

## CHAPTER 14—MILANO GRADUATE SCHOOL OF MANAGEMENT AND URBAN POLICY

The Robert J. Milano Graduate School of Management and Urban Policy admitted its first graduate students in 1971 into the Urban Affairs and Policy Analysis program of the Center for New York City Affairs. The center, which is still active, had been established in the 1960s to focus attention on issues facing urban America, particularly those of New York City. Throughout the 1980s and 1990s, the school evolved, accepting part-time students and adding programs as expertise grew and needs arose. An early focus in fund-raising became the Nonprofit Management program in 1984, one of the earliest such programs in the United States. In 1998 the rededicated Milano Graduate School opened a Ph.D. program in Urban Policy. Finally, the evolution of the field of human resource management led to the development in 1999 of a new program in Organization Change Management.

### **Mission**

The Milano Graduate School of Management and Urban Policy motivates and prepares students of diverse backgrounds to be agents of social and organizational change. The curriculum enables students to make innovative contributions to the public, non-profit and private sectors based on a practice-orientation that provides them with action-oriented knowledge and skills. Teaching, research and sponsorship of public inquiry and debate enable the school to stay relevant to ever-changing organizational and public policy issues. True to the progressive and cosmopolitan traditions of New School University, Milano is committed to helping people, organizations and communities—from the local neighborhoods of New York to regions of the world—realize their potential.

This mission, which guides all programs, was developed to respond to a changing context, one defined by diverse student enrollment, a professional environment in which sector, geographic and functional distinctions have blurred or disappeared and a need for different combinations of skill sets for different professions. The school's educational goals have been revised to provide students with policy and management skills to equip them for changing national and international urban centers. Rather than train students for careers, discipline by discipline, a *Milano education* values diversity, ethics and social responsibility, and supports professions to build civic institutions in support of democratic society.

In addition, the school was reorganized in 2000-01 from a program-based organization to a school-based organization to ensure that the curricular emphasis and perspective worked at every level. For many years, Milano existed as an administrative entity presiding over semi-autonomous programs. This was, in large part, a function of physical separation—two of the programs were located in a separate building. With the consolidation to 72 Fifth Avenue in

2000, Milano's programs were co-located for the first time. The leadership took advantage of the move and centralized administrative and management staff, thus enabling programs to focus on academic issues. Admissions, student services, course and semester management and financial management—all were centralized. By fall 2002 all changes were completed, except financial management for grants and research activities, which will be completed by the end of 2003. In sum, Milano has implemented a great deal of change to make the quality of education its main activity.

## **STUDENTS**

### **Profile**

There is no typical Milano student. The rich diversity of the student population makes the school's learning environment distinctive. The Milano student is twenty-one years old, or thirty-six, or fifty-two. She is right out of undergraduate school, or five years out, or twenty-five. He has little experience in the field he wants to study, or has been employed in it for many years. She has worked at meaningless jobs for a few years, or as a senior executive for many, but wants to change careers. Age and professional experience are not the only sources of diversity—the graduate school student is African American or Caucasian or Asian American or Latina or is from the formerly Communist countries, Europe, Asia, Africa, or Latin America. This student is a life-long New Yorker or moved from California, Texas, Maine, or Washington, D.C. With all these differences, Milano students share a great deal in attitudes, values and broad interests. Most are employed. They are all united by a common concern for people and their desire to advance the cause of positive change at the organizational, community, national, or international level.

### **Admission and Recruitment**

Milano's goal is to attract applications from a diverse student population eager to make a difference in cities. Recruitment efforts, including campus and organization visits, are directed at both traditional and nontraditional populations. These efforts have produced consistent success attracting applicants whose goals coincide with Milano's mission. The admissions process encourages diverse students to enroll because of the materials that are used, the descriptions of what Milano faculty and students teach and learn, and most important, what its graduates do. Admission criteria include a successful undergraduate record from an accredited college or university, submission of an essay and at least two recommendations from undergraduate faculty, or professional mentors. Milano does not require the GMAT or other standardized tests, believing that such assessments do not predict academic or professional success.

With regard to its programs held at extension campuses, Milano is no longer recruiting students into its Health Services Management programs in Middletown, Utica and Syracuse. In 2001, it became apparent that profound changes in the health care economy and increasing competition for health services education led these programs to wither. On the other hand, Milano recruits undergraduate students to its B.S. program in Malta, New York. This program

is *only open* to Department of Defense employees and their dependents; its students are U.S. Navy personnel who are training to become nuclear technicians and submarine nuclear power officers. The admissions process for these students is based directly on the process established by the U.S. Navy for its Navy Educational Partner colleges and universities, a designation that Milano is in the process of earning. Students at the extension campus in the Bronx are admitted through the main campus and follow the same process as main campus students.

## THE FACULTY

### Profile

Like its students, the Milano Graduate School's faculty is a highly diverse group in sex, racial/ethnic origin, years at Milano, professional training and academic interest. This heterogeneity results, in part, from a formal effort to build such a faculty. Fall 2002, Milano has 23 professors with full-time appointments, including two, two-year visiting professors and one, one-year visiting professor. Of these, 13 have a form of quasi-tenure called extended employment, which is unique to Milano. There are six full professors, seven associate professors, five assistant professors and five professors of professional practice (hired for professional excellence on non-tenure track multiyear contracts), including Milano's sole endowed professorship. Not including leaves and visitors, the current 20 full faculty members have been in residence an average of 8.6 years, including three with 20 or more years of service and four who have arrived since 2000. Including three visiting professors, we employ 13 men, 10 women and 7 professors from underrepresented groups.

The faculty have an equally wide range of professional backgrounds and academic interests, broadly including community development; labor, development, and health economics; urban, education, housing, healthcare employment, immigration policy; organizational change, executive development and international business. Milano maintains a mix of scholars and practitioners, the latter being important because the skills taught are based in professional life. Milano's special character derives from this blend—the application of theory to practice and the informing of theory by practice.

### Promotion/Advancement, Obligations

Historically, the faculty grew with the school, having reached its full complement in the early 1990's. New appointments are initiated by a need for a position, although since 1999 all new appointments have occurred based on school-wide needs, irrespective of the program where the vacancy occurred. Searches are national and seek to broaden diversity while recruiting the best possible candidate. An *ad hoc* committee appointed by the dean conducts searches; it is chaired by a senior faculty member and includes at least the chair of the hiring program and one faculty member from outside the program. Top candidates visit Milano at least twice, including an opportunity to present work to the faculty and school leadership. The dean, based on the committee's recommendation, makes final choices; final approval comes from the Provost and the Board of Trustees.

Promotion and advancement are based on published guidelines that are both university-wide and Milano-specific. The dean has appointed a senior faculty member to be the assistant to the dean for advancement and promotion; this person chairs the individual *ad hoc* committees, membership of which is codified in the Milano faculty employment agreement. A separate advancement process exists for initial appointment, reappointment on extended track, advancement to associate professor with extended appointment and full professor. In addition, every faculty member with extended employment must undergo review for institutional suitability every five years. Professors of professional practice are not eligible for extended employment; a subcommittee and the dean handle reappointments. In addition, every program has a chairperson appointed by the dean. In 1999, the dean implemented a formal, annual evaluation of all instructors, which focuses on presentations, publications, teaching evaluations, other professional activities, and Milano and university service. These evaluations serve as the basis for the dean's salary reviews and establish a baseline for promotion and advancement. The performance of adjunct faculty is evaluated annually, both by the respective program chairs and the dean. In addition, all of the adjunct faculty members participate in self-evaluation, a process initiated by the dean in 1999.

All Milano faculty members have an annual five-course teaching obligation and are allowed to consult and perform other non-university related work for up to 20% of time. Every faculty member is eligible to purchase course relief for one or two courses at the rate of 20% of base salary plus benefits. Course relief is also extended for being program chair, research center director, or for assuming responsibility as a committee chair or for being chair of a program at another division. The entire faculty, as appointed by the dean, performs committee work. Finally, all serve as academic advisors.

The course and faculty teaching evaluation process is the same for all faculty and all courses, full and part-time. Student input is solicited with a standard form at the end of every course. The answers, numerical and text, are input into a database by staff in the Dean's Office and reported in summary fashion (but with all text comments in full) by the associate dean to the chairs and dean, and to the faculty members. All course evaluations are available to students. Quality assurance for courses taught by part-time instructors is accomplished by course evaluations and chair review of course descriptions and syllabi. With 650 students at the main campus, Milano is small enough so that program chairs and others learn rapidly how a part-time faculty member is performing.

The growth and maturation of the Milano faculty has created both success and structural issues. Most of the faculty members have been appointed into particular programs, based on the programs' needs at the time a vacancy or new need existed and because of the school's longstanding emphasis. Over time, enrollment has grown (Human Resources and Nonprofit Management) and shrunk (Urban and Health), but faculty numbers have remained stable, resulting in disparities in program faculty compared to student enrollment. Fall 2002, Human Resource Management with 220 students has only one full-time faculty member and one non-faculty acting chair<sup>59</sup>; in contrast, Urban Policy and Management has nine, including the dean,

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<sup>59</sup> At the end of 2001-02, the former HRM chair moved to the Organizational Change Management program, which he founded; this program has one other faculty member, whose visiting appointment ends after this year.

for 100 students and Health Services Management has four for 52 students. These disparities are being addressed by the dedicated recruitment of new positions as they become available by attrition and retirement, and by the investment of financial resources. Milano is searching for an associate professor in human resource management. In future years, Milano must recruit for the Nonprofit Management, Organizational Change, and Human Resource Management programs, and continue to leverage expertise and flexibility from the programs that are more heavily staffed on a per-student basis.

Notwithstanding this structural issue, the Milano faculty is known for scholarship. Most professors maintain research agendas with a number bringing in research grants. Their work is in major texts, trade press, and peer-reviewed scholarly journals. This impressive effort occurs even in the face of an above-average course load, extensive committee assignments and administrative duties.

In addition to its full-time faculty, Milano has a part-time faculty of 70, each of whom has taught at least once since 2000-01. Almost all are active professionals hired to teach their area of expertise. Part-time instructors do not have service obligations in Milano or the university, although many serve as advisors to students, especially in human resources management and nonprofit management. The extension campuses are entirely served by part-time faculty. In practice, part-time teachers are hired by program chairs for courses mounted by programs. The associate dean recruits for school-wide management and finance courses. Although there is no formal orientation and training process for part-time faculty, a part-time faculty handbook, containing everything from policies to model syllabi and course descriptions, is provided to each new instructor. Orientation and continuing education for part-time faculty are needs; satisfying these needs is complicated because almost all instructors are busy professionals, which is why Milano recruited them to teach.

### **Governance and Participation in Decisions**

The faculty is involved with every dimension of Milano, including decision-making.<sup>60</sup> Fall 2002, the faculty executive committee has been eliminated; issues are now discussed by the faculty as a whole, meeting as a body without administrative staff. In addition, faculty members meet regularly in their programs and make recommendations to the dean via program chairs. Milano faculty members are leaders in university-wide faculty forums. Part-time faculty have not, until now, been part of Milano's governance structure, although the dean hosts regular meetings of adjuncts to inform them about Milano and university affairs and solicit input into Milano's planning. Fall 2002, part-time instructors are being brought into a delegate selection process for university governance and are invited to faculty meetings. As an example of how part-time faculty participate in governance, in 2000-01 the Curriculum Committee reviewed and approved the entire core curriculum, the four courses taken by every Milano student. These courses were extensively modified by the committee and its subcommittees based on recommendations by the entire regular and part-time faculty.

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<sup>60</sup> Every month from September-May the faculty meet with the dean – (through 2001-02 this occurred both as a whole and as an executive committee comprised of faculty with administrative positions and an elected representative of the junior faculty).

## CURRICULUM

### **Educational Goals and Direction**

Milano has grown from its roots and its perspective now embraces a range of urban, public, and health policy issues and its management expertise ranges from organizational change management to advanced financial management in public/private ventures. Challenges for Milano stem from the basic fact of its location in New York City and the needs of its students. Because the organizations represented by Milano students are so varied and the positions the students seek to fill require such wide-ranging skills, there is no consensus about “the most important things” a new graduate needs to bring to an organization. However, certain skills are recognized as prerequisites—writing and oral communications, quantitative analysis and financial management top every list, along with institutional savvy and multicultural sensitivity. To ensure that every student in the school learns these skills, the curriculum was revised in 1999 to establish a) required *school-wide core courses* in policy, quantitative methods, economics, and management for every student and around which the individual programs would model their required and elective courses; b) *an international perspective* that would permeate the entire curriculum; and c) a variety of means to develop *student skills in policy and managerial writing, quantitative analysis, and financial analysis*.

### **Major Changes and Effects**

The repositioning of the curriculum has also led to a broad understanding of Milano students’ needs for remedial assistance in analytical and professional writing, mathematics and accounting. Diagnostics and remedial learning opportunities were put in place to assess students’ needs upon matriculation and before studying quantitative methods and financial management. The new University Writing Center provides writing tutorial assistance; Milano provides assistance in mathematics and accounting. The success of these changes has not been systematically assessed, although both the quantitative methods and financial methods courses have been changed as a result of the remedial work. The Writing Center is working with Milano to develop means of assessing students’ writing needs and evaluating whether these are being met.

The reorganization has led to the centralization of all student records and monitoring of progress toward graduation. This is especially important since so many students are not graduating in two years, as is often the norm with full-time students. With the reorganization, monitoring systems were implemented to ensure that students took required courses before elective courses to enable them to excel, to ensure that students with learning difficulties were identified early, to ensure that students are completing coursework and that students who are not succeeding are handled individually and with sensitivity.

In 2000-01, Milano began to emphasize an international perspective, the first priority articulated by the dean after his arrival in 1999 to build on existing expertise, broaden the curriculum and spark new enrollment interest. Field studies were integrated into the curriculum, a major shift in Milano’s orientation. Students now travel to other countries as a means of

increasing their knowledge of, and sensitivity to, New York City. Until this time, Milano looked at New York City as a model for urban environments worldwide—the new orientation views the world as a means of better understanding New York. To establish the new emphasis, the faculty created courses with travel components and international perspectives. This has energized the faculty, who have taken turns developing international courses, creating great excitement every semester as more than twenty students prepare to travel during the mid-semester break. Although the international emphasis has not been studied to determine its effectiveness—for example, as to whether student attitudes, beliefs, and knowledge are different for having participated—course evaluations indicate that students have had eye-opening intellectual experiences and worked far harder than they imagined.

In addition, Milano is opening venues for its students to broaden their education by creating articulation agreements with business schools and law schools. As of this writing, Milano has a completed dual-degree agreement with the Marist College School of Management for its AACSB-accredited online M.B.A. program. This will allow Milano students to add an M.B.A. to their Milano M.S. in fewer credits than the two programs would have demanded, if taken separately. Discussions with a law school are underway to develop a pathway for students to take specific courses in employment and discrimination law as a complement to the human resource management curriculum.

## **Academic Programs**

The Urban Policy Analysis and Management Program was established in 1971 and is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).<sup>61</sup> Its goal is to prepare students for public service. The program has evolved from its roots in municipal government to a community-based orientation, a change that mirrors the long-term evolution of the public professions. The challenge is its need to attract top students in the face of steadily increasing competition.

The Human Resource Management Program, also in operation since 1971, recruits students from corporate and nonprofit sectors with the goal of developing new managers in human resources efforts and specialists in organizational development. Milano will recruit at least one new position in both 2002-03 and 2003-04. The program relies on industry professionals to teach specialty courses. Milano's program has the same challenge faced by the human resource management education field nationwide, that of teaching a discipline undergoing rapid transition.

Milano also operates a Human Resources Management program in upstate New York. In the early 1970's the school responded to a call from the U.S. Veterans Administration and initiated a program in personnel management at Griffiss Air Force Base in Rome, New York. Based on the Griffiss success, which lasted until 1995 when the base closed, the Veterans Administration requested the same program for technicians at the U.S. Navy's secure nuclear training base in Malta, New York. The program has thrived at both the undergraduate and master's levels, in a campus facility near the base.<sup>62</sup> The faculty has recognized the importance of quality assurance in

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<sup>61</sup> The most recent NASPAA survey was in 2001-02 and resulted in renewed accreditation.

<sup>62</sup> In fact, the bachelor's program has been so successful that the school is preparing to widen its online capability to include nuclear technicians at Malta's sister base in Charleston, South Carolina; Milano is planning to then include sailors at sea worldwide as a U.S. Navy educational partner.

off-campus efforts and is making academic oversight for the off-campus program part of the responsibilities of the senior faculty member being recruited during 2002-03. As the Malta program continues to grow, members of its part-time faculty who have doctorates are assuming additional responsibilities for curriculum development, writing supervision and evaluation. In addition, since the expansion of this program will be online, additional faculty members will be added to supervise online study.

The Health Services Management and Policy Program has a 25 year history in training managers for positions in healthcare institutions and policy skills. Over the past decade, the program has developed significant strength in health policy, particularly in issues of access to health insurance, disparities in health indicators and in healthcare reimbursement, all issues that are central to the school's mission. During the past four years, the curriculum has been revised to recognize changes in the healthcare system—for example, courses in operations have been replaced with courses in quality management and regulatory affairs. A new concentration in urban environmental management is being developed for 2003 to address interrelated issues concerning urban health. In recent years, the health program (along with many similar programs nationwide) has suffered continual enrollment decreases, a direct result of the decade-long contraction of the healthcare industry and the growing perception that healthcare management is not popularly viewed as a promising career.

In 18 years the Nonprofit Management Program has grown into the largest such program in the New York metropolitan area and one of the nation's highest rated programs.<sup>63</sup> Its goal is to train leaders in nonprofit organizations, which are numerous in New York City where there is a shortage of potential leaders in coming years as a founding generation retires. The program offers courses in fund-raising and development, community development, legal issues and the financial, operational, and policy problems facing nonprofit leaders today. The greatest challenge facing the program is that its enrollment has grown faster than its full-time faculty complement of four professors. Although these faculty members are productive and have broad expertise in community development, board governance, international management and public/private ventures, they must rely on many nonprofit professionals to teach both specialty and program core courses. In addition, none of these persons have extended employment.

In 1999, a new program in Organizational Change Management was inaugurated to respond to the demand for expertise being sought by the corporate, nonprofit and governmental sectors. A small program (39 enrolled in 2001 and 33 in 2002) uses a cohort model, and its courses are highly experiential, focusing on group consulting work and the phenomenon of effective organizational change from within. The greatest challenge facing this new program is to grow enrollment while maintaining its individualized focus.

In 1998, the Milano Graduate School admitted its first class in the Ph.D. Program in Public and Urban Policy. The program's mission is to produce individuals with the policy background needed to craft effective, equitable public policy. The program, which is directed by a professor of urban policy and management, uses full-time Milano faculty members and other Ph.D.-trained instructors for teaching. It enrolls 40 students, with the first graduation anticipated in January, 2003. The student body ranges in age from recent university graduates to individuals with decades of job experience; it is diverse, with more than 50% women and 50% minorities. The presence of doctoral students has contributed significantly to the upgrading of teaching and research assistantships. Challenges for this new program include sufficient fellowships to support full-time students,

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<sup>63</sup> *US News and World Report*. Ranking: #7, up from #10 in 2001.

offering a range of high-level substantive and methods courses, expanding the program to utilize faculty expertise in management and improving applicant quality. To achieve these goals, the faculty recommends that the program hold down enrollment, include more faculty members in teaching Ph.D. courses and continue to raise entry standards.

### **Fit of Academic Programs to Mission**

Milano's primary vision, to "motivate and prepare students of diverse backgrounds to be agents of social and organizational change," defines all of its efforts. This is a discussion that has continued since the arrival of Dean Blakely in 1999, in an ongoing attempt to seek a future direction amidst constant change in all of the professions served by Milano students. At this point, the faculty is witnessing full-time urban policy students showing interest leading organizational change and human resources management students taking courses in immigration policy.

Regarding its undergraduate program at Malta, Milano has initiated numerous discussions among its faculty regarding the future of its undergraduate program in Ballston Spa. Recognizing that financial success and opportunity are not the same as mission fit in the long term, a recognition has grown that even though these students are quite different from those in the main campus' M.S. programs, they are seeking skills in organizational change. The Navy has made baccalaureate and master's level education a matter of great importance to its recruitment needs, and Milano's reputation for human resource management has meshed well with the Navy's needs. Within the school, there is discussion concerning the fit of increasing numbers of undergraduate military students at a branch campus to a predominantly graduate intellectual environment. Milano would probably not pursue this investment in undergraduate education to students who are not at the main campus if it had the financial ability to avoid it. However, the school grew for twenty years with surpluses earned from its upstate campuses and now finds itself unable to maintain financial viability without a new source of income. As a business model, the mission fit is acceptable, if imperfect. It is educationally sound and it supports a main campus that cannot otherwise support itself.

### **School-wide Change**

The two most significant changes have been relative size among programs and the school's unification. A decade ago, Milano was oriented around the Urban Policy program and faculty, which had been the first group and the school's core, and the Health program, which grew from the Urban program and during the 1980s grew to be Milano's largest program. The latter two programs are both the largest programs in the school and the programs with the fewest dedicated full-time faculty members on an absolute and per student basis. This change demands redirection of resources. With the initiatives introduced in 1999, the school's orientation changed from a focus on *individual* degree programs to *school-wide education in management and policy*. As a result, all new candidates for appointment are evaluated for their potential contribution to the whole school and a range of school activities as well as their value to the recruiting program.

The intellectual change has been far-reaching. Milano is constantly challenged to bring curricular change to students who are employed in organizations undergoing major, rapid change.<sup>64</sup> The advent of environmental awareness in almost every profession is leading Milano to embrace the university's effort to provide environmental education. Finally, the evolving corporate arena is providing new frontiers of educational need in social responsibility and corporate ethics.

## OTHER CONCERNS

### School Life

The school faces the same non-curricular dilemmas seen at professional graduate schools that serve both full-time students and part-time students/full-time working professionals, how to build an academic community. The four core courses introduce students to the faculty and each other at the beginning, and become a means of building relationships, enabling the students to learn about other.

One of Milano's distinctive features is the Laboratory in Issue Analysis, a major course in which students gain experience in policy analysis and presentation of New York City-based issues. To build on the lab's success for full-time students, in 2001-02 the first lab course for part-time urban policy, nonprofit management, and health care policy students was implemented. The Center for New York City Affairs is another area of student life that affects education, but is not part of coursework. The center is a forum for issues to link students and teachers to the worlds of policy and practice in New York City. Students get the opportunity to expand their knowledge and participate in the debates outside class.

Academic and career counseling are provided in several ways. Full and part-time faculty members establish active relationships with students and provide advice. There are structured group academic counseling sessions and regular opportunities for students to meet with faculty, student support staff, and graduates of the program. The smaller programs assign all of the students faculty advisors. Milano also has an Office of Career Development and Placement, which works with students from the moment they enter. The office conducts 35 workshops a semester and prepares students for job searches, interviews and negotiations.<sup>65</sup> Milano also provides support groups for students and alumni who have lost their positions and are seeking new ones.<sup>66</sup>

Finally, access to faculty is important for developing community. Although Milano is not large, its classrooms always have less than thirty students, most often 15-18; elective

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<sup>64</sup> The growth and increased availability of statistical and mapping technology has made these skills essential for students, so the faculty is pursuing excellence in teaching both topics.

<sup>65</sup> Every student who is full-time and does not have professional experience in his/her field of choice completes a summer internship between the first and second years. These services recognize a changing working environment and the expectation that adults will change jobs more frequently than in the past.

<sup>66</sup> In the B.S. program at Malta, New York, students receive ongoing academic and career advisement by the faculty and by the Campus Director, who is a retired USN education officer at the Malta base and a graduate of the Milano B.S. and M.S. programs. In addition, these students benefit from a wide range of Navy career services.

courses often have 8-10 students enrolled. Most professors get to know their students, their interests, plans and professional challenges. However, when three-quarters of the students are part-time taking two courses while working full-time, it is difficult to engage them in the life of the school. Two new organized student groups formed by Organizational Change students and Health students are faring well.

## **Challenges**

Milano faces three significant challenges—adapting to all the changes since 1999, achieving financial stability, and maintaining excellent quality in everything it does. In a school in which faculty are already heavily involved with teaching, advising students, school and university committees, and individual research, finding additional capacity to implement new efforts is a challenge. To fund its growth and afford its initiatives, Milano must achieve financial stability. It is, like the university, deeply dependent on tuition. At this writing Milano has a single endowed professorship, but ongoing obligations to thirteen professors with extended employment. It must raise capital to fund its faculty and the research infrastructure. Finally, it must recruit more students and scholarship funds.

## **Recommendations**

1. Address current disparities between program enrollment, and the number and status of program faculty within the Human Resources Management and Non-Profit Management programs.
2. Further integrate the management and policy components of the school in the curriculum, in public events and in faculty research.
3. Manage the evolution of the Health Services Management and Policy Program, improvements to the Urban Policy Analysis Program, the “scaling up” of the Organizational Change Management Program and strengthening of the Ph.D. Program.
4. Support outreach activities of the Center of New York City Affairs, the research activities of the Community Development Research Center and the Health Policy Research Center, and such initiatives as the Living Cities-Milano Collaborative.
5. Enhance the multi-faceted diversity of the school’s student body.
6. Pursue alternative revenue sources while maintaining the core pedagogical functions of the school.
7. Improve current internal management and academic governance, including grant support and administration.
8. Provide for additional faculty development, particularly as it relates to junior professors and generally as it relates to faculty scholarship.