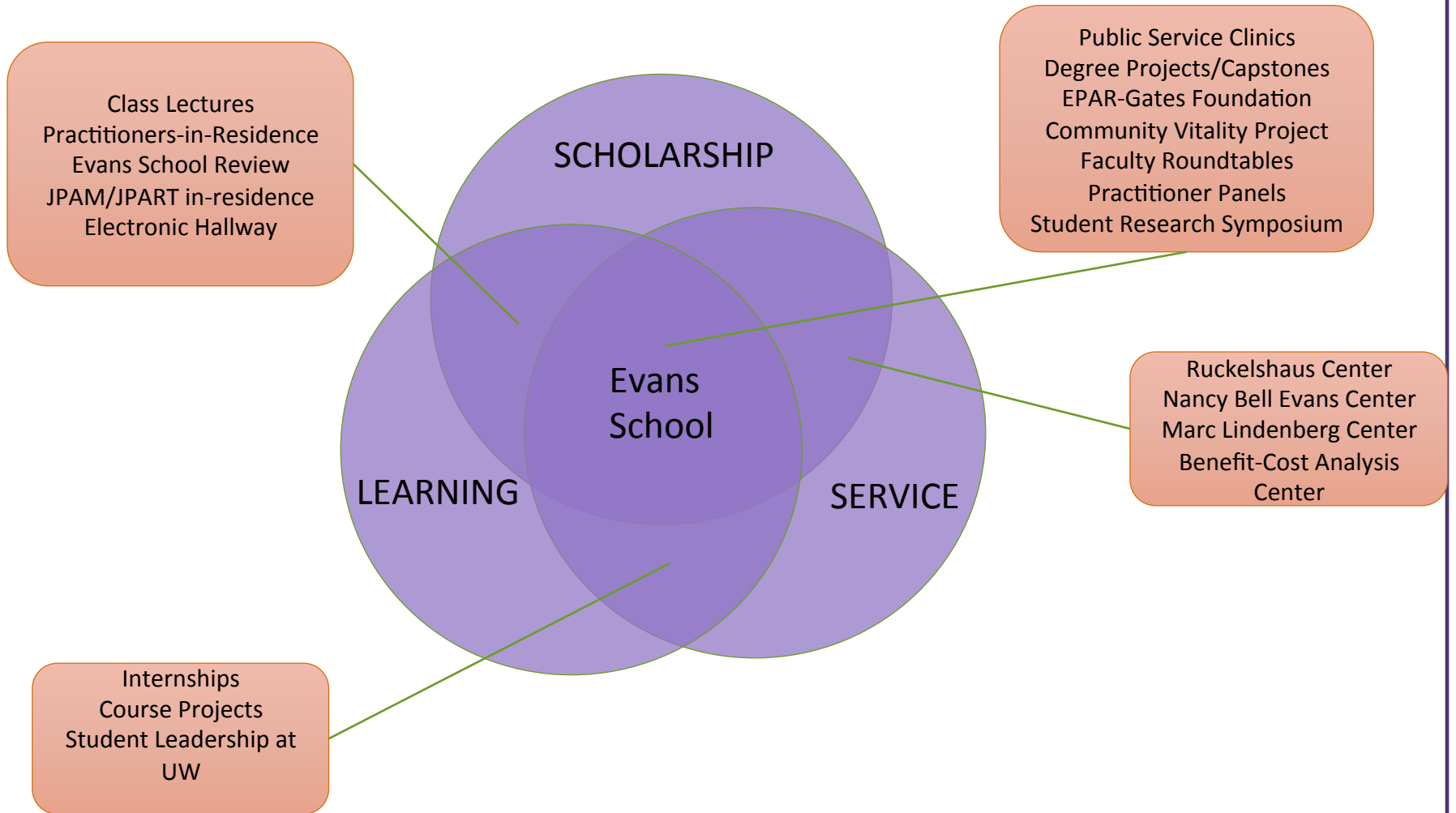


The Evans School MPA Strategic Model



EVANS SCHOOL OF PUBLIC AFFAIRS

UNIVERSITY of WASHINGTON

Evans School of Public Affairs Strategy Map 2011-2013

Mission: We are committed to improving the quality of public and nonprofit professional education, to educate leaders and to pursue research and ideas that strengthen sound public policy and management, and promote thoughtful, civil, and public deliberation.

Vision: Be the number one public school of choice for students, faculty and staff dedicated to careers in the public and nonprofit sector.

Values: We value integrity, respect, and excellence in our own institution, in our graduates, and in the community.

Goals

Students:
Provide professional education in public policy and management.

Faculty: Provide opportunity to create new knowledge in public policy and management and develop curriculum on public/private networks of institutions and guide the next generation of public leaders.

Community:
Provide life long education and policy advice that makes a difference at the city, state, national, and international level.

Staff:
Provide efficient, collegial work environment where collaboration is encouraged and thrives

Internal Goals

Continue to respond to student demand, provide access, and maintain quality.

Recruit and retain talented faculty with diverse areas of expertise in public policy and management.

Continuous improvement using performance measurement.

Learning, Discovery, and Service

Produce students prepared to manage and lead at all levels in today's complex public and nonprofit sector.

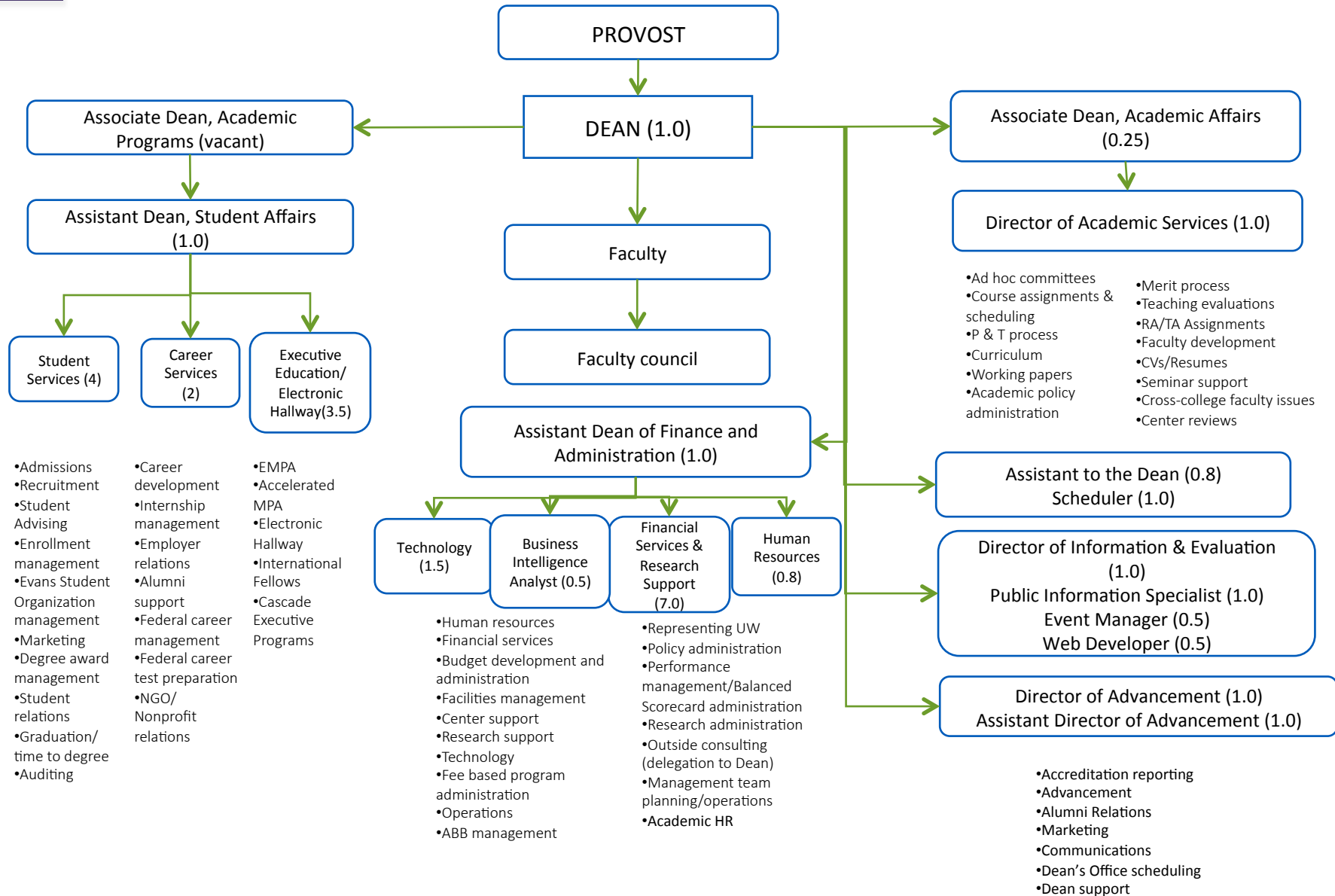
Generate research that moves the field of Public Policy and Public Management methodology to design and evaluate policy and management solutions for the public sector.

Be a center for civic dialogue on local, national, and international policy issues and solutions .



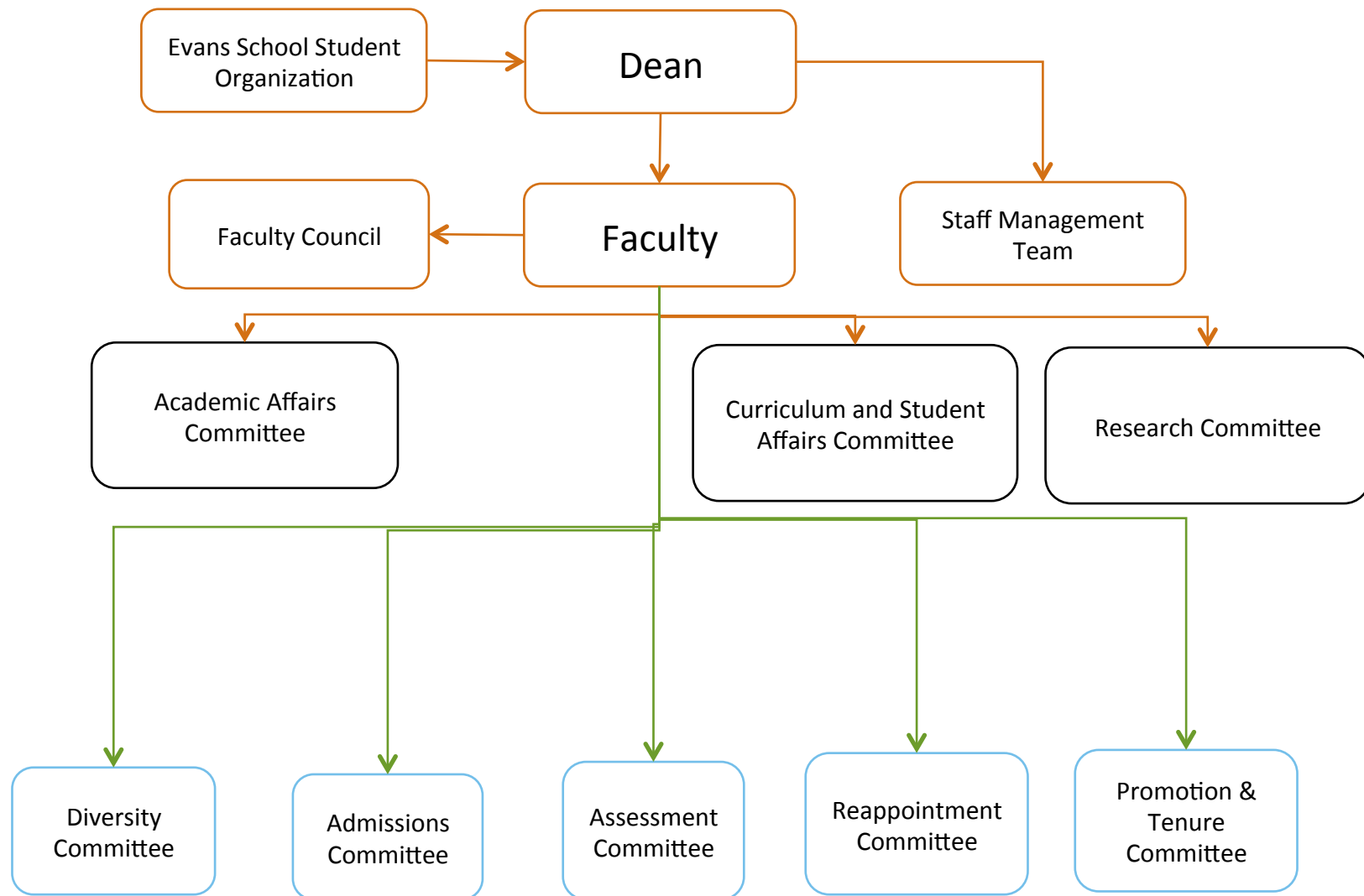


Organization Chart





Evans School Standing Committee Structure



**UNIVERSITY OF WASHINGTON
EVANS SCHOOL OF PUBLIC AFFAIRS
ASSOCIATE DEAN OF ACADEMIC AFFAIRS**

The Evans School of Public Affairs is a top ranked school of public administration and a dynamic organization. Funds administered by the School have grown in the past decade to over \$15m from an array of funding sources; tuition funds, foundation awards, extramural grants and contracts, donor gifts and endowments. The tremendous growth that the School has experienced has resulted in a larger number of students in our programs, new faculty and a number of new programs, initiatives and research and outreach projects. It has also resulted in greater contractual, fiscal and budgetary complexities, space constraints, issues with added demands for management, supervision and training.

The School has been undertaking an incremental reorganization, building and realigning programs and services to assure we provide the highest level of service to faculty, students and staff and develop a satisfying professional and community environment for all within our budgetary constraints. We have responded partially to our growth challenges, having clarified many of our governance issues and by putting together a terrific team of professionals, developing staff capacities, reassigning responsibilities to better match individual capacities and by process redesign.

Responsibilities

The Associate Dean of Academic Affairs reports directly to the Dean of the School and is responsible for all matters relating to instruction of students. This includes the leadership and management of the Office of Academic Affairs, with the supervision of one full-time staff member. The office is responsible for a broad array of responsibilities and processes that support the academic mission of the School.

The Associate Dean is responsible for managing the promotion and tenure processes, reappointment processes, and mentoring of junior faculty.

The Associate Dean is responsible for producing the academic course scheduling; hiring practitioners to enrich and augment classroom instruction, and manage faculty searches for vacant faculty positions. The Associate Dean plays a pivotal role in maintaining the academic standards of the School. Related responsibilities include participation on several School academic and administrative committees. The Associate Dean works with faculty, the curriculum committee, students and alumni to provide expertise and guidance in assessing the relevance and effectiveness of instructional materials and methodologies.

In addition, the Associate Dean is expected to maintain an active role in core instruction in the classroom.

The Associate Dean supervises counseling for students; adjudicates cases of students with academic difficulties and violations of School and University policies of conduct and academic honesty.

Committee Assignments:

The Associate Dean participates as an ex officio member of the following standing committees:

- Admissions
- Curriculum
- Faculty Council
- Faculty Affairs

Requirements

Ph.D. in Public Administration or related field, previous administrative experience, evidence of strong communication and leadership skills.

UNIVERSITY OF WASHINGTON
EVANS SCHOOL OF PUBLIC AFFAIRS

SENIOR ASSOCIATE DEAN FOR ACADEMIC PROGRAMS

The Associate Dean for Academic Programs has leadership and administrative responsibilities for professional academic programs in the Evans School. The Associate Dean provides leadership in implementing, for renewal and continuous improvement of the Schools academic programs and Student Affairs. He/she is expected to practice, advocate and promote the highest of standards for public values, academic achievement, honesty and professional integrity. Reporting to the Dean, the Associate Dean manages academic programs through collaboration with faculty and professional colleagues and administers University and School policies within the scope of authority to achieve the following objectives:

- Improve access to Evans School programs: assure all who are interested (passionate) in careers in public service have an opportunity to pursue a professional education at the Evans School
- Develop and coordinate curricula across programs (undergraduate, masters, executive) to prepare students to address complex public policy and management problems facing the public and non-profit sector and to meet the growing needs of the public for effective governance locally, nationally and globally.
- Create opportunities to meet growing demand for professional learning in public affairs: graduate certificates, undergraduate degree programs, executive education, life-long learning programs and contracts through Cascade, international fellowships, and other international collaborations.
- Partner with other University programs, alumni, public and non-profit agencies and other stakeholders to prepare students to be effective leaders in these sectors through increased opportunities for experiential learning
- Enhance opportunities for student fellowships, scholarships and other financial aid
- Sustain Evans School excellence in delivering an integrated model of learning, discovery and service.

The Associate Dean, working with the Dean and the Assistant Deans takes a leadership role in the development of new programs. With the Assistant Dean of Student Affairs oversees academic standards and academic and student support services related to the professional programs. The Associate Dean oversees the administration of the student affairs and works with the Assistant Dean of Student Affairs in setting goals and requesting resources. The Associate Dean works closely with and answers directly to the Dean of the School of Public Affairs on all issues related to new academic programming and student affairs. The Associate Dean serves as an ex officio member of the Faculty Council, the Curriculum Committee and serves as Acting Dean for the College in the Dean's absence. The Associate Dean represents the School and serves on any committees that are appropriate for advancement of the school or students. He/she is the principal investigator for grants supporting particular programs within the scope of

responsibilities (e.g., international fellowships)

The Associate Dean of Academic Programs is a tenured faculty position in the Evans School. The Associate Dean must have at least 10 years prior experience in teaching and research in Public Affairs education, including an understanding of the professional requirements and expected outcomes for undergraduate, accredited MPA, Executive Education and Doctoral degree programs in the field. A broad perspective on student goals, curriculum delivery, and successful career paths is essential. Also essential is proven experience in academic program administration capable of managing in a team atmosphere. He/She must have the skill to nurture good student relationships and best pedagogical practices. Encouraging staff and students is an essential skill as well. The Associate Dean will be proactive in seeking and developing ventures that secure financial and academic growth of the educational institution.

The Associate Dean of Academic Programs is a part-time administrative appointment accompanied by a reduction in teaching, research and service expectations and additional compensation as agreed upon. The Associate dean is expected to be available daily to address current administrative and student issues and represent the School at University, local and national audiences where appropriate. All Associate Dean travel plans need to be discussed with and approved in advance by the Dean to coordinate School supervision. It is expected that the Associate Dean of Academic Programs will attend the annual meetings of NASPAA and APPAM.

Evans School Diversity Goal #1: Inclusion

GOAL: Create a welcoming and inclusive environment at the Evans School and a shared conception of diversity and how we interact with each other in regards to diversity.

RATIONALE: A welcoming environment and a shared set of diversity standards are important to create a trusting, open, and connected environment inside which we can discuss diversity and create a climate that is inclusive of both visible and invisible diversity among faculty, staff, and students.

OBJECTIVE 1: Clearly establish that the Evans School values diversity.

| CONTEXT | STRATEGY | PROPOSED OUTCOMES | POTENTIAL INDICATORS |
|---|---|---|---|
| <p>The Evans School has had, for many years, a diversity survey circulated on an annual basis. Often times, students have taken the lead on developing and distributing the survey. Sometimes only students have been asked to respond to the survey (not faculty and staff).</p> | <p>1. Have the Evans School (as a school) “own” the annual diversity survey.</p> <p>The Diversity Committee and the diversity “point person” (see #2 and #3 below) would design and shepherd the survey and solicit input from interested student groups, etc. The survey could be rolled into a larger survey (like a climate survey) and/or could be distributed every two years rather than every year. The Diversity Committee would oversee the design/questions and evaluate the results. The survey results and potential action items must be communicated with the Evans School community.</p> | <ul style="list-style-type: none"> Reinforce that diversity is an important, school-wide effort Gather important information and benchmarks for diversity efforts Institutionalized method of disseminating the results to the Evans School community | <ul style="list-style-type: none"> Percentage of students/staff and faculty that complete the survey |
| <p>The Evans School has had a diversity committee for many years, but it can be hard to push efforts forward using a large group/committee and/or for individuals to know who they should approach in a large and varied committee.</p> | <p>2. Establish a “point person” (or a faculty/staff team of two) who is explicitly responsible for shepherding, coordinating, and communicating about diversity efforts.</p> <p>This person should also represent diversity efforts on the school’s major committees. This person could be the Diversity Committee chair and could work</p> | <ul style="list-style-type: none"> Eliminates confusion by creating a single point of contact for diversity questions and efforts Increased accountability with a single person assigned to shepherd efforts (this could also be an expectation of committee members) | <ul style="list-style-type: none"> Survey results Process established for choosing/appointing this individual Eventually, this position could be integrated into an existing office/position |

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| <p>The Diversity Committee has been part of the Evans School for many years. It has not traditionally had equal representation from faculty, staff, and students.</p> | <p>with the Diversity Committee to develop a modest and appropriate work plan at the beginning of each year.</p> | <ul style="list-style-type: none"> Increased integration of diversity into standing committees/structure | |
| <p>3. Continue the Diversity Committee</p> <p>Members should be selected from equal parts faculty, staff, and students to serve on a rotating basis and be charged with:</p> <ul style="list-style-type: none"> Develop an appropriate and realistic yearly work plan to move the Diversity Strategic Plan forward Create and communicate the results of the annual survey Provide guidance and feedback to the Evans School Community Share current research related to diversity with Evans School constituents Forge connections with diversity events, efforts, best practices, and resources in other UW units and in the broader community – make announcements about events; arrange low-cost or no cost events and market for participation Dean would work closely with the Committee, especially the Committee Chair/Point Person Committee must be charged with producing objectives/outcomes | <ul style="list-style-type: none"> Increased connections with other diversity efforts and resources Additional input into diversity efforts and communications | | <ul style="list-style-type: none"> Comprehensive review of diversity-related activities on-campus Institutionalized method of disseminating diversity survey results to the Evans School community Cross listing of all-campus diversity events at the Evans School and other departments Increased sense of transparency regarding diversity issues Hold regular meetings beginning September 2009 |

| OBJECTIVE 2: Build understanding by strengthening the sense of community at the Evans School and creating more connections between faculty, staff, and students. | | | |
|--|--|--|--|
| CONTEXT | STRATEGY | PROPOSED OUTCOMES | POTENTIAL INDICATORS |
| In recent years, diversity training has been incorporated into orientation for new students. | 1. Develop a standard and mandatory venue for learning new skills and sharing experiences with diversity (building upon diversity trainings at orientation and including faculty and staff on a rotating basis OR include a small number of faculty and staff into the student orientation each year as another way to create a sense of community and connections between faculty/staff/students.) | <ul style="list-style-type: none"> Increased skills to talk about diversity and to handle tough conversations Less perceived individual risk when discussing diversity | <ul style="list-style-type: none"> Development and adaption of diversity training curriculum Diversity Committee reviews mandatory trainings at other schools on campus – adaptable to the Evans School? |
| Many have expressed different levels of understanding of how we talk about/address diversity inside the Evans School community. | 2. Define our shared conception of diversity (aka the Evans School's "Diversity Imperative") and how we interact/operate in regards to diversity as an entire school; this could be the "Community Conversation Norms." Hold an all-school meeting at least once per year where we communicate our shared conception of diversity and our expectations for how we interact on diversity issues. | <ul style="list-style-type: none"> Shared conception of diversity and how we address diversity issues/conversations | <ul style="list-style-type: none"> % of Evans School that attend all school meeting; also break out by faculty/staff/student attendance Scheduling of first all school meeting 2009-10 academic year |

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| <p>Currently, intake processes for new Evans School community members, outside of the formal first year student orientation, are ad-hoc.</p> | <p>3. Examine our “intake” process for new members of our community (faculty, staff, fellows and MPA, Ph.D., and Executive MPA students).</p> <p>Consider setting up smaller groups of Evans School community members at the start of each year that can continue meeting informally for one or two years, creating a cohort that includes both new and existing students, faculty, and staff.</p> <p>Consider holding a monthly or every two month welcoming coffee/potluck/snack to welcome and introduce new staff and faculty.</p> | <ul style="list-style-type: none"> Increased support networks and access to resources across the school Increased understanding of our various backgrounds and experiences, including “invisible diversity” of members of the Evans School community Increased trust and comfort with colleagues (be they faculty, staff, or students) to help foster open conversations about diversity | <ul style="list-style-type: none"> Attendance at celebration of community members p/month Reception for Evans School community at beginning of year Morale as measured by potential future climate surveys |
| <p>The Evans School has many great traditions, but we do not currently delineate them in an easy-to-understand way for new members of our community.</p> <p>There also may be confusion for some staff members about which events they are allowed to attend during their formal work day.</p> <p>The Evans School has an incredibly large number of events each year. These events are valuable, but tend to encourage formal interactions. Very few events involve a selection of faculty, staff, and students interacting in a more relaxed, less formal, and more personal way.</p> | <p>4. Develop a list of Evans School “traditions” that includes key events.</p> <p>Hand out key events list at orientation for new students and new employees. Be clear about which events are highly encouraged and which events are more optional for community members.</p> <p>Traditions list could include the following:</p> <p>Most all of us participate:</p> <ul style="list-style-type: none"> Orientation/Welcoming Events Halloween/Harvest Party Thanksgiving with the International Students and Fellows All School Picnic and Faculty/Staff Awards Convocation Faculty/Staff Holiday Party (if continuing) ESO Talent Show and Auction | <ul style="list-style-type: none"> Shared understanding of priority of scheduled events Stronger/better defined sense of community | <ul style="list-style-type: none"> Attendance at “traditions” events Sense of community as measured by potential future climate surveys |

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| | | <ul style="list-style-type: none">• Dan Evans Ball• MLK Day of Service Projects• After Hours and Breakfasts with the Dean• Ryther Center Gift Drive and Food Bank Drive <p>Try to attend at least one or two per year:</p> <ul style="list-style-type: none">• International Fellows Presentations• Research Seminar Series Events• Faculty/Staff Life Celebration events• Events hosted by research centers <p>Maybe our list of traditions could include a blurb about encouraging more informal interactions between students, staff, and faculty. Individually initiated, spontaneous events such as happy hour or potlucks are welcome and encouraged at the Evans School. Maybe recommend a venue through which these informal interactions could be disseminated (such as emails).</p> | |
|--|--|---|--|

Diversity Goal #2: Curriculum and Co-Curricular Activities

GOAL: *Promote student learning and skill development.*

RATIONALE: *To promote student learning and skill development around diversity, we must:*

1. *Effectively integrate diversity issues into Evans School Courses in multiple ways*
2. *Facilitate Evans School connections to multiple communities*
3. *Encourage appropriate risk-taking and innovation in the classroom by faculty and students*

Strategies below continue previous efforts or offer suggestions to make them more effective. In general, we have selected strategies that reflect both a bottom up approach to incorporating diversity as well as a more institutional, top down, approach.

CURRENT STATUS: Over the past 15 years, the Evans School has taken many steps toward improving the climate for diversity at the school. In 2001 the school undertook a 2-year program of diversity discussions, ending in a definition of diversity for the school. Over time, in terms of curriculum and co-curricular activities, the school has :

- Held workshops for faculty, including one based around a classroom incident that occurred at the Evans School and others that allowed faculty to brainstorm solutions to issues that have arisen in their classrooms.
- With the support of the Ford Foundation, created teaching cases that highlight diversity for use in the core curriculum of the school. These cases are available nationally and have been incorporated into the core curriculum where appropriate.
- Developed outcome measures as part of our student evaluations that measure diversity outcomes:
 - *How comfortable were students in expressing opinions in class?*
 - *To what degree were multiple perspectives represented in class discussions and reading assignments?*
 - *How effectively were diversity issues brought into the course (eg race, gender, sexual orientation, disability, political ideology, socio-economic class)?*
- Developed courses that focus on diversity itself and the skills students need to work in and manage a diverse workforce and citizenry. In 2004, those courses were:
 - Race and Public Policy

- Gender, Power and Political Leadership
- Tribal Sovereignty and Public Policy
- Women, Work, and Public Policy
- Sexual Orientation and Public Policy
- Managing a Diverse Workforce
- Cross Cultural Communication
- Learning, Leadership, and Diversity
- Leadership in a Cultural Context
- Tribal Sovereignty in the 21st Century

As of the 2009-2010 academic year, the list is different, with only Race and Public Policy continuing, although plans are in the works to bring back Managing a Diverse Workforce. In 2009-2010, the list of classes reflects some integration of diversity topics in the curriculum, with courses that have diversity issues either as the main topic, as part of the examples or inherent in the content of the course, or part of the skills offered in a broader course:

Diversity is the Topic of the Class

- Economics of Race and Inequality
- Metro Region: Policy, Governance, Inequality
- Public Mgmt, Public Policy, and Social Justice
- Race and Public Policy
- Tools for Communicating Across Differences

Inherent in Topic or Examples

- Community Economic Development
- Development Management
- Economics of International Development
- Education, the Workforce, and Public Policy
- Ethics and Climate Change
- Ethics and Public Policy

Related Skills

- Environmental Risk Assessment
- Leadership and Exec Administration
- Managing Organizational Performance
- Managing Politics and the Policy Process
- Mediation and Negotiation
- Foundations of Social Policy
- Higher Education Policy
- Housing and Social Policy
- Neighborhood Planning and Community Development
- Psychology for Policy Analysis
- Public Policy Analysis

- Seminar on Poverty and Anti Poverty in US
- Asset Building for low income families

OBJECTIVE 1: Enable faculty learning and information sharing about effective strategies for integrating diversity, curricular materials, and to celebrate successes and express frustrations (1 and 3 above)

| STRATEGY | PROPOSED OUTCOMES | POTENTIAL INDICATORS | PRIORITY | WHO |
|---|---|---|----------|---|
| <p>1. Offer one or two seminars each year on teaching methods, facilitation, or topics related to diversity (continuing) Potential Topic: current research on diversity issues in the classroom</p> | <ul style="list-style-type: none"> Faculty share experiences and thus enhance student learning and skill development with regard to diversity issues | <ul style="list-style-type: none"> Student evaluations Annual student climate survey questions on diversity | | <ul style="list-style-type: none"> Diversity Cmte organize with Associate Dean and CIDR Diversity Cmte evaluate |
| <p>2. Set up discussion board for faculty to discuss efforts (new)</p> | <ul style="list-style-type: none"> Faculty share experiences and thus enhance student learning and skill development with regard to diversity issues | <ul style="list-style-type: none"> Student evaluations Annual student climate survey questions on diversity | | <ul style="list-style-type: none"> Diversity Cmte set up, manage, advertise. Diversity Cmte evaluate |
| <p>3. Help faculty locate resources that can help them integrate diversity into their teaching; make it easy by sending it to them (new)</p> | <ul style="list-style-type: none"> Faculty integrate diversity into their classes | <ul style="list-style-type: none"> Student evaluations | | <ul style="list-style-type: none"> Diversity Cmte Diversity Cmte evaluate |
| <p>4. Suggest faculty use mid-course corrections and feedback to improve integration of diversity into teaching (CIDR) (new use of continuing resource)</p> | <ul style="list-style-type: none"> Mid course evaluations conducted | <ul style="list-style-type: none"> Student evaluations | | <ul style="list-style-type: none"> Ideas for Faculty |
| <p>5. Suggest faculty use self-assessments (leadership assessments?) so they can identify their strengths and weaknesses (new)</p> | <ul style="list-style-type: none"> Faculty take small steps at integrating diversity into their classes | <ul style="list-style-type: none"> Student evaluations | | <ul style="list-style-type: none"> Ideas for Faculty |

OBJECTIVE 2: Acknowledge, highlight, and value effective teaching practices and efforts to integrate diversity materials (1 and 3 above)

| STRATEGY | PROPOSED OUTCOMES | POTENTIAL INDICATORS | PRIORITY | WHO |
|---|---|---|----------|---|
| <p>1. Empower diversity committee to give out a top 5 “small steps” award annually as part of an appreciate inquiry of what works in integrating diversity into Evans School classes. (new)</p> | <ul style="list-style-type: none"> • Faculty gain recognition and gratification for attempting to incorporate diversity into their classes. | <ul style="list-style-type: none"> • We have award recipients | | <ul style="list-style-type: none"> • Diversity Cmte |
| <p>2. Use integration of diversity into classroom teaching as a point for discussion in annual faculty narratives and merit meetings. (new)</p> | <ul style="list-style-type: none"> • Attention is paid to diversity issues and their integration into the classroom when faculty are assessed each year. | <ul style="list-style-type: none"> • Evidence in faculty narratives of integration efforts | | <ul style="list-style-type: none"> • Dean and Associate Dean |

OBJECTIVE 3: Enhance the quality of communication among students, staff, and faculty to incorporate multiple perspectives in the classroom (1 and 3 above)

| STRATEGY | PROPOSED OUTCOMES | POTENTIAL INDICATORS | PRIORITY | WHO |
|---|--|---|--|---|
| <ol style="list-style-type: none"> 1. Adopt a "Community Conversation Norms" (see p. 11) for the Evans School community which encourages open communication, constructive feedback, and respectful appreciation of different points of view. This could be part of a standard of professional etiquette. (new) 2. Make new norms visible to staff, students, and faculty through orientations and discussions (new) 3. Experiment with ways of using the new norms to start classroom discussions (new) 4. Encourage faculty to make a clear statement to their students about the mutual responsibility of students and faculty to communicate about issues that arise (perhaps some training needed). (new) | <ul style="list-style-type: none"> • Richer discussions of differences and diversity for faculty, staff, and students. • Students are empowered to speak up to faculty to provide feedback about diversity on their courses. | <ul style="list-style-type: none"> • Student evaluations | <ul style="list-style-type: none"> • HIGH | <ul style="list-style-type: none"> • GPC outlines at orientation • Faculty put in syllabi, mention in classroom • CIDR may be a resource for some faculty to do this as well |

OBJECTIVE 4: Help students gain relevant skills such as cross-cultural communication and mediation (1, 2, and 3 above)

| STRATEGY | PROPOSED OUTCOMES | POTENTIAL INDICATORS | PRIORITY | WHO |
|---|--|--|----------|--|
| <ol style="list-style-type: none"> 1. Continue to offer courses on diversity issues (continuing) 2. Document current offerings on diversity issues (continuing); publish the list annually on a "diversity resources" webpage 3. Document current offerings of skills related to diversity (new consideration of continuing resource) 4. Career services facilitate employer focus group to gather ideas about diversity related skills and knowledge needed in workplace. (new) 5. Assess gaps and offer new or different courses as needed (continuing) 6. Integrate material into existing courses where appropriate. (continuing) | <ul style="list-style-type: none"> • Students can navigate cross-cultural conversations and situations. | <ul style="list-style-type: none"> • Student climate survey • Broader student course enrollments | | <ul style="list-style-type: none"> • Curriculum Committee, Associate Dean, Help from CIDR, Minority Affairs, and the Center for Curriculum Transformation |
| <ol style="list-style-type: none"> 7. Create a checklist for faculty for competencies around diversity issues; make clear how the course addresses diversity issues. (new) | <ul style="list-style-type: none"> • Students can navigate cross-cultural conversations and situations. | <ul style="list-style-type: none"> • Broader student course enrollments • Student exit interviews if resources allow | | <ul style="list-style-type: none"> • Dean, Associate Dean, Curriculum Committee |
| <ol style="list-style-type: none"> 8. Have each student entering the program undergo a Leadership Assessment (like ExMPA). Can initially occur as part of Leadership and Executive Administration class. (new) | <ul style="list-style-type: none"> • Student gain knowledge of their own strengths and weaknesses to better target them during the program. | <ul style="list-style-type: none"> • Student exit interviews | | <ul style="list-style-type: none"> • Student Services |

OBJECTIVE 5: Facilitate community connections (2 above)

| STRATEGY | PROPOSED OUTCOMES | POTENTIAL INDICATORS | PRIORITY | WHO |
|--|--|--|----------|---|
| <p>1. Support student initiated Fora through collaboration between staff, faculty, and students. (continuing)</p> | <ul style="list-style-type: none"> Students understand the needs and tools of multiple communities. | <ul style="list-style-type: none"> Attendance at Fora | | <ul style="list-style-type: none"> Events Committee; Dean's office |
| <p>2. Identify appropriate guest speakers from the community (continuing)</p> | <ul style="list-style-type: none"> Students understand the needs and tools of multiple communities and how they relate to Evans School courses. | <ul style="list-style-type: none"> Student course evaluations | | <ul style="list-style-type: none"> Career Services Staff, DP clinic staff, faculty |
| <p>3. Give out multiple awards to students who do extraordinary volunteer service. (new effort with continuing activities)</p> | <ul style="list-style-type: none"> Recognition of student engaged in community service. | <ul style="list-style-type: none"> Awards given | | <ul style="list-style-type: none"> ESO? Career Services? |

Diversity Goal #3: Recruitment of Students, Staff, and Faculty

GOAL: *Increase Diversity in the Evans School Community.*

RATIONALE: *Creating a diverse community at the Evans School is important because it adds the richness of ideas and culture, provides opportunity to work with people from different backgrounds, and cultivates an open and inclusive environment.*

Current Status (2008-2009):

Students of color represent approximately 21% of the student population; international students represent approximately 9% of the student population.

Student of Color Recruitment Activities

- Posse Foundation partnership
- Muskie Fellow – apply for each year
- Palestinian Faculty Development Program partnership
- Morehouse and Spellman College pipeline relationship
- PPIA (Public Policy & International Affairs) participation and mailing lists
- California Forum for Diversity – twice annual info fair and mailing lists
- McNair Scholars student database and mailing list
- UW in a Day at Toppenish High School participation
- Heritage University outreach
- Diversity Workshop during new student orientation
- Work with Evans School Student Interest groups, PCD and LPA to connect current students with incoming students
- Director of Student Services sits on UW Diversity Committee

On-going Funding Requests

- UW Graduate Opportunity Program funding request submitted each year
- UW Top Scholar funding request submitted each year
- Partnership with UW Graduate School to fund Posse Scholars
- Evans School Endowed Fellowships

Staff and Faculty of Color Recruitment

The efforts to increase diversity of staff and faculty of the Evans School are on-going and must be understood within institutional and national contexts. These activities have certain legal and institutional constraints. Nationally, there is broad attention to best practices in recruitment, hiring, and retention to achieve success within those constraints. That expertise is represented here at the University

of Washington by Vice Provost Sheila Edwards Lange, Associate Vice Provost Luis Fraga, and their teams. Dean Archibald has consistently championed the values of diversity in all faculty and staff searches of the past 5 years, and with some great success. These goals will need to be refined substantially to fully articulate current practices, possible improvements, and adoption of more such best practices that may work well for the Evans School.

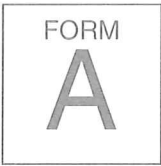
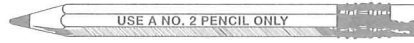
OBJECTIVE 1: Increase enrollment and retention of minority and under-represented graduate students

| STRATEGY | PROPOSED OUTCOMES | POTENTIAL INDICATORS |
|---|---|--|
| <p>1. Connect with minority undergraduate student groups, Ethnic Cultural Center, and the Office of Minority Affairs at UW to share information on the Evans School</p> | <ul style="list-style-type: none"> Staff and/or Evans School students would meet with different undergraduate student groups to promote Evans School graduate programs. As part of the workshops provided at the Ethnic Cultural Center, the Evans School might consider doing some leadership workshops for the presidents of these clubs, or for any students that would be interested. Post information (brochures, recruiting material) at the Office of Minority Affairs so that advisors could direct interested students to Evans School information. | <ul style="list-style-type: none"> Greater number of Evans School graduate students who were involved in UW's minority student groups |
| <p>2. Reach out to undergraduate minority student leaders to encourage them to build their leadership skills at the Evans School</p> | <ul style="list-style-type: none"> Staff and/or Evans School students would contact student leaders on the professional opportunities available at the Evans School. | <ul style="list-style-type: none"> Greater number of Evans School graduate students who are effective leaders in their communities |
| <p>3. Visit and recruit from under-represented communities (including Pacific Islanders, Native Hawaiians, Native Americans, Somalis, and Ethiopians) in the Seattle area</p> | <ul style="list-style-type: none"> Staff and/or Evans School students would host a meeting/open house/forum in local communities to share about Evans School graduate programs. | <ul style="list-style-type: none"> Increased enrollment of PI, Native Hawaiian, and Native American students |
| <p>4. Continue/Improve existing efforts to coordinate admitted-student events with GOMAP</p> | <ul style="list-style-type: none"> Staff would schedule open house events for admitted or incoming students to encourage attendance at events welcoming minority students. | <ul style="list-style-type: none"> Attendance of admitted Evans School students at diversity events |

| | | |
|--|--|---|
| <p>5. Recruit more students with disabilities</p> | <ul style="list-style-type: none"> • Staff and/or students would contact members of the disabled community to raise awareness of Evans School graduate programs. • Partner with institutions that primarily serve students with disabilities (Gallaudet). • Consult with DO-IT on ways to recruit students with disabilities and build an environment that is supportive and accessible for these students. • Learn from other UW Departments- possibly the Law School- to develop competencies and connections with disabled communities. | <ul style="list-style-type: none"> • Increased enrollment of students with disabilities |
| <p>6. State the school's diversity values and objectives at orientation, prior to the diversity workshop</p> | <ul style="list-style-type: none"> • Faculty and/or staff would state diversity imperative and briefly summarize diversity efforts and goals at the Evans School. • ESO officers and PCD leaders would summarize accomplishments and aspirations to new students. | <ul style="list-style-type: none"> • Greater understanding of diversity at Evans School among new students |

| OBJECTIVE 2: Make the Evans School more visible and attractive in under-represented communities | | |
|--|--|--|
| STRATEGY | PROPOSED OUTCOMES | POTENTIAL INDICATORS |
| <p>1. Promote the Evans School through media (brochure, website) by emphasizing its affiliations with local and national leaders from diverse backgrounds- including Former Mayor Norm Rice, Commerce Secretary Gary Locke, Secretary and Former King County Executive Ron Sims, and VP Minority Affairs Sheila Edwards Lange- other members of the Visiting Committee</p> | <ul style="list-style-type: none"> • Staff would develop a “diversity” brochure that 1) details diversity values, goals, and efforts, 2) provides information on the current student body, 3) highlights associations with local/national leaders from diverse communities. • Staff would update website to include similar information. | <ul style="list-style-type: none"> • Number of brochures distributed • Number of minority students applying for admissions |
| <p>2. Invite minority leaders to campus to talk about public policy</p> | <ul style="list-style-type: none"> • Students, staff, and faculty would plan more events that would bring minority leaders to campus. | <ul style="list-style-type: none"> • Number of events per term/year |
| <p>3. Provide press releases/formal announcements on larger-scale diversity events, such as the recent panel on Race and Social Justice; tape these events for distribute, use on UWTV, archival purpose, etc.</p> | <ul style="list-style-type: none"> • Greater awareness and attendance of diversity events. | <ul style="list-style-type: none"> • Number of people who show up to diversity-related events |
| <p>4. Evans School would offer a scholarship to a Educational Opportunity Program (EOP) student who has been accepted to the Evans School</p> | <ul style="list-style-type: none"> • Greater Awareness of Evans School in the UW community. • Increased numbers of minority students applying to graduate program. | <ul style="list-style-type: none"> • Number of minority students from UW who apply to the Evans School |

| OBJECTIVE 3: Increase diversity of staff and faculty | | |
|--|---|--|
| STRATEGY | PROPOSED OUTCOMES | POTENTIAL INDICATORS |
| 1. Encourage faculty and staff to look out for potential candidates who would enrich the culture at the Evans School | <ul style="list-style-type: none"> Faculty and Staff should reach out to diverse applicants when a position is open and encourage them to apply. | <ul style="list-style-type: none"> Increased diversity of staff and faculty |
| 2. Contact organizations, such as the Urban League, to promote career opportunities at the Evans School | <ul style="list-style-type: none"> Staff would contact local organizations about employment opportunities and career advancement at the Evans School. Current faculty would identify PhD students who could become faculty. Re-employ previous strategy of identifying desirable candidates prior to job posting and talk with them about joining the Evans School. | <ul style="list-style-type: none"> Increased diversity of staff |
| 3. <u>Staff Recruitment</u> : Consult with Office of Minority Affairs HR Department on ways to increase staff diversity | <ul style="list-style-type: none"> Staff and/or students would discuss “best practices” or ways to recruit and retain staff members from diverse backgrounds. Work with Chesca Ward in the Office of Minority Affairs to improve job descriptions, and send them out to diverse organizations and lists. Conduct climate surveys and exit interviews with an intentional component of assessing diversity/inclusion. | <ul style="list-style-type: none"> Increased Diversity of Staff |
| 4. <u>Faculty Recruitment</u> : Improve the processes by which the School searches for, interviews, and hires faculty; include diversity values as a criteria in which to assess a candidate | <ul style="list-style-type: none"> Administration should review the search-interviewing-hiring process, consult with Luis Fraga (Associate Vice Provost for Faculty Advancement) on ways to improve and formalize this process- eventually include criteria on the diversity values of faculty candidates. | <ul style="list-style-type: none"> Increased Diversity of Faculty |



Fill in bubbles darkly and completely.
Erase errors cleanly.

Instructor _____ Course _____ Section _____ Date _____

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

| | Excel- lent | Very Good | Good | Fair | Poor | Very Poor | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| 1. The course as a whole was: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ■ |
| 2. The course content was: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ■ |
| 3. The instructor's contribution to the course was: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ■ |
| 4. The instructor's effectiveness in teaching the subject matter was: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ■ |
| 5. Course organization was: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ■ |
| 6. Clarity of instructor's voice was: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ■ |
| 7. Explanations by instructor were: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ■ |
| 8. Instructor's ability to present alternative explanations when needed was: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ■ |
| 9. Instructor's use of examples and illustrations was: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ■ |
| 10. Quality of questions or problems raised by instructor was: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ■ |
| 11. Student confidence in instructor's knowledge was: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ■ |
| 12. Instructor's enthusiasm was: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ■ |
| 13. Encouragement given students to express themselves was: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ■ |
| 14. Answers to student questions were: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ■ |
| 15. Availability of extra help when needed was: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ■ |
| 16. Use of class time was: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ■ |
| 17. Instructor's interest in whether students learned was: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ■ |
| 18. Amount you learned in the course was: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ■ |
| 19. Relevance and usefulness of course content were: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ■ |
| 20. Evaluative and grading techniques (tests, papers, projects, etc.) were: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ■ |
| 21. Reasonableness of assigned work was: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ■ |
| 22. Clarity of student responsibilities and requirements was: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ■ |

Relative to other college courses you have taken:

| | Much Higher | | Average | | Much Lower | |
|--|---|---|---|--|---|---|
| 23. Do you expect your grade in this course to be: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ■ |
| 24. The intellectual challenge presented was: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ■ |
| 25. The amount of effort you put into this course was: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ■ |
| 26. The amount of effort to succeed in this course was: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ■ |
| 27. Your involvement in this course (doing assignments, attending classes, etc.) was: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ■ |
| 28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work? | <input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5 | <input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10 - 11 | <input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17 | <input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more | | ■ |
| 29. From the total average hours above, how many do you consider were valuable in advancing your education? | <input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5 | <input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10 - 11 | <input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17 | <input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more | | ■ |
| 30. What grade do you expect in this course? | <input type="radio"/> A (3.9-4.0) <input type="radio"/> A- (3.5-3.8) <input type="radio"/> B+ (3.2-3.4) | <input type="radio"/> B (2.9-3.1) <input type="radio"/> B- (2.5-2.8) <input type="radio"/> C+ (2.2-2.4) | <input type="radio"/> C (1.9-2.1) <input type="radio"/> C- (1.5-1.8) <input type="radio"/> D+ (1.2-1.4) | <input type="radio"/> D (0.9-1.1) <input type="radio"/> D- (0.7-0.8) <input type="radio"/> E (0.0) | <input type="radio"/> Pass <input type="radio"/> Credit <input type="radio"/> No Credit | ■ |
| 31. In regard to your academic program, is this course best described as: | <input type="radio"/> In your major? <input type="radio"/> In your minor? | <input type="radio"/> A distribution requirement? <input type="radio"/> A program requirement? | <input type="radio"/> An elective? <input type="radio"/> Other? | | | ■ |

**Evans School Ad-hoc Assessment Committee Report
July 2013**

Dean Archibald appointed the ad-hoc Assessment Committee during the 2012-13 academic year. Faculty appointees were Justin Marlowe, Steven Page and Ken Smith (chair) and staff appointee was Lauren Jackson. Lauren Jackson left the school in the spring and Ellen Whitlock Baker was added to the committee.

The committee reviewed the policies and processes used by the school as well as the expectations from NASPAA. The three key insights (*with recommendations*) follow:

1. The Evans School engages in a wide variety of assessment activities and uses the results of those assessments to make changes to program activities, often in a timely fashion.
 - *We prepared or modified **Exhibits 1 through 4** to visually represent our assessment systems.*
2. While the assessment activities seem to be operating well, effecting change and continual course improvements, we realize we could improve the formal documentation and coordination of our assessment activities.
 - *We propose the faculty discuss and adopt a **multi-year Assessment Cycle**, at the 2013 fall retreat (see draft attached).*
 - *We recommend the formation of a standing Assessment Committee to improve documentation and coordination of the Assessment Cycle.*
 - *We prepared **Templates A, B and C** to assist an Assessment Committee in fulfilling its tasks efficiently and effectively – to continue improving program delivery without excessive cost or burden.*
3. The core Management Sequence is generally successful in achieving the desired learning outcomes in the first year while the Nonprofit Management Certificate/Concentration could modify some of the assignments and coordinate topics differently across the first two courses.
 - *We recommend some of the second year courses, specifically nonprofit financial management, be revised/augmented with the expectation of stronger incoming core skills.*
 - *We also recommend that the faculty from each core “AREA” (Management, Economics, Quantitative, Policy Analysis/Evaluation) provide an update at the fall faculty retreat as to changes or improvements in their core sequence and how this might impact skill levels for the elective courses.*

APPENDIX A: PROPOSED LEARNING ASSESSMENT PLAN EVANS SCHOOL OF PUBLIC AFFAIRS

The ad hoc Assessment Committee recommends the Evans School create an Assessment Committee composed of faculty, students, administrators and external stakeholders representing alumni, employers, internship mentors and public service organizations. The time commitment for the Committee members is expected to mirror that of the other standing Committees (e.g. Research, Curriculum, etc.). As a standing Committee, it would receive the normal process of a formal charge from the Dean/Faculty Council and include student representation. An initial proposal for the charge to the Committee follows:

- **FALL FACULTY RETREAT**
 - Review assessment evidence from prior years
 - Discuss any changes in number or types of courses as well as changes within course designs
 - Review and revise the learning objectives and learning outcomes
 - Select a few key objectives and outcomes to assess during the year (*i.e. the WHAT per TEMPLATE B*) and the forms of evidence to be considered (*i.e. the WHEN and HOW per TEMPLATE A*)
 - Prepare brief report to rest of the faculty at the retreat

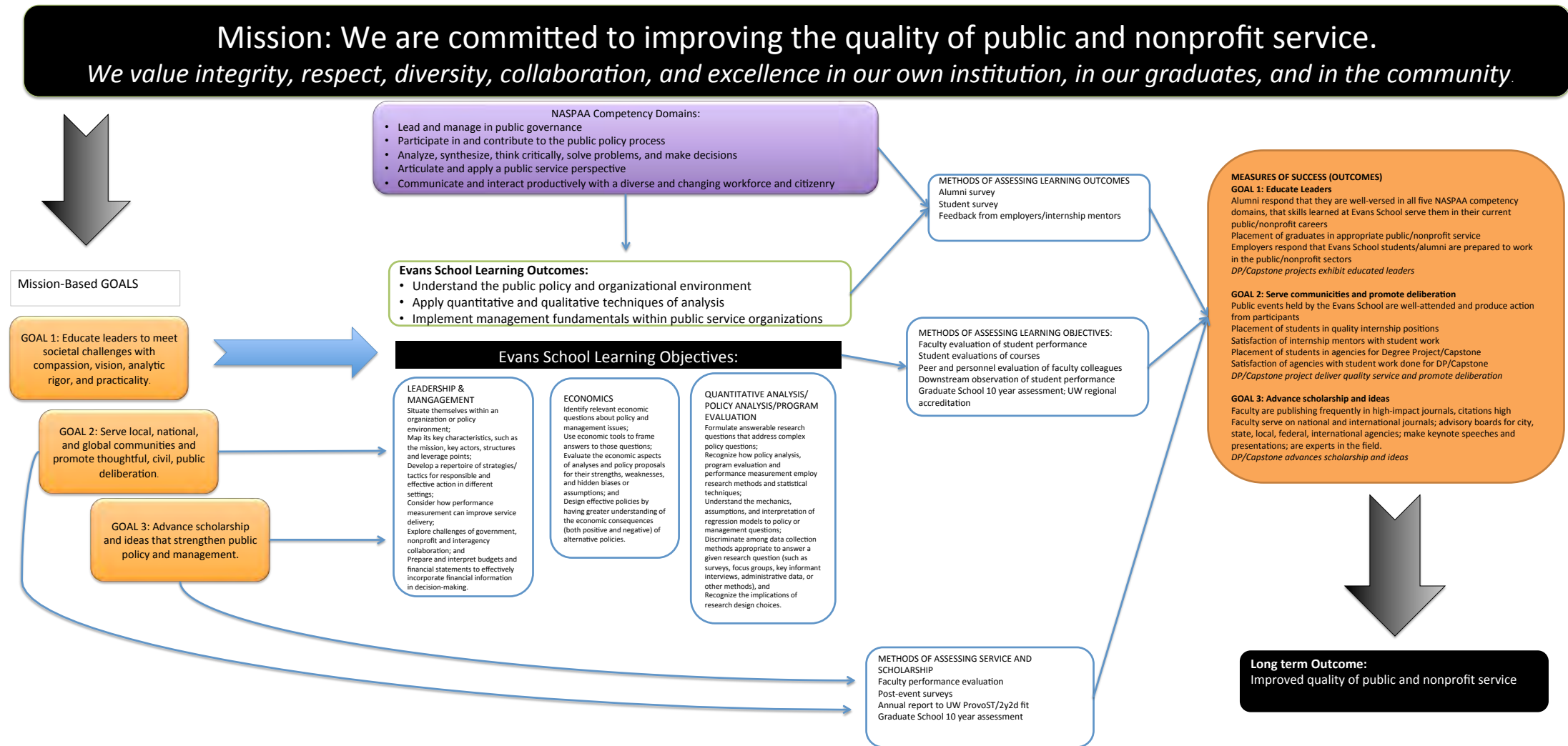
- **MID-TERM of QUARTER**
 - Discuss student performance thus far
 - Devise adjustments as needed in course delivery
 - Finalize assessment plans for end of term and beyond

- **AFTER GRADES SUBMITTED EACH QUARTER**
 - Review the student performance and available assessment evidence
 - Document successes and challenges – as well as proposed changes
 - Prepare a brief report to the rest of the faculty, including forthcoming assessment evidence

- **END OF ACADEMIC YEAR**
 - Review and compile the assessment evidence that was collected throughout the year
 - Prepare a report summarizing the evidence and make preliminary recommendations to be considered by the relevant faculty members at the Fall retreat (*i.e. Core, AREA or full faculty*)

- **CYCLE OF IN-DEPTH COMPETENCY ASSESSMENTS (on 3-year basis)**
 - 2012-13: Lead and Manage...and Nonprofit Management
 - 2013-14: Analysis/Policy Process ...and three Policy Domains
 - 2014-15: Diversity/Public Service....and three Policy Domains
 - 2015-16: Lead and Manage....and three Policy Domains

Exhibit 1: Evans School Logic Model



EVANS SCHOOL OF PUBLIC AFFAIRS

UNIVERSITY of WASHINGTON

JUNE: Budget process completed, Faculty Council presents annual report to faculty, **Management Team** meets to review FC's report.

SEPTEMBER: Faculty and **Management Team (staff)** retreats to set priorities and goals for upcoming year. Faculty committees give reports.

OCTOBER: Faculty prepares committee charges and **Management Team** submits Performance Measurement Reports reflecting goals and objectives from fall retreats

Evans School Administrative Performance Cycle

MAY:
Faculty Annual Performance Reviews and updated Scorecards due; Final Staff Performance Reviews

NOVEMBER: Institutional performance reporting and initial budget priorities and request due to the **Provost**

APRIL: Dean reports to **faculty** and **management team** about results from provost meeting. Staff goals & objectives & preliminary unit budget requests due.

MARCH: Dean meets with **Provost** to discuss objectives and resource requirements; survey results shared with **management team**, scorecards updated.

FEBRUARY: All-school survey.



Continuous Learning Assessment

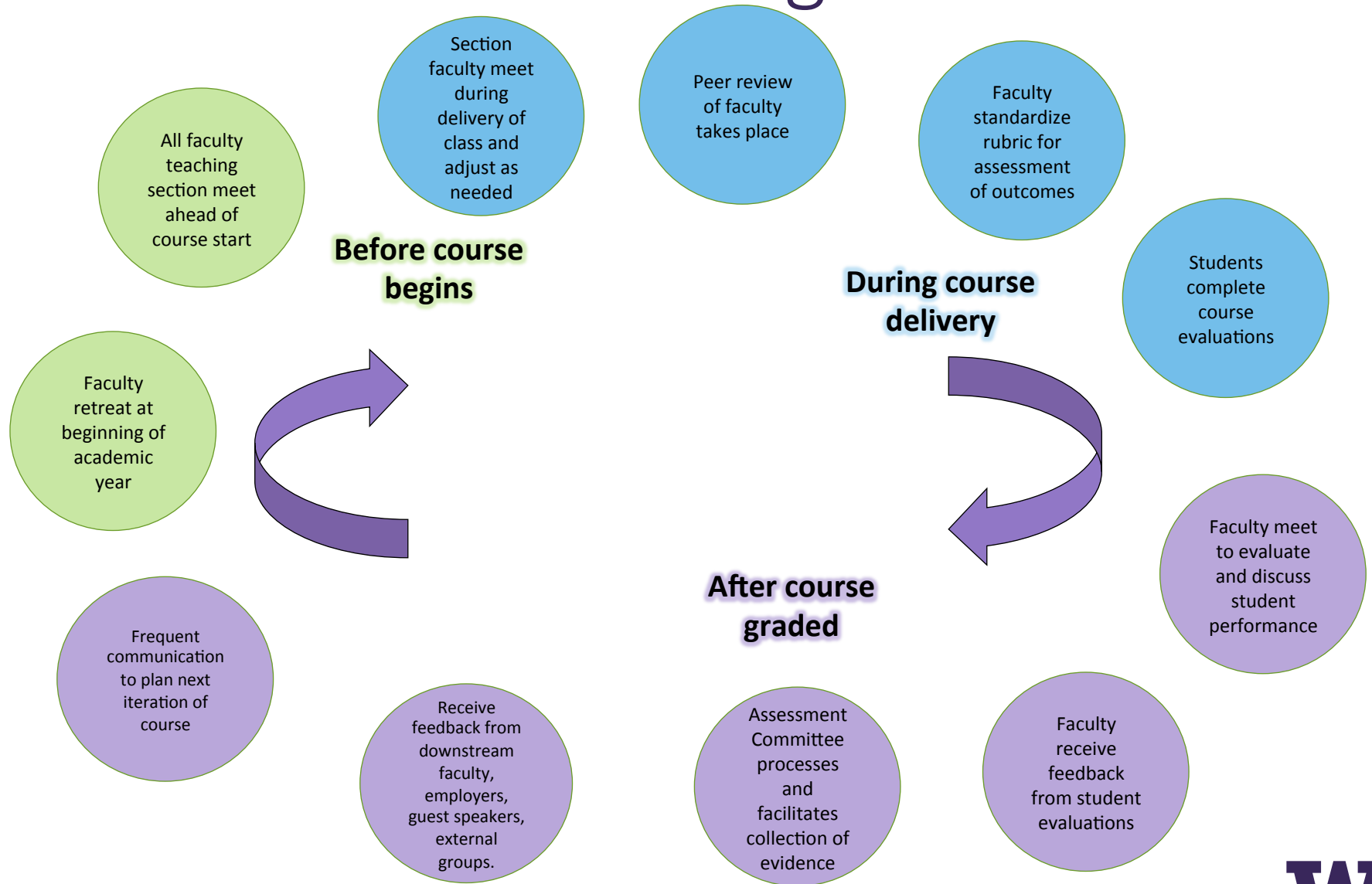
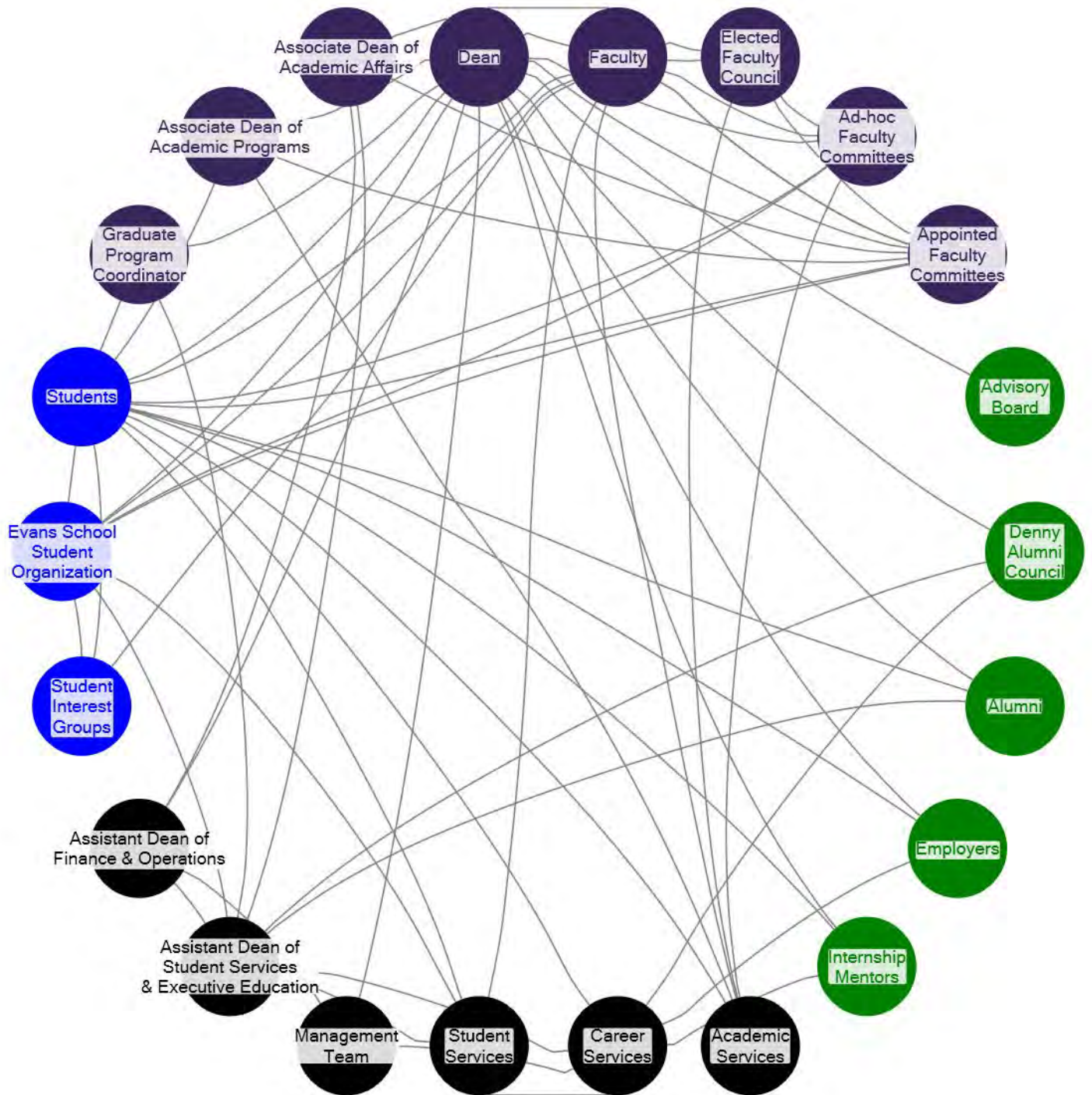


Exhibit 4 – Evans School Network Map



TEMPLATE A

Assessment Milestones (WHEN we do assessments)

| Evidence of student learning (HOW we do assessments) | <i>Program Activities</i> | | | | <i>Co-Curricular</i> | | <i>Post-Program Customer(s) Satisfaction</i> | | |
|--|---------------------------|---------------|--------------|----------------|---------------------------------------|-------------------------------|--|-----------------------------------|----------------------|
| | 1. Core | 2. Internship | 3. Electives | 4. Capstone/DP | 5. Student-faculty-admin coordination | 6. Student leadership-service | 7. Career placement | 8. Alumni-Advisory Board feedback | 9. Employer feedback |
| Examinations | X | | X | | | | | | |
| Memo | X | X | X | X | X | X | X | X | X |
| Projects | X | X | X | X | | X | X | X | X |
| Report | X | X | X | X | | X | X | X | X |
| Presentation | X | X | X | X | X | X | X | X | X |
| | | | | | | | | | |
| Course evals | X | | X | X | | | | | |
| Student survey | X | X | X | X | X | P | X | X | |
| Alumni survey | X | X | X | X | X | P | X | X | |
| Faculty peer obs. | X | | X | X | | | | | |
| | | | | | | | | | |
| Faculty collaboration | X | | X | X | | | | | |
| Internship eval. | | X | | | | | | X | X |
| Testimony/stories* | X | X | X | X | X | X | X | X | X |

X = NOW

P = Planned

**Using listening throughout - this is part of our "interactive" systems (HBR "Levers of Control", Simons 1995)*

TEMPLATE B - Mapping Competencies to Courses (WHAT we assess)

| | | | Management Competencies | | | | | Econ Competencies | | | | | Analysis/Eval Competencies | | | | | Values | | | | |
|-----------|---------------|------------------------------------|-------------------------|---|---|---|---|-------------------|---|---|---|---|----------------------------|----|----|----|----|--------|-----|-----|-----|-----|
| TERM | Course Number | Course Title | Faculty Members | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | (a) | (b) | (c) | (d) |
| Y1-Autumn | 511 | Manage Politics/Policy Process | Dobel, Khagram, Thomas | X | X | X | | X | x | | | | | | | | | | X | X | x | x |
| Y1-Autumn | 516 | Econ for Policy Analysis/Mgmt - I | Johnston, Long | | | | | | | X | X | X | X | | | | | | x | x | X | x |
| Y1-Autumn | 522 | Budgeting & Financial Mgmt | Marlowe, Smith K. | x | x | X | x | x | X | x | x | | | | | | | | x | x | X | X |
| Y1-Winter | 512 | Managing Organization Performance | Herranz, Page, Smith K. | x | x | X | X | x | x | | | | | | | | | | x | X | x | x |
| Y1-Winter | 517 | Econ for Policy Analysis/Mgmt - II | Cook, Layton | | | | | | | X | X | X | X | | | | | | x | x | X | x |
| Y1-Winter | 527 | Quantitative Analysis I | Cullen, Hall | | | | | | | | | | | X | X | X | x | x | x | x | X | x |
| Y1-Spring | 513 | Policy Analysis | | | | x | x | x | | x | x | x | x | X | X | x | x | x | x | X | X | x |
| Y1-Spring | 528 | Quantitative Analysis II | | | | | | | | | | | | X | X | X | x | x | x | x | X | x |
| Y1-Spring | | elective | | | | | | | | | | | | | | | | | | | | |
| Y2-Autumn | 526 | Program Evaluation | | | | x | X | | | x | x | x | x | x | X | x | X | X | X | X | X | X |
| Y2-Autumn | | elective | | | | | | | | | | | | | | | | | | | | |
| Y2-Autumn | | elective | | | | | | | | | | | | | | | | | X | X | X | X |
| Y2-Winter | 608 | Degree Project (or Capstone) | | x | x | X | x | x | x | x | X | x | X | X | x | x | X | X | X | X | X | X |
| Y2-Winter | | elective | | | | | | | | | | | | | | | | | | | | |
| Y2-Winter | | elective | | | | | | | | | | | | | | | | | | | | |
| Y2-Spring | 608 | Degree Project (or Capstone) | | x | x | X | x | x | x | x | X | x | X | X | x | x | X | X | X | X | X | X |
| Y2-Spring | | elective | | | | | | | | | | | | | | | | | | | | |
| Y2-Spring | | elective | | | | | | | | | | | | | | | | | | | | |

Management

1. Situate themselves within an organization or policy environment;
2. Map its key characteristics, such as the mission, key actors, structures and leverage points;
3. Develop a repertoire of strategies/tactics for responsible and effective action in different settings;
4. Consider how performance measurement can improve service delivery;
5. Explore challenges of government, nonprofit and interagency collaboration; and
6. Prepare and interpret budgets and financial statements to effectively incorporate financial information in decision-making.

Economics

7. Identify relevant economic questions about policy and management issues;
8. Use economic tools to frame trade-offs and answers to those questions;
9. Evaluate the economic aspects of analyses and policy proposals for their strengths, weaknesses, and hidden biases or assumptions; and
10. Design effective policies by having greater understanding of the economic consequences (both positive and negative) of alternative policies.

Quantitative Analysis/Policy Analysis/Program Evaluation

11. Formulate answerable research questions that address complex policy questions;
12. Recognize how policy analysis, program evaluation and performance measurement employ research methods and statistical techniques;
13. Understand the mechanics, assumptions, and interpretation of regression models to policy or management questions;
14. Discriminate among data collection methods appropriate to answer a given research question (such as surveys, focus groups, key informant interviews, administrative data, or other methods), and
15. Recognize the implications of research design choices.

Values

- (a) Opportunities for critical reflection and examination of their own ethical commitments, and how these commitments might be pursued;
- (b) The means to engage respectfully with the ethical ideals of others in a diverse and pluralistic society;
- (c) The tools with which to understand and evaluate ethical claims and arguments in public policy, management, and deliberation;
- (d) The practical wisdom needed for ethical service as a public leader.

TEMPLATE B2 - Mapping Specialty Competencies to Courses (e.g. Nonprofit Management)

Graduate Nonprofit Management Certificate

for cohort entering MPA 1st year in autumn of 2011 and graduating spring of 2013

| TERM | Course Number | Course Title | Faculty Members | Nonprofit Management Competencies | | | | | | |
|------------------|---------------|--|--------------------------|-----------------------------------|----------|----------|----------|----------|----------|----------|
| | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Y1-Autumn | 511 | Manage Politics/Policy Process | Dobel, Khagram, Thomas | x | | | | X | | |
| Y1-Autumn | 516 | Econ for Policy Analysis/Mgmt - I | Johnston, Long | | x | x | | | x | |
| Y1-Autumn | 522 | Budgeting & Financial Mgmt | Marlowe, Smith K. | x | X | | X | x | x | |
| Y1-Winter | 512 | Managing Organization Performance | Herranz, Page, Smith K. | x | x | X | x | X | x | X |
| Y1-Winter | 517 | Econ for Policy Analysis/Mgmt - II | Cook, Layton | | x | x | | | x | |
| Y1-Winter | 527 | Quantitative Analysis I | Cullen, Hall | | x | x | | | | x |
| Y1-Spring | 513 | Policy Analysis | Klawiter, McCann, Zumeta | x | | x | | | | |
| Y1-Spring | 528 | Quantitative Analysis II | Bostrom, Evans Fumia | | x | x | | | | x |
| Y1-Spring | | elective | | | | | | | | |
| Y2-Autumn | 526 | Program Evaluation | | x | | X | | | | x |
| Y2-Autumn | | elective | | | | | | | | |
| Y2-Autumn | 550 | Management of Nonprofit Organiz | Gugerty | X | x | x | x | X | X | x |
| Y2-Winter | | elective | | | | | | | | |
| Y2-Winter | | elective | | | | | | | | |
| Y2-Winter | 553 | Nonprofit Financial Management | Smith K. | x | X | X | X | X | X | x |
| Y2-Spring | | elective | | | | | | | | |
| Y2-Spring | | elective | | | | | | | | |
| Y2-Spring | 551 | Program Development and Strateg | Harrison | x | x | X | x | X | X | X |

Nonprofit Learning Objectives

1. Understand and learn about the management and governance of nonprofit organizations and NGO's.
2. Learn and apply financial and budgeting skills to nonprofit organizations.
3. Be able to design, implement, and evaluate strategic plans and programs including measures of performance
4. Learn about fundraising and resource development in nonprofit organizations.
5. Understand the similarities and differences in the management and governance of nonprofit organizations in different cultural and geographic contexts.
6. Learn about the regulation of nonprofit organizations including rules pertaining to start-up, political advocacy, and fundraising.
7. Learn the details of program development and implementation.

TEMPLATE C - Program Changes as a result of Assessment activities

| Date | Program Changes | NASPAA Competencies | | | | | EVANS - Outcomes | | | | EVANS - Objectives | | | |
|---------|------------------------------|---------------------|------------------|------------------|------------------|-----------------------|--------------------------|-----------------------|------------------------|-------------------------|--------------------|--------------|-------------------------|-----------|
| | | 1-lead/manage | 2-policy process | 3-analyze/decide | 4-public service | 5-communicate/diverse | A-policy/org environment | B-Quant/Qual Analysis | C-Implement Management | D-Public Service Values | I-Management | II-Economics | III-Analysis/Evaluation | IV-Values |
| 2010-11 | Added Program Eval - CORE | x | x | x | x | x | x | x | x | x | x | x | x | x |
| 2010-11 | Added 2nd Econ - CORE | | x | x | | | x | x | x | x | x | x | x | x |
| 2010-11 | Added Nonprofit Certificate | x | x | x | x | x | x | x | x | x | x | x | x | x |
| 2011-12 | Added VALUES Elective | | x | | x | x | x | x | x | x | x | x | x | x |
| 2013-14 | Enhanced DP/Capstone options | x | x | x | x | x | x | x | x | x | x | x | x | x |

LEAD/MANAGE ASSESSMENT & CHANGES

| | | | | | | | | | | | | | | |
|----------|------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|
| on-going | Revised 511/512 Cases | x | x | x | x | x | x | x | x | x | x | x | x | x |
| on-going | Revised 522 COHO budget | x | x | x | x | x | x | x | x | x | x | x | x | x |
| 2010 | Added "audio ppt" to 522 | x | x | x | x | x | x | x | x | x | x | x | x | x |
| 2011 | Added "Quiz" to 522 | x | x | x | | x | x | x | | | x | x | x | |
| 2012 | Added "3x5" cards to 511/512 | x | x | x | x | x | x | x | x | x | x | x | x | x |

NONPROFIT: ASSESSMENT & CHANGES

| | | | | | | | | | | | | | | |
|---------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ongoing | Capstone implement & revise | x | x | x | x | x | x | x | x | x | x | x | x | x |
| 2011 | Added 2nd section of 550 | x | x | x | x | x | x | x | x | x | x | x | x | x |
| 2013 | Financial Mgmt - increased emphasis on "busiesss models" | x | x | x | x | x | x | x | x | x | x | x | x | x |
| 2014 | Financial Mgmt - change text | x | x | x | x | x | x | x | x | x | x | x | x | x |
| 2014 | Financial Mgmt - change assignments to successful "style" of the core budget/finance course | x | x | x | x | x | x | x | x | x | x | x | x | x |
| 2013 | Management - improve coordination of topics with Financial Mgmt | x | x | x | x | x | x | x | x | x | x | x | x | x |

Evans School Course Offerings by Specialization, 2010-11

| Area of Specialization | Course Number | Course Name | Quarter | Instructor |
|---|-------------------------------|---|-----------------|--------------------|
| Policy Analysis & Evaluation | PBAF 518 | Applied Cost Benefit Analysis | AUT 10 | Cook |
| | PBAF 529 | Advanced Multivariate Analysis | AUT 10 | Klawitter |
| | PBAF 533 | Economics of International Development | AUT 10 | Anderson |
| | PBAF 591 | Seminar in Resource Policy and Management | AUT 10 | Cullen |
| | PBAF 594 | Economic Approaches to Environmental Management | WIN 11 | Layton |
| | PBAF 525 | Qualitative Methods | SPR 11 | Curran |
| | PBAF 532 | Managing Policy in a Global Context | SPR 11 | Gordon |
| | PBAF 565 | Topics in Urban Affairs: Urban and Regional Politics and Policy | SPR 11 | Evans |
| Leadership, Management, & Decision-Making | PBAF 503 | Executive Leadership | AUT 10 & SPR 11 | Bullitt |
| | PBAF 504 | Leadership Ethics | AUT 10 | Macaluso |
| | PBAF 507 | Mediation and Negotiation | AUT 10 | Reid |
| | PBAF 555 | Management of Nonprofit Organizations | AUT 10 | Harrison |
| | PBAF 568 | Values of Social Justice | AUT 10 | Kleit |
| | PBAF 591 | Seminar in Resource Policy and Management | AUT 10 | Cullen |
| | PBAF 506 | Ethics and Public Policy | WIN 11 | Blake |
| | PBAF 509 | Managing People in Public Agencies/NP | WIN 11 & SPR 11 | Kornberg; Franklin |
| | PBAF 553 | Nonprofit Financial Management | WIN 11 | Smith |
| | PBAF 569 | Race and Public Policy | WIN 11 | Edwards Lange |
| | PBAF 594 | Economic Approaches to Environmental Management | WIN 11 | Layton |
| | PBAF 532 | Managing Policy in a Global Context | SPR 11 | Gordon |
| | PBAF 551 | Program Development and Strategy for Nonprofit Organizations | SPR 11 | Harrison |
| | PBAF 567 | Community Engagement in Urban Governance | SPR 11 | Page |
| PBAF 597 | Role of Info in Env Decisions | SPR 11 | Cullen | |
| Nonprofit Management & Philanthropy | PBAF 555 | Management of Nonprofit Organizations | AUT 10 | Harrison |
| | PBAF 509 | Managing People in Public Agencies/NP | WIN 11 | Kornberg |
| | PBAF 531 | Development Management in the 21st Cent | WIN 11 | Khagram |
| | PBAF 553 | Nonprofit Financial Management | WIN 11 | Smith |
| | PBAF 551 | Program Development and Strategy for Nonprofit Organizations | SPR 11 | Harrison |
| Environment & Natural Resource Management | PBAF 590 | Environmental Policy Process | AUT 10 | Thomas |
| | PBAF 591 | Seminar in Resource Policy and Management | AUT 10 | Cullen |
| | PBAF 587 | Water and Sanitation Policy | WIN 11 | Cook |
| | PBAF 594 | Economic Approaches to Environmental Management | WIN 11 | Layton |
| | PBAF 595 | Water Resource Economics | SPR 11 | Cook |
| | PBAF 597 | Role of Info in Env Decisions | SPR 11 | Cullen |
| | PBAF 595 | Communicating Climate Change | WIN 11 | Bostrom |
| International Development | PBAF 533 | Economics of International Development | AUT 10 | Anderson |
| | PBAF 531 | Development Management in the 21st Cent | WIN 11 | Khagram |
| | PBAF 587 | Water and Sanitation Policy | WIN 11 | Cook |
| | PBAF 532 | Managing Policy in a Global Context | SPR 11 | Gordon |
| Metropolitan & Regional Policy | PBAF 566 | Community Economic Development | AUT 10 | Herranz |
| | PBAF 544 | Land Use and Transportation | WIN 11 | Carlson |
| | PBAF 565 | Topics in Urban Affairs: Urban and Regional Politics and Policy | SPR 11 | Evans |
| | PBAF 567 | Community Engagement in Urban Governance | SPR 11 | Page |
| | PBAF 564 | Housing and Social Policy | WIN 11 | Kleit |
| Social Policy: Poverty, Education, & Social Welfare | PBAF 569 | Race and Public Policy | WIN 11 | Edwards Lange |
| | PBAF 573 | Topics in Education and Social Policy | WIN 11 | Zumeta |
| | PBAF 578 | Asset Building | WIN 11 | Klawitter |
| Science & Technology Policy | PBAF 583 | Science and Technology Policy | SPR 11 | McCurdy |
| | PBAF 597 | Role of Info in Env Decisions | SPR 11 | Cullen |
| Public & Financial Management | PBAF 518 | Applied Cost Benefit Analysis | AUT 10 | Cook |
| | PBAF 523 | Advanced Budgeting in the Public Sector | WIN 11 | Dively |
| | PBAF 524 | Public Sector Financing | SPR 11 | Dively |

Evans School Course Offerings by Specialization, 2011-12

| Area of Specialization | Course Number | Course Name | Quarter | Instructor |
|---|--|--|-----------------|-----------------------|
| Policy Analysis & Evaluation | PBAF 529 | Advanced Multivariate Analysis | AUT 11 | Klawitter |
| | PBAF 533 | Economics of International Development | AUT 11 | Anderson |
| | PBAF 542 | Law and Economics of Regulation | AUT 11 | Zerbe |
| | PBAF 553 | Nonprofit Financial Management | WIN12 | Smith, K. |
| | PBAF 518 | Applied Cost Benefit Analysis | SPR 12 | Zerbe |
| | PBAF 532 | Managing Policy in a Global Context | SPR 12 | Khagram |
| | PBAF 560 | Inequality, Governance, and Policy in Metro Region | SPR 12 | Kleit |
| | PBAF 595 | Water Resource Economics | SPR 12 | Cook |
| PBAF 525 | Qualitative Methods | SPR 12 | Curran | |
| Leadership, Management, & Decision-Making | PBAF 503 | Executive Leadership | AUT 11 & SPR12 | Bullitt |
| | PBAF 504 | Leadership Ethics | AUT 11 | Harrison |
| | PBAF 507 | Mediation and Negotiation | AUT 11 | Reid |
| | PBAF 550 | Law and Economics of Regulation | AUT 11 & WIN 12 | Smith, S.; Barber, P. |
| | PBAF 597 | Role of Information in Env Decisions | AUT 11 | Cullen |
| | PBAF 599D | Managing Collaborations | AUT 11 | Stone, M. |
| | PBAF 501 | Legislative Relations | WIN12 | McCann |
| | PBAF 509 | Managing People in Nonprofit Organizations | WIN12 | Kornberg |
| | PBAF 553 | Nonprofit Financial Management | WIN12 | Smith, K. |
| | PBAF 556 | Public Private Partnerships | WIN12 | Marlowe |
| | PBAF 569 | Race and Public Policy | WIN12 | Edwards Lange |
| | PBAF 551 | Program Development and Strategy for Nonprofit Orgs | SPR 12 | Harrison |
| PBAF 555 | Topics in Nonprofit Management--Tech Mgt in Public Service | SPR 12 | Smith, K. | |
| Nonprofit Management & Philanthropy | PBAF 550 | Law and Economics of Regulation | AUT 11 & WIN 12 | Smith, S.; Barber, P. |
| | PBAF 509 | Managing People in Nonprofit Organizations | WIN12 | Kornberg |
| | PBAF 531 | Development Management | WIN12 | Gugerty |
| | PBAF 553 | Nonprofit Financial Management | WIN12 | Smith, K. |
| | PBAF 556 | Public Private Partnerships | WIN12 | Marlowe |
| | PBAF 532 | Managing Policy in a Global Context | SPR 12 | Khagram |
| | PBAF 551 | Program Development and Strategy for Nonprofit Orgs | SPR 12 | Harrison |
| | PBAF 555 | Topics in Nonprofit Management--Tech Mgt in Public Service | SPR 12 | Smith, K. |
| Environment & Natural Resource Management | PBAF 597 | Role of Scientific Information in Env Decisions | AUT 11 | Cullen |
| | PBAF 590 | Environmental Policy Process | WIN 12 | Thomas |
| | PBAF 595 | Communicating Climate Change | WIN 12 | Bostrom |
| | PBAF 595 | Water Resource Economics | SPR 12 | Cook |
| International Development | PBAF 533 | Economics of International Development | AUT 11 | Anderson |
| | PBAF 531 | Development Management | WIN 12 | Gugerty |
| | PBAF 539 | Values in International Development | WIN 12 | Blake |
| | PBAF 532 | Managing Policy in a Global Context | SPR 12 | Khagram |
| | | | | |
| Metropolitan & Regional Policy | PBAF 564 | Housing and Social Policy | AUT 11 | Kleit |
| | PBAF 544 | Land Use and Transportation Policy | WIN 12 | Carlson |
| | PBAF 560 | Inequality, Governance, and Policy in Metro Region | SPR 12 | Kleit |
| | PBAF 566 | Community Engagement in Urban Governance | SPR 12 | Carlson |
| | PBAF 571 | Education and Workforce Polciy | WIN 12 | Zumeta |
| Social Policy: Poverty, Education, & Social Welfare | PBAF 564 | Housing and Social Policy | AUT 11 | Kleit |
| | PBAF 569 | Race and Public Policy | WIN 12 | Edwards Lange |
| | PBAF 560 | Inequality, Governance, and Policy in Metro Region | SPR 12 | Kleit |
| | PBAF 571 | Education and Workforce Polciy | WIN 12 | Zumeta |
| Science & Technology Policy | PBAF 597 | Role of Scientific Information in Env Decisions | AUT 11 | Cullen |
| Public & Financial Management | PBAF 524 | Public Sector Financing | SPR 12 | Dively |
| | PBAF 518 | Applied Cost Benefit Analysis | SPR 12 | Zerbe |
| | PBAF 523 | Advanced Budgeting for Public Sector | WIN12 | Dively |

Evans School Course Offerings by Specialization, 2012-13

| Area of Specialization | Course Number | Course Name | Quarter | Instructor |
|---|--|---|-----------------|-----------------|
| Policy Analysis & Evaluation | PBAF 518 | Applied Cost Benefit Analysis | AUT 12 | Cook |
| | PBAF 529 | Advanced Multivariate Analysis | AUT 13 | Klawitter |
| | PBAF 514 | Psychology for Policy Analysis | AUT 12 | Hall |
| | PBAF 533 | Economics for International Development | AUT 12 | Anderson |
| | PBAF 525 | Qualitative Analysis | WIN 13 | Curran |
| | PBAF 594 | Economic Approaches to Environmental Management | WIN 13 | Layton |
| | PBAF 532 | Managing Policy in a Global Context | SPR 13 | Anderson |
| | PBAF 542 | Law and Economics of Regulation | SPR 13 | Zerbe |
| Leadership, Management, & Decision-Making | PBAF 503 | Executive Leadership | AUT 12 & SPR 13 | Bullitt |
| | PBAF 501 | Legislative Relations | WIN 13 | McCann |
| | PBAF 506 | Ethics and Public Policy | WIN 13 & SPR 13 | Blake, McCurdy |
| | PBAF 509 | Managing People in Public and Nonprofit Agencies | WIN 13 | Kornberg |
| | PBAF 508 | Management Approaches to Service Delivery | WIN 13 | McCurdy |
| | PBAF 504 | Leadership Ethics | AUT 12 | Harrison |
| | PBAF 507 | Mediation and Negotiation as Instruments of Public Management and Policy-Making | AUT 12 | Reid |
| | PBAF 550 | Management of Nonprofit Organizations | AUT 12 & WIN 13 | Gugerty, Barber |
| | PBAF 555 | Topics in Nonprofit Management - Advocacy for Nonprofit Orgs | AUT 12 | Ahern |
| | PBAF 553 | Nonprofit Financial Management | WIN 13 | Smith |
| | PBAF 555 | Topics in Nonprofit Management: Marketing for Mission Driven Orgs | WIN 13 | Mills |
| | PBAF 556 | Public-Private Partnerships | WIN 13 | Marlowe |
| | PBAF 569 | Race and Public Policy | WIN 13 | Edwards Lange |
| | PBAF 594 | Economic Approaches to Environmental Management | WIN 13 | Layton |
| | PBAF 532 | Managing Policy in a Global Context | SPR 13 | Anderson |
| | PBAF 551 | Program Development and Strategy for Nonprofit Orgs | SPR 13 | Harrison |
| | PBAF 555A | Topics in Nonprofit Management - Performance Management for Public Service Organizations | SPR 13 | Smith |
| PBAF 555B | Topics in Nonprofit Management - Grant Writing | SPR 13 | Bourque | |
| PBAF 567 | Community Engagement in Urban Governance | SPR 13 | Page | |
| Nonprofit Management & Philanthropy | PBAF 550 | Management of Nonprofit Organizations | AUT 12 & WIN 13 | Gugerty, Barber |
| | PBAF 555 | Topics in Nonprofit Management - Advocacy for Nonprofit Orgs | AUT 12 | Ahern |
| | PBAF 553 | Nonprofit Financial Management | WIN 13 | Smith |
| | PBAF 531 | Development Management in the 21st cent | WIN 13 | Gugerty |
| | PBAF 551 | Program Development and Strategy for Nonprofit Orgs | SPR 13 | Harrison |
| | PBAF 555 | Topics in Nonprofit Management - Marketing for Mission Driven Orgs | WIN 13 | Mills |
| | PBAF 555A | Topics in Nonprofit Management - Performance Management for Public Service Organizations | SPR 13 | Smith |
| | PBAF 555B | Topics in Nonprofit Management - Grant Writing | SPR 13 | Bourque |
| | PBAF 556 | Public-Private Partnerships | WIN 13 | Marlowe |
| Environment & Natural Resource Management | PBAF 593 | Climate Change and Energy Policy | AUT 12 | Zetlen |
| | PBAF 590 | Environmental Policy Processes | WIN 13 | Thomas |
| | PBAF 594 | Economic Approaches to Environmental Management | WIN 13 | Layton |
| | PBAF 595 | Communicating Climate Change | WIN 13 | Bostrom |
| | PBAF 587 | Water and Sanitation Policy in Developing Countries | SPR 13 | Cook |
| International Development | PBAF 533 | Economics for International Development | AUT 12 | Anderson |
| | PBAF 531 | Development Management in the 21st cent | WIN 13 | Gugerty |
| | PBAF 532 | Managing Policy in a Global Context | SPR 13 | Anderson |
| | PBAF 537 | Topics in Intl Affairs -- Development Practice: Financial Inclusion and Poverty Reduction | SPR 13 | Cuevas |
| | PBAF 587 | Water and Sanitation Policy in Developing Countries | SPR 13 | Cook |
| Metropolitan & Regional Policy | PBAF 544 | Land Use and Transportation Policy | AUT 12 | Carlson |
| | PBAF 566 | Community Economic Development | SPR 13 | Carlson |
| | PBAF 567 | Community Engagement in Urban Governance | SPR 13 | Page |
| Social Policy: Poverty, Education, & Social Welfare | PBAF 569 | Race and Public Policy | WIN 13 | Edwards Lange |
| | PBAF 573 | Topics in Education and Social Policy | WIN 13 | Zumeta |
| | PBAF 578 | Asset Building for Low Income Families | WIN 13 | Klawitter |
| Science & Technology Policy | PBAF 593 | Climate Change and Energy Policy | AUT 12 | Zetlen |
| | PBAF 583 | Science, Technology and Public Policy | SPR 13 | McCurdy |
| Public & Financial Management | PBAF 518 | Applied Cost Benefit Analysis | AUT 12 | Cook |
| | PBAF 523 | Adv Budgeting in the Public Sector | WIN 13 | Dively |
| | PBAF 524 | Public Sector Financing | SPR 13 | Dively |
| | PBAF 553 | Nonprofit Financial Management | WIN 13 | Smith |