identified through reallocation of university resources or external sources. The School of Public Policy has many opportunities for drawing in local expert practitioners to enhance its instructional and scholarly

activities. Faculty and visiting scholars come to the School of Public Policy from a wide variety of disciplines, equipping the school with the needed expertise to teach students how to approach social issues from the multi-dimensional perspective needed for policy decision making. Academic direction and oversight for the program will be the responsibility of the existing Assistant Dean for Undergraduate Studies, who will be aided by a new director of undergraduate studies.

I. Adequacy of Library Resources;

The University of Maryland Libraries has conducted an assessment of library resources required for this program. The assessment concluded that the University Libraries are able to meet, with its current resources, the curricular and research needs of the program.

J. Adequacy of Physical Facilities, Infrastructure, and Instructional Resources;

Delivery of this program will require classroom utilization in existing buildings. Classes will be folded into our regular scheduling process. As part of its capital improvement plan, the University has proposed a new Public Policy building that includes a modest amount of additional instructional space.

K. Adequacy of financial resources;

See the resources and expenditures tables. Program expenditures will be accommodated by tuition revenue and with some reallocation from the general operating budget of the university, depending on the rate at which enrollments in the program grow.

L. Adequacy of Program evaluation;

Program Review is monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (<https://www.irpa.umd.edu/Assessment/LOA.html>). As syllabi and details of the curriculum are developed, this program will be integrated into UMD's LOA cycle of review. Formal program review is also carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (<http://www.president.umd.edu/policies/2014-i-600a.html>). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (<http://www.president.umd.edu/policies/2014-ii-120a.html>). Since 2005, the University has used an online course evaluation instrument that standardizes course evaluations across campus. The course evaluation has standard, university-wide questions and also allows for supplemental, specialized questions from the academic unit offering the course.

M. Consistency with Minority Student Achievement goals;

As stated in the University of Maryland's Strategic Plan for Diversity and Inclusion, "the University of Maryland has embraced diversity as a central driver in all its activities and has supported and promoted pioneering scholarship of diversity in academic programs." The Strategic Plan further states, "Our diversity is fundamental to our excellence and has enriched our intellectual community. The University's capacity to educate students for work and life in the 21st century and to be a leader in research and scholarship is greatly enhanced by a community that reflects the nation and world." As a policy school dedicated to producing civically engaged and socially responsible leaders, who will tackle some of the world's most challenging problems, the School of Public Policy is committed to providing quality education that is inclusive of the views, experiences and opinions of all underrepresented ethnic and racial groups, as well as gender, religious and other identities.

According to the "Maryland Ready" plan, the State is committed to preparing students who are college-ready, and the School's outreach efforts will align with these goals to provide a curriculum that is challenging, rigorous and accessible with a clear pathway to careers. Targeted outreach to Maryland high schools and community colleges will support our efforts in this area.

Course pedagogy and delivery of the Public Policy major are designed to be responsive to the needs of all students and reflective of our commitment to teach students to value diversity and to be informed about the world around them such that they are able to make responsible decisions and to take action that is inclusive and just. Our existing undergraduate programs and courses include an emphasis on leading and engaging in a pluralistic society. Likewise, all Public Policy majors will be required to take *PAAF 302: Examining Pluralism in Public Policy*, which will examine the ways in which the diverse experiences of race, gender, ethnicity, class, orientation, identity, and religion impact the understanding of and equitable delivery of public policy.

N. Relationship to Low Productivity Programs;

N/A

Estimated Resources and Expenditures

Resources	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$217,840	\$350,289	\$501,436	\$663,460	\$683,303
2. Tuition/Fee Revenue (c+g below)	\$0	\$0	\$0	\$0	\$0
a. #FT Students	50	100	200	300	300
b. Annual Tuition/Fee Rate	\$13,390	\$13,791	\$14,205	\$14,631	\$15,070
c. Annual FT Revenue (a x b)	\$0	\$0	\$0	\$0	\$0
d. # PT Students	0	0	0	0	0
TOTAL	\$217,840	\$350,289	\$501,436	\$663,460	\$683,303

Expenditures	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$0	\$138,600	\$285,516	\$441,122	\$454,356
a. #FTE	0.0	1.0	2.0	3.0	3.0
b. Total Salary	\$0	\$110,000	\$226,600	\$350,097	\$360,600
c. Total Benefits	\$0	\$28,600	\$58,916	\$91,025	\$93,756
2. P.T. Faculty (b+c below)	\$0	\$0	\$0	\$0	\$0
3. Admin. Staff (b+c below)	\$132,300	\$136,269	\$140,357	\$144,568	\$148,905
a. #FTE	1.5	1.5	1.5	1.5	1.5
b. Total Salary	\$105,000	\$108,150	\$111,395	\$114,736	\$118,178
c. Total Benefits	\$27,300	\$28,119	\$28,963	\$29,831	\$30,726
4. Total Support Staff (b+c below)	\$0	\$64,890	\$66,837	\$68,842	\$70,907
a. #FTE	0.0	1.0	1.0	1.0	1.0
b. Total Salary	\$0	\$51,500	\$53,045	\$54,636	\$56,275
c. Total Benefits	\$0	\$13,390	\$13,792	\$14,205	\$14,632
5. Total Graduate TA	\$75,200	\$154,912	\$159,559	\$164,346	\$166,654
a. #FTE	2.0	4.0	4.0	4.0	4.0
b. TA Stipend	\$40,000	\$82,400	\$84,872	\$87,418	\$87,418
c. Benefits	\$10,400	\$21,424	\$22,067	\$22,729	\$23,411
d. GA Tuition remission	\$24,800	\$51,088	\$52,621	\$54,199	\$55,825
6. Equipment	\$4,000	\$4,000	\$2,000	\$2,000	\$2,000
7. Library	\$0	\$0	\$0	\$0	\$0
8. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
9. Other Expenses: Operational Expenses	\$6,340	\$6,530	\$6,726	\$6,928	\$7,136
TOTAL (Add 1 - 9)	\$217,840	\$350,289	\$501,436	\$663,460	\$683,303

No tuition or fee revenue is assumed for delivery of the program since no overall increase in the undergraduate enrollment at the university is expected. Reallocated resources will be phased in over five years, starting in year one (FY18) of the program, and will be evaluated annually based on program growth.

Appendix A: B.A. in Public Policy -- Curriculum and Four-year plan

PUAF Major Requirements

C- or better is required in all major courses and the cumulative average of these courses must be a 2.0.

Benchmark Requirement One

*Must be completed by the end of **two semesters** into the major*

PUAF100—Foundations of Public Policy (HS) 3

HIST 201 Interpreting American History: From 1865 to the Present (HS) 3

Benchmark Requirement Two

*Must be completed by the end of **four semesters** into the major*

STAT 100 (AR) Elementary Statistics and Probability or higher 3

PUAF 101 Great Thinkers on Public Policy 3

Required Major Courses

ECON 200 Principles of Microeconomics (HS) 3

PUAF 202 Public Leaders and Active Citizens OR PUAF 201 Lead. for the Com. Good (IS/SP) 3

PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy 3

Introduction to Public Policy Focus (Choose from courses in focus list) 3

PUAF 300 Governance: Collective Action in the Public Interest 3

(Pre-req: PUAF100 and PUAF101)

PUAF 302 Examining Pluralism in Public Policy (Pre-req: PUAF 203) (UP) 3

PUAF 303 Public Economics: Raising and Spending the People's Money (Pre-req: ECON 200) 3

PUAF 304 Evaluating Evidence: Finding Truth in Numbers (Pre-req: STAT100) 4

PUAF 305 Internship Class OR Approved Study Abroad 3

PUAF 306: Public Policy Analysis in Action (Taken after 60 credits) 3

PUAF 400 Senior Capstone (Taken after 90 credits; Pre-req: PUAF 306) 3

PUAF 401 Contemporary Issues in Public Policy (Taken after 90 credits) 3

Focus or PUAF electives (12 credits)

Three credits may overlap with Intro to Focus course above

Focus/PUAF Elective Course 1 3

Focus/PUAF Elective Course 2 3

Focus/PUAF Elective Course 3 3

Focus/PUAF Elective Course 4 3

TOTAL Major Credits 61

Focus Area elective courses

Sustainability

PUAF 301 Sustainability

BSCI 363 The Biology of Conservation and Extinction

INAG 123 Intro to Sustainable Agriculture

LARC 160 Introduction to Landscape Architecture

ARCH 460 Measuring Sustainability
 AREC 365 World Hunger, Population, and Food Services
 ENSP 330 Introduction to Environmental Law
 ENSP 102 Introduction to Environmental Policy
 GEOG 331 Introduction to Human Dimensions of Global Change
 ENST 233 Introduction to Environmental Health
 GEOG 130 Developing Countries (3)
 GEOG 330 As the World Turns: Society and Sustainability in a Time of Great Change

Public Leadership

PUAF311 Women in Leadership
 PUAF313 Advocacy in the American Political System
 AASP101 Public Policy and the Black Community
 AASP314 The Civil Rights Movement
 AAST222 Immigration and Ethnicity in America
 LASC234 Issues in Latin American Studies I
 LASC235 Issues in Latin American Studies II
 PSYC221 Social Psychology
 PSYC289E The Psychology of Evil

Nonprofit and Social Change Leadership

PUAF 214 Leading and Investing in Social Change: Re-defining and
 Experimenting with Philanthropy
 PUAF 215 Innovation and Social Change: Creating Change for Good
 PUAF359I Leading and Investing in Social Change
 PUAF 388D Innovation and Social Change: Do Good Now
 PUAF 388G Global Perspectives on Leading and Investing in Social Change
 CPPL200/1 Public Leadership Colloquium
 PUAF388O China: China's Philanthropic and Social Sector
 Policy and Management Perspectives
 PUAF388I India: Education and Project Engagement with NGOs and Social Enterprises
 PUAF213 Introduction to Nonprofit and Social Change Leadership
 PUAF313 Advanced Nonprofit and Social Change Leadership
 BMGT 289A Social Enterprise – Changing the World through Innovation and Transformative
 Action
 BMGT 389E Maryland Social Entrepreneur Corps
 BMGT 468U Social Entrepreneurship Laboratory

Public Policy Major				
Requirements	Year 1: Fall	Credit	Year 1: Spring	Credit
Benchmark 1 PUAF 100 HIST201 Must be completed by the end of two semesters into the major.	MATH 110 or higher (MA)	3	ENGL101 (AW)	3
	PUAF100 Foundations of Public Policy (HS)	3	Natural Science course (NS)*	4
	Humanities (HU)*	3	STAT100 Elementary Statistics and Probability (AR)	3
	HIST201 Interpreting American History: From 1865 to the Present (HS and UP)	3	PUAF101 Great Thinkers on Public Policy	3
	General Elective	3	Oral Communication (OC)	3
	<i>Total</i>	<i>15</i>		<i>Total</i>
Benchmark 2 PUAF 101 STAT 100 Must be completed by the end of four semesters into the major.	Year 2: Fall	Credit	Year 2: Spring	Credit
	ECON200 Principles of Microeconomics	4	Natural Science Lab (NL)*	4
	PUAF Introduction to Special Topics Course	3	PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy	3
	PUAF 202 Public Leaders and Active Citizens (IS/SP)	3	PUAF 303 Public Economics: Raising and Spending the People's Money	3
	Humanities (HU)*	3	Focus/PUAF Elective Course 1	3
	General Elective	3	Scholarship in Practice (SP) Outside major*	3
<i>Total</i>	<i>16</i>		<i>Total</i>	<i>16</i>
	Year 3: Fall	Credit	Year 3: Spring	Credit
	PUAF 300 Governance: Collective Action in the Public Interest	3	PUAF306 Public Policy Analysis in Action	3
	PUAF302 Examining Pluralism in Public Policy	3	Focus/PUAF Elective Course 3	3
	Focus/PUAF Elective Course 2	3	PUAF 304 Evaluating Evidence: Finding Truth in Numbers	4
	Professional Writing (PW)	3	General Elective	3
	General Elective	3	General Elective	3
<i>Total</i>	<i>15</i>		<i>Total</i>	<i>16</i>
	Year 4: Fall	Credit	Year 4: Spring	Credit
	PUAF305 Internship course	3	PUAF400 Senior Capstone	3
	PUAF 4XX Contemporary Issues in Public Policy	3	PUAF 4XX Contemporary Issues in Public Policy	3
	Focus/PUAF Elective Course 4	3	General Elective	3
	General Elective	3	General Elective	3
	General Elective	3		
<i>Total</i>	<i>15</i>		<i>Total</i>	<i>12</i>
TOTAL Credits = 121				
Note: Some courses for the major may also count toward the General Education requirements				
*All students must complete two Distributive Studies courses that are approved for I-series courses.				

Learning Objective and their mapping to the core curriculum

Learning Objective	PUAF100: Foundations	PUAF101: Great Thinkers	PUAF202: Public Leaders	PUAF203: Ethics	PUAF303: Public Economics	PUAF300: Governance	PUAF304: Evaluating Evidence	PUAF306: Policy Analysis	PUAF400: Capstone	PUAF302: Pluralism	PUAF305: Internship	PUAF 401: Contemporary Issues	Focus Areas
1. Possess a foundational understanding of the fields of public policy and leadership, including its key processes, methodologies, and actors, both present and historic.	X	X	X										
2. Possess a foundational understanding of the key policy-related precepts and methodologies of many disciplines, including history, economics, political science, international relations, sociology, data analysis, information science, ethics and justice.	X	X		X	X	X	X						X
3. Be adept at acquiring and maintaining a critical understanding of key policy-related developments in the world.	X					X						X	X
4. Be adept at finding, understanding, organizing, and synthesizing data and the findings of other analysts/leaders, to produce an enhanced, multi-faceted, multi-perspective, objective understanding of public issues.						X	X	X	X				
5. Be adept at seeing public issues from the perspectives of various constituencies and those with different backgrounds, especially those whose perspectives are under-represented in public forums and processes.			X	X		X				X			X

6. Be creative and systematic problem-solvers, able to relate and apply intellectual skills and theoretical knowledge to real-world problems.			X				X	X		X			X
7. Be able to communicate – orally, on paper, and through media – analysis and findings, especially to people who do not share their analytical, professional, or cultural background.		X					X	X		X			X
8. Be able to intelligently work with and lead others who are working on, or are affected by, public issues, including those from different analytical, professional, or cultural backgrounds.							X	X	X	X			X

Appendix B: B.A. in Public Policy -- Course Descriptions

Existing Courses

PUAF 201 Leadership for the Common Good (3): This course is designed to provide undergraduate students an introduction to leadership theory and a chance to practice a core set of practical skills relevant to transformational and collaborative leadership.

PUAF 214 Leading and Investing in Social Change: Re-defining and Experimenting with Philanthropy (3): Credit only granted for: PUA214 or PUA359I. Formerly: PUA359I. Defines philanthropy as an exploration of how one develops a vision of the public good and then deploys resources (including donations, volunteers, and voluntary associations) to achieve an impact.

PUAF 215 Innovation and Social Change: Creating Change for Good (3): A team-based, highly interactive and dynamic course that provides an opportunity for students to generate solutions to a wide range of problems facing many communities today. Students in the iGIVE Program will deepen their understanding of entrepreneurship and innovation practices by creating and implementing projects or ventures that address an issue of their choosing while learning topics such as communications, project management, teamwork, leadership, fundraising, project sustainability and next steps in social change.

PUAF 288 Special Topics in Public Policy (1-3): Prerequisite: Permission of PUA-School of Public Policy. Repeatable to 6 credits if content differs. Advanced special topics focusing on an interdisciplinary topic related to Public Policy.

PUAF 288P Introduction to Public Policy (1-3): There is much more to public policy than "who wins" and "who loses". This course will provide a broad understanding of the policy making process, and the tools for analyzing and managing successful policies and briefly considers various policy arenas, including education policy, health policy, environment and energy policy, criminal justice policy, and economic/fiscal policy.

PUAF 301 Sustainability (3): Also offered as: AGNR301. Credit only granted for: AGNR 301 or PUA 301. Designed for students whose academic majors would be enhanced by the complementary study of a widely shared but hard-to-operationalize aspiration: that present choices should preserve or improve future options rather than foreclose or degrade them. How should we understand sustainability? How might we achieve it? How would we know if we had achieved it? And how could sustainability activists of a rising generation lead by example?

PUAF 302 Leadership: Philosophy, Policy and Praxis (3): Leadership as a search for meaning, identity and purpose are explored. Also introduces major philosophical traditions, from the ancient world to the modern one, and encourages students to ground their leadership interests and aspirations in a disciplined process of self-reflection, critical thinking and inquiry.

PUAF 311 Women in Leadership (3): Credit only granted for: PUA311 or PUA359W. Formerly: PUA359W. Examines the role of women in the leadership process including the participation of women as activists, voters, advocates, public leaders and as agents of change through various avenues including, among others, public service (elected and appointed), the media, community service, political organizations, and the nonprofit sector.

PUAF 312 Leading to Get Results (3): Credit only granted for: PUA312 or PUA359J. Formerly: PUA359J. Students will have an opportunity to learn and use results-based leadership competencies to take actions that will make a measurable difference in an issue affecting the student and/or university community.

PUAF 313 Advocacy in the American Political System (3): Credit only granted for: PUA313 or PUA359C. Formerly: PUA359C. Introduces students to the creation of law through the legislative process with a special focus on the Maryland General Assembly.

PUAF 315 Intelligence As a National Security Instrument (3): Credit only granted for: PUA315 or PUA388I. Formerly: PUA388I. Examines the role of intelligence in US national security policy. Topics will include the post WWII history of US intelligence, the current structure of the US intelligence community, the intelligence cycle, covert action, interrogation and intelligence, counterintelligence and cybersecurity.

PUAF 338 Academic Seminar for Interns: Federal and International (3): Corequisite: PUA339. Restriction: Permission of PUA-School of Public Policy. Repeatable to 6 credits if content differs. The academic seminar for student interns in PUA339. Students read, discuss, analyze, and write about topics in political and public policy leadership, and leadership studies.

PUAF 339 Internship in Political Institutions: Federal and International (3-6): Corequisite: PUA338. Restriction: Permission of PUA-School of Public Policy. Repeatable to 12 credits if content differs. Offers students supervised internship placements in federal and international political or public policy organizations.

PUAF 348 Academic Seminar for Interns: State and Local (3): Prerequisite: Permission of PUA-School of Public Policy. Corequisite: PUA349. Repeatable to 6 credits if content differs. The academic seminar for student interns in PUA349. Students read, discuss, analyze, and write about topics in political and public policy leadership, and leadership studies.

PUAF 359 Contemporary Issues in Political Leadership and Participation (3): Prerequisite: Permission of PUA-School of Public Policy. Repeatable to 9 credits if content differs. Special topics in political leadership and participation.

PUAF 359I: Leading and Investing in Social Change (3): This course will define philanthropy as an exploration of how one develops a vision of the public good and then deploys resources (including donations, volunteers, and voluntary associations) to achieve an impact. During the semester, we will go through the challenging and exciting process of ultimately granting thousands of dollars to achieve a beneficial impact in our local community.

PUAF 359T: Morocco: Human Rights, Security and Development; This winter-term study abroad course aims to understand politics, security and development in Morocco from a global perspective. We will explore issues including democratization, the monarchy, women's and minority rights, education, economic development, radicalization, and security. The post Arab spring world is an exciting time to visit the country because as the surrounding region has experienced major societal and political upheavals over the last few years, Morocco has remained quite stable. We will examine the roots of this. The course includes seminars with Moroccan and international scholars and practitioners, and field trips to Parliament, the Royal Institute for Amazigh Studies, USAID, NGOs, and more.

PUAF 359E: The Policy and Politics of Development in Africa; Students will be exposed to the policy and politics of economic development in Africa and the unique and fascinating history and culture of Ethiopia. The course offers hands on experiential learning with the objective of increasing students' capability to analyze and evaluate political economy of development in emerging economies. The course will also enhance students' understanding of the opportunities and challenges of doing business in Africa. The course also focuses on the normative aspect of development ethics with a unique opportunity to analyze the theory and practice of development planning. Throughout the trip and in various formal and informal venues, we will have group reflections and dialogues on issues in Ethiopian and African political economy, such development polices and planning, development ethics, democratization, human rights, role of the state and market in development, corruption and nepotism, urbanization and pollution, and the role development aid, among others. Students will gain a solid understanding of the policy and politics of development in Africa in general and that of Ethiopia in particular.

PUAF 368 Internship in Community Service Organizations (3-6): Prerequisite: Permission of PUAF-School of Public Policy. Repeatable to 12 credits if content differs. Offers students supervised placements in non-profit community organizations.

PUAF 386 Experiential Learning (3-6): Prerequisite: Permission of PUAF-School of Public Policy. Repeatable to 12 credits if content differs.

PUAF 388 Special Topics in Public Policy (1-3): Prerequisite: Permission of PUAF-School of Public Policy. Restriction: Sophomore standing or higher. Repeatable to 6 credits if content differs. Advanced special topics focusing on an interdisciplinary topic related to Public Policy.

PUAF 388D Innovation and Social Change: Do Good Now (3): This course is team-based, highly interactive and dynamic, and provides an opportunity for students to generate solutions to a wide range of problems facing our world. The course is designed for teams of undergraduates who have a social innovation project to develop and implement as well as students who are interested in joining a team to create social impact. Students will be introduced to the concept of social innovation, while exploring the many mechanisms for achieving social impact. This course deepens student's understanding of entrepreneurship and innovation by guiding them through the creation and implementation process as applied to a project idea of their choice. Participants will research issues and then generate and implement a project to address an issue they are passionate about. These projects are a laboratory to implement course topics such as design thinking, strategic planning, project management, teamwork, fundraising, marketing, leadership, and project sustainability.

PUAF 388G Global Perspectives on Leading and Investing in Social Change (3): Poverty, climate change, gender equity, human trafficking, refugee and humanitarian emergencies, public health crises... how do we tackle the world's most pressing issues? Non-governmental organizations (NGOs) are working across borders and in the most desperate circumstances to alleviate suffering and solve problems. This course will discuss the role of NGOs both here and abroad while analyzing the trends and issues related to giving and fundraising for international issues.

PUAF 388I: India: Education and Project Engagement with NGOs and Social Enterprises; Throughout this three-week course, students will gain hands-on, international experience while learning more about the role of philanthropy and nonprofits in today's global environment and provide direct project assistant to a pre-selected group of NGOs, including customized tasks and deliverables to ensure they fulfill all the expectations of the

course. Students will work in Delhi and make weekend trips to other locations in India. Through this course, students will be able to apply their political, financial, economic, quantitative, ethical, analytical, and communications skills to tackle real issues in service to actual clients in the social sector. Students will develop useful recommendations for decision makers, propose new or modified practices or policies for social enterprisers, explore and adapt best practices, conduct program evaluations, and perform other work associated with the operation of NGOs.

PUAF 388K Global Leadership in Public Policy (1-3): The course focuses on the big questions of how leaders lead, how they translate ideas into policy, how they produce action, and how we can assess the effectiveness of their work. We will focus especially on how each of us can play our own role as leaders in this process. The course will use a wide variety of policy puzzles, from the safety of the food we eat to the battle on climate change, to understand the big issues of public policy. Students will emerge from the course with a keen sense of policy leadership and with practical skills to make them better leaders.

PUAF 388O: China: China's Philanthropic and Social Sector - Policy and Management Perspectives; China's philanthropic and social sector are in the midst of rapid development and transformation. China's complex economy boasts great wealth and opportunity, but also faces critical challenges such as poverty, environmental degradation, rapid urbanization, and vast internal migration. From this dynamic and distinctive landscape emerge innovative, complex, entrepreneurial, and sometimes contradictory approaches from philanthropic, governmental and business leaders. Spend your spring break exploring these complex issues by meeting with leading policy makers, philanthropists and staff from social sector organizations in Beijing, Shanghai, Chengdu and Shangli. You will complement these professional meetings with visits to some of China's important cultural, historical and environmental sites; this course will allow you to view these sites beyond the lens of a tourist as you delve into issues of management and funding related these landmarks. Broaden your understanding of the role of the philanthropic sector this spring break by examining key management and policy issues in China.

PUAF 396 Fellowship Program in Political Leadership (2-6): Prerequisite: Permission of PUAF-School of Public Policy. Restriction: Must be enrolled in the full-time fellowship program. Individual instruction course.

PUAF 398 Fellowship Program in Political Leadership (3-6): Prerequisite: Permission of PUAF-School of Public Policy. Restriction: Must be enrolled in the full-time fellowship program. Repeatable to 12 credits if content differs.

PUAF 399 Directed Study in Public Policy (1-6): Prerequisite: Permission of PUAF-School of Public Policy. Repeatable to 12 credits if content differs. Guidance for the advanced student capable on interdisciplinary study on special projects under the supervision of faculty.

New or revised courses (and relationship to existing courses)

PUAF 100 Foundations of Public Policy (3): (Formerly, PUAF 288P) A survey course, focusing on public policy institutions and analytical issues as well as on overview of key public policy problems. Students will be introduced to public policy as a discipline, with a brief overview of the actors and institutions involved in the process, and familiarize themselves with the kinds of problems typically requiring public action. The course will examine these problems from a multijurisdictional and multisectoral perspective. Specific policy areas examined include education policy, health policy, economic and budgetary policy, criminal justice policy, environmental

policy, and national and homeland security policy. The course should permit students to have broad foundational exposure to the field that will give them a solid base for more advanced courses.

PUAF 101 Great Thinkers on Public Policy (3): Introduction to the intellectual foundations of public policy, from ancient theories on collective public action through the more contemporary development of public policy as a discipline. This may start as early as the ancient Greek philosophers and their views on public action through contemporary classics of public policy. Emphasis will be on the interdisciplinary foundations of public policy, through examining core disciplinary contributions from economics, political science, management, philosophy, and other relevant disciplines. At the conclusion of the course, students will have read classic works in the field and will master the key themes that have dominated the intellectual debates about public policy over its history.

PUAF 202 Public Leaders and Active Citizens -- This course aims to inspire, teach and engage students in the theory and practice of public leadership from the local to the national to the global level. Public Leadership is defined as “the inspiration and mobilization of others to undertake collective action in pursuit of the common good.” Students will learn and apply diverse approaches to leadership in a multicultural society while developing an understanding of key frameworks and practices necessary to foster collective action across private, public, and nonprofit sectors. This course will allow students to become informed citizens able to reason critically and persuasively about public matters as it will be highly interactive with various kinds of participation – panels, debates, role-playing, dialog with speakers. Students will also explore and assess their own personal values, beliefs, and purpose as they develop their leadership potential. Finally, students will understand the leadership skills and challenges particular to their role as a future policymaker.

PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy – This course will broaden students’ understanding of the moral dimensions of public policy as well as their own individual moral perspective. Discussions will include the ideal of a just society, and the place of liberty and equality in it, while focusing on contemporary theories of ethics and justice. It will develop students’ appreciation of the ethical challenges unique to the public service sector while building their skills in ethical analysis and decision-making. We will explore the increasing ethical challenges in a world in which technology, global risks, and societal developments are accelerating faster than our understanding can keep pace. A framework for ethical decision-making underpins the course. A broad range of domestic and international case studies will be used, such as: Ebola; Space X (Elon Musk’s voyages to Mars); ISIS’ interaction with international NGOs; sexual assault on U.S. university campuses and in the U.S. military; the refugee crisis; Snowden and the CIA; etc.

PUAF 213: Introduction to Nonprofit and Social Change Leadership (3): Through discussions of contemporary trends, challenges and issues, this course provides an introduction to the nonprofit sector and the leadership and management skills required to achieve social impact. The course will explore the history, theories, and roles of philanthropy and the nonprofit sector in societies and cultures. Students will be able to demonstrate an understanding of the process and principles of social entrepreneurship and social innovation. Additionally, the course will introduce students to topics in leadership, social innovation, resource development, community mobilization through networks, the role of policy-making in creating change, and overall strategies for achieving social change.

PUAF 300: Governance: Collective Action in the Public Interest (3): Pre-req: PUAF 100 and 101. Examination of societal responses to public problems, including actions by government, non-profit and private sector actors, as well as civil society. Students will examine the roles of these various actors, as well as the nature of civic responsibility. The course will examine the various stages of the policy process, asking the following questions:

How does something get defined as a problem that requires a public policy response? How do we think about what the options are for this response, and how do we choose among them? What are the factors that contribute to successful policy implementation? How do we evaluate the success of public policies? These questions will be addressed using examples of current public policy problems, and students will be expected to engage in individual and collaborative work to design responses to those problems.

PUAF 302 Examining Pluralism in Public Policy (3): Pre-req: PUAF 203; Previously, Leadership: Philosophy, Policy and Praxis Understanding pluralism and how groups and individuals coexist in society is an essential part of the public policy process. This course will examine the ways in which the diverse experiences of race, gender, ethnicity, class, orientation, identity, and religion impact the understanding of and equitable delivery of public policy. The examination of how identity development shapes our understanding of society and influences the decision-making process is central to students' shaping policy that is truly for the people. This course will equip students with the skills needed to analyze pluralism and draw conclusions about the application of various theories to public policy issues.

PUAF 303 Public Economics: Raising and Spending the People's Money (3): Pre-req: ECON 200. Applied course in public finance, including introductions to resource mobilization (including taxation), macroeconomic policy, key public expenditure policies, and government budgetary processes and politics. The course will build on the foundations from ECON 202 to address the specific application of public finance principles to solving public problems. The course will focus on the principles of welfare economics (including market failure), economic principles as applied to particular spending programs and tax choices, and issues and institutions involved in the allocation and management of resources both at a national and subnational level. The focus of the course is on these issues from both a domestic and global perspective. At the conclusion of the course, students should be able to apply the tools of economics to inform societal and governmental choices, and understand how those choices are made in practice.

PUAF 304 Evaluating Evidence: Finding Truth in Numbers (3): Pre-req: STAT 100. Course designed to create intelligent consumers of policy research. The course is not designed to make students into policy researchers, but to enable them to understand the research done by others with a sufficiently skeptical eye to allow them to determine whether the findings of the research are valid given the assumptions made and methods used. This will involve, in part, thinking about the various problems in research design or conduct that could lead to faulty conclusions. It will also involve being able to differentiate between credible sources of information and those that are not objective. At the conclusion of the course, students should be able to differentiate objective evidence from political argumentation.

PUAF 305 Internship in Policy Institutions (3-6): Offers students supervised internship placements in state and local political or public policy organizations. This course is the academic component of the internship experience. Students will spend approximately 135 hours per semester or session in a pre-approved, supervised internship in state and local political or public policy organizations. Students are required to submit weekly, guided reflections and a 25-page research paper as a part of their internship experience. Each student is required to develop, in collaboration with his or her site supervisor, an official learning contract which outlines the duties and responsibilities of the internship.

PUAF 306 Public Policy Analysis in Action (3): (Taken after 60 credits) – This course will utilize our unique location in the Washington, D.C. region to create a laboratory within which to analyze local, regional, national and international policy problems. Students will be put into teams and assigned to real and timely policy cases.

The course will include meetings and field trips with local leaders in the field, ideally connected to the cases. Student will then expand and apply their use of policy analysis and evaluation skills to define those problems, analyze alternative responses, devise appropriate strategies for implementation, and evaluate the success of the proposed policy and implementation. The course will conclude with team presentations to local leaders and faculty. This distinctive course will serve to prepare students for their client-based senior capstone course.

PUAF 313: Advanced Issues in Nonprofit and Social Change Leadership (3): (Pre-req: PUAF312) This course will be further students understanding of topics in leadership, social innovation, resource development, community mobilization through networks, the role of policy-making in creating change, and overall strategies for achieving social change. This course will further students understanding of the creation and leadership of nonprofits, nonprofit governance, boards, and committees; strategic planning and partnerships; membership management; advocacy and public policy processes; community outreach; and cross-sector approaches to social change. A central organizing concept for this class is that creating social change is a challenging, long-term project, and organizations trying to create social change must engage in a different kind of leadership and strategy in order to truly create change.

PUAF 400 Senior Capstone (3): Pre-req: PUAF 306. (Taken after 90 credits) – Public Policy students will take the skills and knowledge gained through their curriculum and apply them through their senior capstone course. Students will work in teams on problems and issues presented by outside clients, with guidance from faculty facilitators and interaction with the clients. Each team will work with the client to address a particular problem and produce a mutually agreed-upon outcome. These hands-on projects will advance students' understanding of the analytical, leadership, communication and problem-solving skills necessary to address today's policy problems while allowing them to gain professional-level experience that could contribute to their success in their post-UMD endeavors. The course will conclude with an event that allows all teams to present their findings and outcomes to their client while being evaluated by faculty and public policy professionals.

PUAF 401 Contemporary Issues in Public Policy (3): (Taken after 90 credits) This course will be an integrative course that allows policy students to explore the complexities of the policy-making process from the perspective of specific policy topics. They will learn about and discuss subject-based issues in a seminar format led by faculty and policy experts. Site visits to federal agencies, guest speakers, and round table sessions ensure that students receive a variety of real-world perspectives on their chosen policy area.

Appendix C: B.A. in Public Policy – Review of comparable programs

Sample Program Sizes

- Indiana (n=1,600)
- Princeton (n=316)
- Michigan (n=126)
- Duke (n=500)
- UNC-Chapel Hill (n=340)
- Delaware (n=100)
- SUNY-Albany (n=100)

Penn State: The following lists some of the job titles for graduates of the Public Policy program: Government Administration/Management, Non-Profit Management, Legislative Staff, Lobbyist, Management Analyst, Policy Analyst, Survey Research, Strategic Planner.

Georgia Tech: Students use their internship experiences to prepare them for law school or graduate programs in policy, public health, or city and regional planning, while others pursue careers in private firms and consulting companies, nonprofit agencies, the media, state legislative and governors' offices, the federal government, and a variety of other institutions. About 30 percent of graduates work in business and consulting, 30 percent have pursued careers in law, and the remainder have gone to graduate school (in public health, city and regional planning, policy, etc.) or have worked in nonprofit agencies, the media, federal agencies, state government, and politics. Internship examples include: White House Office of Science and Technology Policy; Georgia Economic Development Institute; Turner Broadcasting; Israeli Consulate; UNICEF; Georgia Office of Budget and Evaluation; Washington and district offices of US Senators and Representatives; Office of the Governor of Georgia.

Career Examples include:

Attorney (King & Spalding, Jones Day, Covington Burling, Hunter Maclean, etc.)
Management consultant (McKinsey, Deloitte, Bain, Capgemini)
New York Times (strategic planner)
SAIC Corporation (policy analyst)
Federal Reserve Bank (banking policy analyst)
Delta Airlines (pricing analyst)
Center for Internet and Society / India
WorkSpaces LLC (sustainability manager)

University of Michigan: Many of the school's bachelor's alumni, roughly 25 percent of those who have kept in touch, are in graduate school, pursuing advanced degrees in law, medicine, or public health. Fifteen percent have positions with Peace Corps, AmeriCorps, Teach for America, or the Fulbright program. And the rest are all over the board—working as legislative assistants, research analysts, teachers, and writers.

Penn State: According to the U.S. Bureau of Labor Statistics, nearly 40 percent of all Public Policy graduates are employed in government positions. A large number of Public Policy graduates become employed in the private sector for businesses and corporations, 10 percent in education, 3 percent in nonprofit administration, and 5 percent are self-employed.

Duke University: Law School, Banking/Consulting, Public Service, Politics, Government Agencies, Nonprofits/NGOs, Teaching/Education, Media/Communications, Other Private Sector Companies

New York University: After graduating, Public Policy majors will be prepared for a wide range of jobs in the nonprofit, private and public sectors. Before coming to NYU Wagner for a graduate degree, undergraduate

Public Policy majors from around the country worked at foundations, political advocacy organizations, consulting firms, government agencies and international policy institutes.

Appendix D

School of Public Policy Faculty Credentials

Madiha Afzal, Assistant Professor; Madiha Afzal is an Assistant Professor at the University of Maryland's School of Public Policy, and a Non-Resident Fellow at the Brookings Institution. Her current work examines the links between education and radicalization in Pakistan; elections, voter behavior and legislator performance in Pakistan; and Pakistanis' views of the United States.

Kenneth Apfel, Professor of the Practice; Kenneth S. Apfel joined the School's faculty in fall 2006 as Professor of the Practice. His teaching and research interests are in public management and leadership, as well as in social policy, with a particular focus on aging, health care, and retirement issues.

Douglas Besharov, Norman & Florence Brody Professor; Mr. Besharov was the first director of the U.S. National Center on Child Abuse and Neglect, from 1975 to 1979.

Alok Bhargava, Professor; Alok Bhargava (b. 13 July 1954, Alwar, India) is an Indian-American econometrician. He studied mathematics at Delhi University and economics and econometrics at the London School of Economics.

Angela Bies, Endowed Associate Professor of Global Philanthropy and Nonprofit Leadership; Angela Bies, Ph.D. is endowed associate professor of global philanthropy and nonprofit leadership at the School of Public Policy at the University of Maryland and affiliated with the SPP Center for Philanthropy and Nonprofit Leadership.

David A. Crocker, Senior Research Scholar; Dr. David A. Crocker is senior research scholar and director of the School of Public Policy's international development specialization. Coming to UMD in 1993, he specializes in international development ethics, sociopolitical philosophy, transitional justice, democracy, and democratization. He has directed study-abroad trips to Morocco, Peru, and Ethiopia.

I. M. 'Mac' Destler, Saul Stern Professor of Civic Engagement; Dr. Destler is a scholar who specializes in the politics and processes of U.S. foreign policymaking. He is co-author, with Ivo H. Daalder, of *In the Shadow of the Oval Office* (Simon and Schuster, 2009), which analyzes the role of the President's national security adviser from the Kennedy through the George W. Bush administration.

Elizabeth M. Duke, Senior Lecturer; Elizabeth M. (Betty) Duke joined the School of Public Policy as a Senior lecturer in August 2009. She teaches in Management, leadership and Finance (MFI).

Gerard Evans, Adjunct Lecturer; A lawyer and lobbyist by trade, Gerard Evans has nearly 25 years of experience advocating for a diverse range of interests before lawmakers in Annapolis, MD. In addition to being one of the longest working lobbyists in the state,

Toby Egan, Associate Professor; Toby Egan is an associate professor at the School of Public Policy and affiliate associate professor in the Robert H. Smith School of Business at the University of Maryland (UMD). Prior to joining UMD, he was an associate professor in the Purdue University Graduate School and Purdue School of Engineering and Technology.

Christopher Foreman, Professor; Chris Foreman is professor and director of the social policy program at the University of Maryland's School of Public Policy where he teaches courses on political institutions and the politics of inequality.

Steve Fetter, Professor; Steve Fetter has been a professor in the School of Public Policy since 1988, serving as dean from 2005 to 2009. His research interests include nuclear arms control and nonproliferation, nuclear energy and releases of radiation, and climate change and carbon-free energy supply.

Nancy Gallagher, Senior Research Scholar; Interim Director, CISSM; Nancy Gallagher is the Interim Director at the Center for International and Security Studies at Maryland (CISSM) and a Senior Research Scholar at the University of Maryland's School of Public Policy. She co-directs the Advanced Methods of Cooperative Security Program, an interdisciplinary effort to address the security implications of globalization by developing more refined rules of behavior and more comprehensive transparency arrangements.

Elisabeth Gilmore, Assistant Professor; Elisabeth Gilmore is an Assistant Professor in the School of Public Policy at the University of Maryland, College Park.

Miguel Gonzalez Marcos, Lecturer; Miguel González Marcos is trained in law. He holds degrees from Johann Wolfgang Goethe Universität (Ph.D.); Montpellier 1 University, France (Diplôme d'Université in International Nuclear Law); New York University (LL.M.); State University of New York at Buffalo (J.D.); and Universidad de Panamá (LL.B.). P

Robert T. Grimm Jr., Professor of the Practice and Director, Center for Philanthropy and Nonprofit Leadership; Robert T. Grimm, Jr. is Director of the Center for Philanthropy and Nonprofit Leadership. Through generous leadership gifts, he became the founding professor and director of an endowed Center focused on igniting a culture of philanthropy through a new model for the college experience that is unparalleled across higher education.

Ricco Hall, Adjunct Lecturer; Ricco Hall's professional experience covers the areas of education, psychology, program management, health and human services, and criminal justice.

Thomas Hilde, Senior Lecturer; Tom Hilde teaches courses in International Environmental Agreements, Moral Dimensions of Public Policy, Environment & Development, and Environmental Ethics.

Nathan Hultman, Associate Professor; Environmental and Energy Policy Specialization Director; Nathan Hultman is director of Environmental and Energy Policy program at the University Of Maryland School Of Public Policy. He is also associate director of the Joint Global Change Research Institute, a collaboration between the University of Maryland and the Pacific Northwest National Laboratory.

Nina Harris, Assistant Dean, Undergraduate Studies; Adjunct Lecturer; Nina Harris serves as the Assistant Dean for Undergraduate Studies in the University of Maryland, School of Public Policy. A skilled administrator with over 25 years of higher education experience, specializing in developing and administering successful undergraduate and leadership development programs at major universities, Dr. Harris provides direction to all current and developing undergraduate initiatives in the School.

Philip Joyce, Senior Associate Dean and Professor; Philip Joyce is Senior Associate Dean and a Professor of Public Policy in the University of Maryland's School of Public Policy. Professor Joyce's teaching and research interests include public budgeting, performance measurement, and intergovernmental relations.

Anne Kaiser, Adjunct Lecturer; Anne Kaiser is in her fourth term as a member of the Maryland House of Delegates, representing the 14th District in Montgomery County. She is honored to serve as the Majority Leader in the House of Delegates.

Donald F. Kettl, Professor Donald F. Kettl is a professor at the School of Public Policy and a nonresident senior fellow at the Brookings Institution. He served as the dean of the school from 2009-2014.

Pradeep Kapur, Visiting Clinical Professor; Areas of Interest: Issues of Global Trade & Development

Jennifer Littlefield, Associate Director, CPNL; Director, Public Leadership Program; Adjunct Lecturer;

Dr. Jennifer Littlefield is the Director of the College Park Scholars Public Leadership program and the Associate Director of the Center for Philanthropy and Nonprofit Leadership. Jennifer has been involved with the Public Leadership Program since 2007, serving as both Assistant and Associate Directors prior to her appointment as Director.

William Lucyshyn, Interim Director; Senior Research Scholar; Director of Research, CPPPE;

William Lucyshyn, M.S., is a Research Director at the Defense Advanced Research Projects Agency (DARPA) and a Visiting Senior Research Scholar at the Center for Public Policy and Private Enterprise in the School of Public Affairs at the University of Maryland

Robert Nelson, Professor; Robert Nelson is a professor in the environmental program within the School of Public Policy. He teaches courses in environmental, natural resource and other policy areas. Teaches the policy analysis workshop, which is designed to give students the communications and other practical skills needed to apply policy analysis in real world settings.

William Nolte, Research Professor, CPPPE; William M. Nolte is the former director of education and training in the office of the Director of National Intelligence and chancellor of the National Intelligence University.

Robert Orr, Dean and Professor; Dr. Robert C. Orr serves as UMD School of Public Policy dean, United Nations under secretary-general, and special advisor to the UN secretary-general on climate change.

Anand Patwardhan, Professor; Anand Patwardhan was Professor in the Shailesh J Mehta School of Management at the Indian Institute of Technology-Bombay.

Peter Reuter, Professor; Peter Reuter is Professor in the School of Public Policy and in the Department of Criminology at the University of Maryland. He is Director of the Program on the Economics of Crime and Justice Policy at the University and also Senior Economist at RAND.

Allen Schick, Distinguished University Professor; Dr. Schick came to the Maryland School of Public Policy from the Congressional Research Service, Library of Congress, where he served as a senior specialist.

Susan Schwab, Professor; Ambassador Susan C. Schwab became the United States Trade Representative on June 8, 2006. As USTR, she was a member of the President's Cabinet and served as the President's principal trade advisor, negotiator, and spokesperson on trade issues.

R. H. Sprinkle, Associate Professor; Sustainability Minor Co-Director; Robert Hunt Sprinkle, MD, PhD, works at the intersection of politics and the life sciences.

Travis St. Clair, Assistant Professor; Travis St. Clair is an assistant professor at the University of Maryland's School of Public Policy, teaching courses on public finance and financial management.

Phillip L. Swagel, Professor; Phillip L. Swagel is Professor in International Economic Policy at the Maryland School of Public Policy. He directs the Thomas Schelling Distinguished Visitor Series, which brings to the university eminent policy makers and leading academics who have made sustained contributions to public policy.

Susannah Washburn, Lecturer; Susannah Washburn directs iGIVE, a new program at the University of Maryland School of Public Policy in which students live together and learn about philanthropy and social change through research, writing, grant making, and social action projects.

Michael Wertheimer, Professor of the Practice; Dr. Wertheimer joins UMD from the National Security Agency, where he served as director of research from 2010-2014. In 2009 he was selected as Technical Director for the Data Acquisition Office in the NSA's Signals Intelligence Directorate.