

The image features a dark blue diagonal banner on the left side containing the text. The background on the right is a photograph of a modern building with a prominent tower, illuminated by the warm light of a sunset or sunrise. The sky is a mix of blue and orange.

# Duke

SANFORD SCHOOL *of*  
**PUBLIC  
POLICY**

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## EXECUTIVE MASTER *of* PUBLIC AFFAIRS

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SPRING 2023

*“Not only should such a school serve undergraduates, graduate students, and professional students; it should also develop over time a program for mid-career students from the world of affairs who wish to shift careers, upgrade their skills, or merely refresh themselves. Such practitioners not only learn a great deal when they return, but they also contribute ‘relevance’ and practicality to the education of regularly enrolled students.”*

Excerpt from a letter from Joel Fleishman to Duke President Terry Sanford, outlining his vision for what would become the Sanford School of Public Policy (July 22, 1970)

# EXECUTIVE SUMMARY

The mission of the Sanford School of Public Policy is to “*improve lives by researching the most pressing public policy issues and preparing students for lives of leadership, civic engagement, and public service.*” Increasingly, advancing this mission requires academic programs that extend beyond undergraduate and early-career graduate education to reach students at all stages of their careers, using modalities that extend beyond traditional, campus-based instruction. Yet while many of the Sanford School’s peer institutions have been investing significant resources in innovations to their program offerings, curricula, and modalities, Sanford has been falling behind: of the top ten policy analysis schools in *U.S. News & World Report*’s latest rankings, Duke is the only institution that offers neither an online version of its flagship master’s degree nor a separate, generalist mid-career program.<sup>1</sup>

This proposal recommends the creation of a **Master of Public Affairs** degree program for mid-career professionals (referred to hereinafter as an Executive MPA, or E-MPA). This recommendation is the culmination of nearly five years of strategic planning, research and analysis, deliberation, and engagement by Sanford faculty and staff, beginning with the Academic Programs Task Force (APTF) in 2018 and continuing with a series of ad hoc working groups convened to develop the APTF’s recommendations into a formal proposal.<sup>2</sup> The process that produced it has been organic and broadly inclusive; more than 30 Sanford faculty members, more than 20 Sanford staff members, and many other Duke faculty, administrators, students, alumni, and governance bodies have participated in, or been consulted by, these working groups.<sup>3</sup> The proposal also was informed by Sanford’s recent experience launching a hybrid, mid-career Master of National Security Policy degree, as well as our broader digital learning experience during the COVID-19 pandemic.

The Sanford E-MPA would help public affairs practitioners realize their full potential by deepening their knowledge, updating their skills, and refreshing their commitment to public service at a crucial moment in their careers. Its students would be established or emerging leaders in government, non-profits, and select private-sector roles, or mid-career professionals in other fields seeking a transition into public affairs. To meet these students’ unique needs, the E-MPA would be offered initially in a “purpose-built” hybrid modality, combining residencies in Durham and Washington, DC, with online instruction and allowing students to earn their degrees in as little as 15 months. It would offer a core curriculum in public affairs and an initial concentration in Leadership, Management, and Ethics (LME). Once approved, however, it would give Sanford flexibility to offer additional concentrations, certificates, or modalities in the future, as strategic priorities and student needs evolve.

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<sup>1</sup> *U.S. News & World Report*, “[Public Policy Analysis Programs](#)” (2022); see Figure 5.

<sup>2</sup> The Academic Programs Task Force was chaired by Professor Bruce Jentleson and included Professors Aaron (Ronnie) Chatterji, Corinne (Cory) Krupp, Deondra Rose, and Don Taylor.

<sup>3</sup> See Appendix B for a list of faculty and staff who participated in these working groups.

A new E-MPA degree program would offer significant benefits to the Sanford and Duke communities (see **Section 1**). For students, it would create immediate opportunities for working professionals who cannot logistically participate in traditional campus-based programs. Students in the program would develop advanced knowledge and applied skills under the direction of Sanford's world-renowned faculty, equipping and credentialing them to assume senior leadership roles within their current sector or transition to a new sector. It also would generate positive spillover effects for students in existing Sanford programs, providing access to new faculty and courses and new opportunities for collaboration and career development. For faculty, the program would provide an opportunity to expand the impact and reach of their research by teaching and engaging with senior practitioners and developing innovative new course offerings, as well as generating new budgetary and human resources that will help support the school's other programs and activities.

For the Sanford School, the E-MPA would advance the school's mission by offering timely and valuable training to a population of public servants not reached by existing programs; it would enhance the school's relevance in an evolving and competitive higher education market; it would generate significant new revenue to support the school's core mission and operations; and it would broaden the community of Sanford students and alumni. For the wider campus community, the E-MPA would complement existing degree and certificate programs, bring a new and unique population into the Duke student and alumni base, and enhance the university's reputation as a training ground for future leaders.

The E-MPA curriculum would be tailored to the unique educational needs of mid-career practitioners (see **Section 2**). While a review of foundational theories and concepts may be necessary in some cases, the main emphasis would be on practical training, inviting students both to draw on their significant prior experience and to apply the skills they develop in the program back in their areas of professional practice. Students in the program would strengthen their analytical and decision-making skills, prepare themselves for executive leadership roles, develop additional competencies tailored to their specific career trajectories, and deepen their understanding of cross-cutting challenges facing public affairs practitioners. An emphasis on structural inequality and principles of diversity, equity, and inclusion will be evident across the E-MPA curriculum.

To achieve these learning outcomes, E-MPA students would be required to complete four courses in the core public affairs curriculum, including an experiential capstone project; three courses in the LME concentration, including a required ethics course; and three electives. These course offerings would be sequenced across four terms for full-time students (summer, fall, spring, and summer), with no more than three courses per term; part-time students would simply return for a second fall term, taking no more than two courses per term. The program would launch with 14 courses in its first year (see **Appendix A** for descriptions); additional core, concentration, and elective courses would be developed over time. The program also would seek opportunities for cross-enrollment in electives offered by other Duke programs and at Duke's inter-institutional partners, though the hybrid modality and term structure may limit such opportunities initially.

The target student population for the E-MPA program would include students who: (1) are mid-career professionals with at least 7-10 years of prior work experience; (2) are employed primarily in the government and non-profit sectors, as well as in specific private-sector professions such as consulting, social entrepreneurship, and government relations; (3) are based primarily in the United States, with a regional emphasis in the Southeast, the Washington, DC area, and other major metropolitan areas; (4) have begun to serve in, or have demonstrated the potential to serve in, management and leadership roles within their organizations; and (5) have not previously earned a graduate or professional degree, or have earned one in a field other than public affairs, policy, or administration.

Along with the E-MPA's hybrid modality and curricular focus, this target population would distinguish the program from other Sanford and Duke programs (see **Section 3**). Just 3.6% of Sanford Master of Public Policy (MPP) students in the last four cohorts would meet the program's minimum experience threshold. Sanford's Master of International Development Policy (MIDP) program primarily enrolls international students, who are not expected to apply to the E-MPA in significant numbers since it will not sponsor visas. The new Master of National Security Policy (MNSP) program would be most similar to the E-MPA in modality and career stage, but its professional and curricular focus is far narrower in scope.

Even so, careful planning will be required to minimize the potential for conflict and competition—and maximize the potential for synergy and collaboration—among Sanford programs. Marketing, recruitment, and admissions processes should be coordinated across programs; potential efficiencies in staffing and student support services should be explored; seats in E-MPA courses should be reserved for students in other programs; and structured opportunities for cross-program interaction should be developed. And of course, the instructional needs for the E-MPA program should be integrated into Sanford's broader process for identifying and prioritizing new faculty hires.

Likewise, an analysis of master's programs in other Duke departments and units finds minimal potential for conflict with existing programs. The two programs that would overlap most significantly with the E-MPA are the Fuqua School of Business's Weekend Executive Master of Business Administration (Weekend E-MBA) program and the Duke Nonprofit Management Certificate program; in both cases, there is significant potential for collaboration and resource-sharing that would outweigh any competition at the margins.

Competition with comparable programs at Duke's peer institutions, both nationally and locally, would be more significant. As noted, Sanford is one of the only institutions among its national peers that does not already offer an online/hybrid and/or mid-career program; being a late entrant into this market presents both challenges and opportunities. In addition, several local institutions—including N.C. Central University, UNC-Chapel Hill, and N.C. State University—have well-regarded Master of Public Administration programs that could overlap with the E-MPA to varying extents. Significant attention has been paid to minimizing potential competition with local institutions during the development of this proposal, but additional engagement and collaboration will be important if it advances.

Market research conducted by Sanford and third-party partners also finds evidence of significant competition among institutions providing online/hybrid degrees in public affairs or related fields (see **Section 4**). Yet employer demand for public affairs practitioners is strong; growth in new programs is healthy; and student demand for such degrees, while nuanced, appears strong enough to meet supply. Sanford would seek to distinguish itself in this market with its “purpose-built” hybrid modality (which few comparable programs offer despite overall growth in online degrees); its concentration in Leadership, Management, and Ethics (which no comparable program offers, at least as a branded concentration); its regional advantages in the Southeast and the Washington, DC area; its competitive tuition and financial aid rates; and its creative marketing and recruitment strategies.

The E-MPA envisions an initial target cohort size of 25 students, doubling to 50 in Year 3 of the program pending evaluation of market demand, student outcomes, and Sanford’s administrative capacity (see **Section 5**). Starting small will help mitigate risk and optimize program administration, while still producing positive net revenue; however, our financial projections indicate that a larger cohort size will be necessary to fully realize economies of scale in the program. A “steady state” target size of 50 also would align the E-MPA with Sanford’s national peers, many of which enroll cohorts of between 50-70 students.

The initial tuition rate for the E-MPA would be \$60,000, which would put Duke roughly in the middle of the range of national peer institutions. To offset tuition expenses, the initial allocation for financial aid would be 25%, bringing average net tuition down to \$45,000; as the program expands, the financial aid allocation would increase to 30%. This would put the E-MPA roughly halfway between the 50% allocation for Sanford’s MPP program and the 10% allocation for our MNSP program. While we believe this amount is relatively generous compared to national peers, additional market research is needed both to clarify financial aid practices at comparable programs and to identify third-party tuition assistance programs for which E-MPA students would be eligible. In addition, tuition and financial aid rates should be evaluated and adjusted over time to ensure the program is accessible to students from diverse professional and socioeconomic backgrounds.

Beyond financial aid, additional drivers of program expenses include marketing and recruitment expenses (which would be significant initially but would taper off over time), leadership and staffing, and instructional costs. However, the efficiencies provided by its hybrid format would keep overhead expenses for the E-MPA to a minimum and generate significant net revenue from the outset of the program. Our five-year business plan (see **Appendix C**) projects start-up costs of approximately \$814,000 in the two years leading up to the program’s launch (Years -1 and 0); average net revenue of approximately \$402,000 in Years 1-2 of the program (nearly recouping the initial startup costs); and average net revenue of approximately \$1.24 million in Years 3-5, after the program doubles in size. This would make the E-MPA program significantly more revenue-enhancing than the Sanford MPP or MIDP programs, with an average per-student margin of approximately \$16,100 (26%) at a size of 25 and \$24,900 (38%) at a size of 50, though modestly less revenue-enhancing than the MNSP.

The E-MPA program's instructional needs would be met by a mix of regular-rank faculty (tenure-line and non-tenure) and adjunct or visiting instructors. The exact ratio of regular-rank to adjunct faculty would depend on several factors, including current faculty interest and capacity, the caliber of the response to E-MPA adjunct searches, and the success of other faculty searches currently in the Sanford pipeline. As a starting place, this proposal envisions three of the initial fourteen courses taught by regular-rank faculty, five taught by adjuncts or visiting faculty, and six that could be taught by either regular-rank or adjuncts. These instructional needs would generate a tentative hiring plan of two new regular-rank hires (who would teach in other Sanford programs in addition to the E-MPA), plus a program director either designated from existing faculty or recruited as a third new hire.

One of the E-MPA program's core strategic objectives would be to integrate its students into the broader Sanford and Duke community, despite the limited amount of time they will be spending physically on campus (see **Section 6**). The program would seek to achieve this through a range of student support services, career development activities, and access (virtual or otherwise) to graduate student clubs and co-curricular events. It also would seek to build on and deepen Sanford's school-wide commitment to diversity, equity, and inclusion across all of its programmatic activities: recruitment and admissions, curricular design, faculty and personnel hiring, student support services, and administration.

Like other Sanford programs, the E-MPA would implement a rigorous system of monitoring and evaluation to ensure that it achieves its educational, administrative, and financial goals (see **Section 7**). These monitoring and evaluation activities would include, among other things, a third-year performance review, a detailed learning assessment plan, and eventual accreditation by Sanford's accrediting body, the Network of Schools of Public Policy, Affairs, and Administration (NASPAA).

Finally, this proposal includes a detailed assessment of the enrollment, implementation, reputational, and financial risks associated with the E-MPA program (see **Section 8**). Our assessment is that all categories of risk would be low at the program's initial target size of 25 (which is 7 students above the program's "break-even" size of 18). As the program grows, enrollment and implementation risks would become more moderate; continuing investments in marketing and recruitment, and careful planning for instructional needs, would be required to mitigate this risk. But the financial risk would be low (and rewards significant) at all program sizes, allowing for flexibility in the exact timing and scale of program growth. And the reputational risk is also low; we expect the E-MPA only to enhance Sanford and Duke's reputations as training grounds for future leaders.

Ultimately, a new Executive Master of Public Affairs program, tailored to the needs of mid-career public servants in the 21st Century, will more fully realize the "outrageous ambitions" envisioned for the Sanford School by its namesake. Such a program would be a significant new venture for the school, its faculty, and its students, and new ventures always entail a degree of risk. But based on our analysis—informed by extensive input from many others at Sanford, Duke, and beyond—we believe it is a risk worth taking.

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# SECTION 1: PROGRAM RATIONALE

## Introduction

The mission of the Sanford School of Public Policy is to *“improve lives by researching the most pressing public policy issues and preparing students for lives of leadership, civic engagement, and public service.”* Historically, the school has advanced this mission through its campus-based academic programs, including its undergraduate major, its flagship Master of Public Policy (MPP) program, its Master of International Development Policy (MIDP) program, and its Executive Education programs. By offering a rigorous, applied, and interdisciplinary education from Sanford’s world-renowned faculty, these programs have established the school as one of the world’s leading institutions of public policy education and research.

Increasingly, however, advancing the Sanford School’s educational mission requires academic programs that extend beyond undergraduate and early-career graduate education to reach students at all stages of their professional lives, using modalities that extend beyond traditional, campus-based instruction. In an era of rapid technological change, evolving analytical approaches, and non-linear career paths, public servants must continually acquire new skills and knowledge to advance in their careers. And while trends toward digital learning and flexible degree options have been decades in the making, the COVID-19 pandemic has crystallized them; for many prospective students today, a full-time, residential degree program is no longer a viable or attractive option.

In response to these trends, many of Sanford’s peer institutions have been investing significant resources in innovations to their program offerings, curricula, and modalities. Between 2012 and 2018, the number of online Master of Public Policy, Master of Public Administration, or related master’s degrees rose from zero to nearly 150.<sup>4</sup> Yet Sanford has been largely absent from this trend: of the top ten policy analysis schools in *U.S. News & World Report’s* latest rankings, Duke is the only institution that offers neither an online version of its flagship master’s degree nor a separate, generalist mid-career program.<sup>5</sup>

While the idea of a mid-career master’s program predates Sanford’s founding, the development of this proposal stems from the Academic Programs Task Force (APTF), a faculty-led group convened in 2018 with a broad mandate to assess Sanford’s graduate and professional program offerings.<sup>6</sup> The APTF’s final report, issued in 2019, recommended *“taking immediate next steps for... launching a mid-career program,”* concluding that such a program would *“be of great value to Sanford programmatically, reputationally, and*

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<sup>4</sup> Market research conducted for the Sanford School of Public Policy by AllCampus (2021).

<sup>5</sup> *U.S. News & World Report*, [“Public Policy Analysis Programs”](#) (2022); See Figure 5.

<sup>6</sup> The Academic Programs Task Force was chaired by Professor Bruce Jentleson and included professors Aaron (Ronnie) Chatterji, Corinne (Cory) Krupp, Deondra Rose, and Don Taylor.

*financially*".<sup>7</sup> The report also recommended various enhancements to the School's MPP and Executive Education programs, along with several administrative changes including the hiring of a senior staff member to lead, plan, and align digital learning across all programs (resulting in the hiring of Sanford's first-ever Director of Digital Learning in 2020).

The most significant step Sanford has taken in response to the APTF report is the launch of our new Master of National Security Policy (MNSP) program, which welcomed its first cohort of 18 students in Fall 2022. With a student body that averages 17 years of work experience and a hybrid modality that combines intensive in-person residencies with online instruction, the MNSP has been a valuable learning experience that has demonstrated the school's capacity to design, launch, and administer a hybrid, mid-career program. Yet the MNSP—like our longstanding MIDP—is a specialized program marketed to a relatively narrow student population. While it represents an important step toward fulfilling the recommendations of the APTF, it does not offer the kind of flagship mid-career program envisioned by Sanford's founders and offered increasingly by our peers.

Finally, Sanford's long-term fiscal outlook suggests a significant need for new sources of revenue. The expiration of the transitional subsidies provided by the Provost during the school's first decade has created a structural operating deficit that threatens to deplete our reserves; projected net revenue from existing programs (while positive) will not be adequate to eliminate this deficit. In the past five years, two separate faculty-staff advisory groups have recommended the creation of new, revenue-enhancing degree programs as a top priority for the school's fiscal sustainability.<sup>8</sup>

To advance the Sanford School's core mission, enhance its relevance in an evolving higher education landscape, and support its long-term fiscal health, this proposal recommends the creation of a **Master of Public Affairs** degree program for mid-career professionals (referred to hereinafter as an Executive MPA, or E-MPA). This recommendation is the culmination of nearly five years of strategic planning, research and analysis, deliberation, and engagement by Sanford faculty and staff, beginning with the APTF and continuing with a series of ad hoc working groups convened to develop the APTF's recommendations into a formal proposal. More than 30 Sanford faculty members, more than 20 Sanford staff members, and many other Duke faculty, administrators, students, alumni, and governance bodies have participated in, or been consulted by, these working groups (see Appendix B). Market research for the proposal was conducted by various internal and external sources, including Sanford's Office of Digital Learning and AllCampus, a leading provider of Online Program Management (OPM).

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<sup>7</sup> Academic Programs Task Force, Final Report (2019).

<sup>8</sup> The Finance Review Group (2019), chaired by Senior Associate Dean for Finance and Administration David Arrington, recommended "[creating] new academic and executive education programs that will generate tuition revenues significantly in excess of incremental expenses". The Growth Advisory Group (2022), chaired by Director of Finance and Strategic Planning Zach Johnson, recommended "balancing growth of in-person programs with growth in online and hybrid programs".

The Sanford E-MPA would be designed to help public affairs practitioners realize their full potential by deepening their knowledge, updating their skills, and refreshing their commitment to public service at a crucial moment in their careers. Its students would be established or emerging leaders in government, the non-profit sector, and select private-sector professions, or mid-career practitioners in other fields seeking to make a transition into public affairs. To meet these students' unique needs, the E-MPA would be offered initially in a "purpose-built" hybrid modality, combining in-person residencies in Durham and Washington, DC, with synchronous and asynchronous online instruction. At 30 credit hours, the program would give students the option of full-time (15-month) or part-time (18-month) degree tracks, combining a core concentration in public affairs with an initial degree concentration in Leadership, Management, and Ethics (LME). Once approved, however, it would give Sanford flexibility to offer additional concentrations, "stackable" certificates, or modalities in the future, as strategic priorities and student needs evolve.

In selecting the Master of Public Affairs degree offering for this proposal, we considered comparable offerings including Master of Public Policy and Master of Public Administration. In practice, these three degrees are substantially similar, which is why the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) holds them to identical accreditation standards.<sup>9</sup> Yet our research and analysis also revealed distinctions among the three options that led us to conclude Public Affairs would be the ideal offering. Public Policy programs tend to emphasize policy analysis and evaluation over management and leadership; while Public Administration programs place greater emphasis on management and leadership, they often focus more narrowly on government (especially at the state and local level) and, in some cases, non-profit management.

Ultimately, we ruled out the Public Policy option because it would have to be offered at the same credit load (51 hours) as Sanford's residential MPP, which would be impracticable for a hybrid, mid-career program. We gave careful consideration to the Public Administration option, which would offer modestly stronger organic market demand as well as modestly greater distinction from Sanford's existing degree offerings. But the supply side of the market is also more saturated, with at least eight Master of Public Administration programs in North Carolina alone—including well-established programs at N.C. Central, UNC-Chapel Hill, and N.C. State. And greater distinction from current offerings also would mean less alignment with current faculty and a greater need for new faculty hires.

We thus envision the Sanford Master of Public Affairs as combining the analytical tools taught in many Public Policy programs (including ours) with the management and leadership skills taught in many Public Administration programs, offered to a somewhat broader student audience that spans all sectors and areas of policy. This definition would align the E-MPA with national peer institutions such as Indiana University (O'Neill School), University of California-Berkeley (Goldman School), and the University of Michigan (Ford

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<sup>9</sup> Network of Schools of Public Policy, Affairs, and Administration. "[NASPAA Accreditation Standards](#)" (updated 2019), p. 2. See Appendix G for a full list of NASPAA accreditation standards.

School), all of which offer hybrid, mid-career Master of Public Affairs degrees. It would distinguish the program, at least in title, from our local peer institutions, which tend to offer Public Administration degrees focused on state and local government. And it would align the program more closely with current faculty interests and strengths, while also providing an opportunity to attract new faculty and staff that would support other programs.

To summarize, a hybrid Executive Master of Public Affairs degree program would:

1. **Advance the Sanford School's mission** by training mid-career public servants not reached by existing degree programs or modalities;
2. **Enhance the school's relevance and competitiveness** in an evolving market for graduate and professional public service education;
3. **Generate new revenue for the school**, benefiting other programs and activities and supporting Sanford's long-term fiscal sustainability;
4. **Deepen and complement the school's core strengths**, engaging current faculty while also attracting new faculty, staff, and course offerings; and
5. **Broaden the community of Sanford students and alumni** to include more mid-career professionals with significant accomplishments and leadership potential.

## Benefits for Students

The E-MPA will create immediate opportunities for new student populations, and especially working professionals who cannot logistically participate in traditional campus-based programs. Designed to accommodate busy lives, the proposed plan of study includes a 15-month, full-time option with no more than three courses per semester and an 18-month, part-time option with no more than two courses per semester. But it seeks to balance this flexibility with the proven benefits of cohort learning, utilizing synchronous online instruction and several immersive, in-person experiences to provide direct interaction with Sanford faculty and foster cohesion, peer support, and networking among students.

The E-MPA curriculum is designed to help mid-career professionals deepen their knowledge, update their skills, and refresh their sense of purpose at a crucial moment in their careers. With 7-10 years of experience, target E-MPA students will have begun to assume—or demonstrated the potential to assume—executive leadership roles within their sectors, and the E-MPA will equip them with a set of skills and analytical frameworks to help them fully realize this leadership potential. It also will deepen their understanding of cross-cutting topics that are increasingly essential to the practice of public affairs, such as structural inequality and information management.

The Sanford School has a successful track record of preparing graduate and professional students for careers in public service, including in government, the non-profit and philanthropic sectors, and private-sector fields such as consulting and government relations. While many E-MPA students are likely to continue advancing their careers within

their current employers or sectors, others may use the program to pursue a mid-career transition from other fields. The economic outlook for employment in public affairs is strong, and this program will support students pursuing a career change by providing career services, mentorship, networking, and experiential learning opportunities.

Graduates of the E-MPA program can expect to achieve the following learning outcomes:

1. **Strengthening their analytical skills** by developing core competencies in policy analysis, quantitative analysis, and political analysis;
2. **Preparing themselves for public affairs leadership** by developing core competencies in management, leadership, and ethics;
3. **Developing additional competencies tailored to their individual career goals**, such as public finance and budgeting, communications and advocacy, information management, community engagement, and human resources management;
4. **Deepening their understanding of structural inequalities** and learning how to advance principles of diversity, equity, and inclusion in their own organizations; and
5. **Applying the knowledge, skills, and abilities developed in the program** to their own career paths through an experiential capstone course.

While the E-MPA will offer an initial concentration in Leadership, Management, and Ethics, the core curriculum will be comprehensive enough to serve as the foundation for new concentrations in the future, as a stand-alone certificate, or as part of a “stackable” combination of certificates. Our consultations with students, faculty, and staff, as well as our market research, suggest that demand for the LME concentration will be strong. But students increasingly prefer flexible degree and certificate options that allow them to pursue their education on their own terms and on their own time frame, and this degree will allow for such flexibility and innovation in response to evolving student needs.

Finally, the E-MPA program also will benefit Duke and Sanford students in existing degree programs. New faculty and course offerings—especially within the LME concentration—will complement existing offerings both directly (e.g., by allowing students to enroll in E-MPA courses as electives) and indirectly (e.g., by providing new faculty to serve as academic advisors and professional mentors). In addition, students in the E-MPA program will add diversity and depth of experience to the Sanford community, giving students in other programs the chance to learn alongside experienced practitioners in their fields, as well as potential new internship and career opportunities.

## Benefits for Faculty

The E-MPA program will both deepen and complement the Sanford School’s existing faculty interests and strengths. With its emphasis on policy analysis, quantitative analysis, and experiential learning, the core curriculum aligns closely with existing strengths; faculty who teach in these areas will have an opportunity to develop innovative course offerings and

expand the impact of their scholarship by teaching a cohort of senior practitioners, who—based on our experience with other mid-career programs, including the MIDP and MNSP—often engage at a more experienced level and bring novel insights to class discussions. The hiring of new faculty for the program also will allow Sanford to deepen its bench of instructors who can teach core subjects (e.g., statistics) in other programs.

At the same time, the LME concentration will allow Sanford to recruit new faculty with expertise in areas that are not fully or consistently covered by current faculty. Graduate courses in public finance and budgeting, public management, and leadership, for example, have been taught primarily by visiting or adjunct faculty in recent years; other competencies, such as communications strategy and community engagement, have not been taught at all (at least as distinct courses), despite recurring student interest in such offerings. The hiring of new faculty (whether adjunct or regular-rank) to teach these courses will allow in-demand competencies to be taught with greater consistency, creating positive spillovers into other programs. And all faculty will benefit from the new revenue generated by the program and the broadening of the Sanford community of students and alumni to include more mid-career practitioners.

As working professionals and remote learners, E-MPA students will not be expected to serve as teaching assistants. However, the direct connection with mid-career practitioners will create new opportunities for faculty to disseminate their research and expand their impact. In addition, the possibility of E-MPA students serving as research assistants—a task which can usually be performed remotely—should be explored further.

Although considerable efforts have been made to minimize potential conflict and maximize synergies (see Section 3), it will be important to ensure that the program's faculty and other personnel needs do not come at the expense of other Sanford programs. The budget presented in this proposal assumes that the 14 courses developed initially for the E-MPA program will be created and taught by a mix of tenure-line faculty, regular-rank non-tenure faculty, and adjunct or visiting instructors, drawn from existing faculty as well as new hires. Our instructional needs assessment for the program (see Section 5) prioritizes the designation or hiring of a faculty director and tentative new hires of regular-rank faculty in the areas of (1) management and leadership and (2) quantitative analysis.

### **Benefits for the Sanford School and Duke University**

As stated above, the E-MPA will (1) advance the Sanford School's mission by training public servants not reached by existing programs, (2) enhance the school's relevance and competitiveness in an evolving higher education market, (3) generate new revenue to support the school's fiscal sustainability, (4) both deepen and complement existing faculty interests and strengths, and (5) broaden the community of Sanford students and alumni to include more mid-career professionals with significant leadership potential. These benefits will begin to accrue in relatively short order, with an initial cohort of 25 students in Fall 2025 and the potential to scale up the size of the program within its first several years.

The program also represents a significant deepening of the school's investment in digital learning, an area in which Sanford has fallen behind its peer institutions. Over the past several years, the school has begun to bridge this gap through the hiring of its first-ever Director of Digital Learning, the creation of a professional-grade recording studio, the transition of many executive education programs to a hybrid format, the adoption of remote learning by all programs during the COVID-19 pandemic, and the launch of the MNSP program. The E-MPA will benefit from the successes as well as the lessons learned from these experiences, streamlining and enhancing the school's digital learning infrastructure, instructional design, and student support services.

Beyond the Sanford School, the E-MPA will complement existing degree and certificate programs across campus, offering a distinct credential and bringing a new and unique population of students into the Duke community (see Section 3). As established practitioners on a trajectory toward executive leadership in public affairs, E-MPA students will bring greater visibility to Duke nationally, enhancing the university's reputation as a training ground for leaders across multiple sectors. As alumni, E-MPA graduates will not only be prospective donors and supporters of the university; they will also be a significant source of internship and career opportunities for Duke students and for public engagement by Duke faculty.

There also may be opportunities for direct collaboration between the E-MPA and other Duke programs, including the Fuqua School of Business's executive MBA programs and the Duke Non-Profit Management Leadership certificate program, as well as programs at local institutions, such as N.C. Central University's Executive Master of Public Administration program. Initial engagement with faculty and administrators in these programs has been conducted, but additional efforts should be made to realize the full potential for synergy and collaboration.



# SECTION 2: PROGRAM DESCRIPTION

## Strategic Objectives and Educational Goals

The primary educational goal of the Executive Master of Public Affairs (E-MPA) program is to help public affairs leaders realize their full potential by deepening their knowledge, updating their skills, and refreshing their commitment to public service at a crucial moment in their careers. The program also seeks to fill gaps within Sanford's course offerings, faculty expertise, and program modalities, complementing the school's existing strengths and creating positive spillovers into other programs. Realizing these goals will require achieving several strategic objectives:

- ***Developing a high-quality curriculum tailored to the needs of mid-career students.*** Mid-career practitioners have educational needs that are more summative than formative, seeking to deepen, complement, and contextualize the knowledge and skills they have already acquired in their careers in addition to acquiring new knowledge or updated skills. The E-MPA curriculum must be tailored to meet these needs; while a review of foundational theories and concepts may be necessary in some cases, the emphasis should be on applied training, inviting students both to draw on their real-world experiences in the classroom and to apply the skills they develop in the program back in their areas of professional practice. The curriculum included in this proposal reflects extensive consultation with Duke faculty, staff, and alumni as well as third-party market research, but additional analysis may be needed to ensure course offerings meet the evolving needs of students. In addition, this proposal gives Sanford the flexibility to offer an E-MPA with additional concentrations or certificates in the future, in response to evolving student needs.
- ***Balancing flexible program design with personal contact and student amenities.*** The flexible design of the E-MPA program—hybrid modality, accelerated curriculum, full- and part-time degree tracks—will be central to its appeal to prospective students. Yet these benefits must be balanced against the importance of personal contact and peer-to-peer interaction, which are essential to cohort development, educational outcomes, and students' sense of connection to the Sanford and Duke communities. While many institutions offer "hybrid" degree programs that simply give students the option of joining classes in-person or virtually, the Sanford E-MPA will be "purpose-built" for a hybrid modality, combining in-person residencies with synchronous and asynchronous online learning. This approach aims to achieve the benefits of flexible design without sacrificing the benefits of cohort development, but the exact balance of in-person and remote learning should be monitored, evaluated, and adjusted over time for optimal results. Careful attention must also be paid to the student services and amenities afforded E-MPA students, with the goal of offering as much of the "Duke experience" as possible to students in a hybrid program.

- ***Recruiting and retaining mid-career professionals in a competitive market.*** The number of institutions offering degrees in public policy/affairs/administration, the number of these degrees offered in an online/hybrid format, and the number of mid-career professional programs have all increased significantly in recent years, making Duke a relatively late market entrant. Our analysis shows that demand for such degrees is strong enough to meet supply, and that the combination of a core public affairs curriculum with an initial concentration in Leadership, Management, and Ethics—along with Duke’s reputation and an accessible price point—will make the Sanford E-MPA a competitive new offering. But raising awareness and visibility among prospective students will require a significant up-front investment in marketing and recruitment. In addition, given the unique demands facing working professional students, it will be crucial for Sanford to support students after they enroll, to maximize student well-being and minimize program attrition rates.
- ***Institutionalizing Sanford’s digital learning infrastructure—and culture.*** In recent years, Sanford has begun to invest more heavily in its school-wide digital learning infrastructure, including by establishing a new Office of Digital Learning and creating a professional-quality recording studio for online instructional needs. The E-MPA is an opportunity for Sanford to continue streamlining and institutionalizing digital learning across all programs and activities, which will create efficiencies in personnel and resources and ensure that the benefits of digital technologies accrue more evenly across the Sanford community. Yet our experience with existing programs suggests that the barriers to greater adoption of digital learning can be as much cultural as infrastructural or technological; in particular, it will be essential for faculty teaching in the E-MPA program to be receptive to incorporating best practices in remote learning pedagogy into their instructional design. The imminent adoption of Canvas to replace Sakai as Duke’s Learning Management System will present new challenges, as well as new opportunities, in this regard.
- ***Integrating the E-MPA with Sanford’s core mission and operations.*** For the E-MPA to achieve its educational goals, it will be crucial for the program to be both designed and perceived to be fully integrated into the school’s core mission and operations. Simply put, the program will be both more sustainable and more effective if its relationship with existing Sanford programs is reciprocal: faculty who teach in other programs have a wealth of knowledge and experience that is relevant to the needs of E-MPA students, while new hires for the E-MPA program can fulfill unmet curricular needs in other programs; students in other programs are eager for greater engagement with mid-career practitioners who could be prospective mentors or employers; staffing and administrative efficiencies are also possible. This proposal envisions a mix of existing regular-rank, new regular-rank, and adjunct or visiting faculty teaching in the program; the optimal mix should be monitored and evaluated over time. Opportunities for cross-program interaction, such as reserved seats for other students in E-MPA classes and networking events during E-MPA immersions, should be intentionally planned.

- **Balancing financial goals with core values.** As the financial projections included in this proposal demonstrate (see Section 5 and Appendix C), the potential for the E-MPA program to generate significant net revenue for the school is a compelling argument in its favor. Yet as important as this new revenue may be to Sanford's other priorities, it is also an opportunity to ensure that the E-MPA program itself reflects Sanford's core values—including values of diversity, equity, and inclusion. The initial tuition rate envisioned (\$60,000) would place Duke roughly in the middle of the tuition range of comparable mid-career professional programs nationally, while the average financial aid award envisioned (25%, rising to 30% as the program grows) is relatively generous (to the best of our knowledge). Yet a \$60,000 tuition rate (\$45,000 net of financial aid) might still present barriers for our target student population, especially in the public and non-profit sectors. Our initial assumptions about tuition and financial aid should be analyzed further with an eye toward reducing barriers to access, and then monitored and evaluated over time. In addition, a comprehensive analysis of employer-sponsored tuition or loan forgiveness programs in relevant sectors, foundation-based fellowships and scholarships, and other third-party sources of financial aid should be conducted and shared with prospective students before the initial recruitment cycle.

## Degree Requirements

The E-MPA degree will be offered at 30 total credit hours, as an accelerated program that is designed to be attractive to, and appropriate for, a target student population of mid-career professionals. While credit hour requirements for comparable programs vary widely, this requirement would align with several of Sanford's national competitors (including the University of California-Berkeley, Syracuse University, and the University of Michigan, all of which offer E-MPA degrees at 30 credit hours; see Figure 9 for additional comparisons) and with comparable executive-level programs at Sanford and Duke (e.g., the MIDP and MNSP programs at Sanford and the Master of Engineering Management program at Pratt).

The E-MPA program will offer two degree tracks: a 15-month (full-time) track with four terms and no more than three courses per term, and an 18-month (part-time) track with five terms and no more than two courses per term. Students who select the full-time option initially may convert to the part-time option at any time. This approach is designed to achieve the benefits of a cohort model while also providing students flexibility to finish their degree on their own terms; incoming cohorts will learn together for at least their first four terms, with some students returning for a fifth term. Although some online-only programs offer even greater flexibility, for example by using rolling admissions or placing no time limit on degree completion, we believe a cohort model is both more effective pedagogically and more efficient to administer. However, student enrollment and performance in both tracks should be monitored and evaluated over time; should greater flexibility become advisable, we believe the part-time option could be extended to up to 24 months without totally undermining the cohesiveness of the cohort.

To fulfill their degree requirements (see Figure 1), E-MPA students must take four core public affairs courses (with fixed offerings and sequence); three Leadership, Management, and Ethics (LME) concentration courses (one required and two chosen from a list of designated offerings); and three additional electives (which may include additional LME-designated courses as well as “pure” electives). Over time, we hope to diversify offerings across all categories to give students greater flexibility and choice, and potentially to offer new topical concentrations and/or certificates. We are also exploring the possibility of offering credit for cross-enrollment in elective courses offered by other Duke programs (e.g., Fuqua’s executive MBA programs) or from Duke’s existing inter-institutional partners (e.g., N.C. Central’s Executive MPA program or UNC-Chapel Hill’s Online MPA program). Additionally, Sanford is considering developing online courses or modules for common subjects such as statistics and economics to be used across programs, which could serve as another source of electives for the E-MPA. Initially, however, the program’s course offerings will be constrained by its hybrid format, which requires all courses to be customized for the program and limits opportunities for cross-enrollment in other programs.

All E-MPA courses will be designed for students with significant (7-10 years minimum) professional experience and will not require prerequisites. However, the courses will be sequenced such that each semester builds on the previous (see Figure 2 and “Curriculum” below). Assessment methods will vary by course (see Appendix A and Appendix D) but will generally include a mix of written assignments, team-based projects, scenario-based exercises, and participation.

Because most E-MPA students are likely to continue working while earning their degree, the program will not include an internship requirement. However, the curriculum will seek to incorporate experiential learning wherever possible, including through the capstone project requirement (which will recommend a solution to a real-world challenge facing students’ employers or sectors). In addition, E-MPA students who are pursuing a career transition will have access to the full range of career services and professional development opportunities provided by Duke and Sanford.

As an accelerated, professional degree offered in a hybrid format, the E-MPA program is unlikely to be a major locus of independent student research. However, all students will receive basic training in research methods as part of their core data analysis course and will conduct research for their individual courses—including their capstone project—under the direction of program instructors and faculty advisors. In addition, individual students may seek out Research Assistantships or other independent research opportunities on a case-by-case basis; these students will be required to complete Responsible Conduct of Research (RCR) courses as needed.

**FIGURE 1: INITIAL COURSE OFFERINGS BY CATEGORY**

PUBLIC AFFAIRS CORE CURRICULUM (4 COURSES)	LEADERSHIP, MANAGEMENT, AND ETHICS CONCENTRATION (3 COURSES)	ELECTIVES (3 COURSES)
<ol style="list-style-type: none"> <li>1. Policy Analysis for Public Affairs Leaders</li> <li>2. Organizational Management, Leadership, and Change</li> <li>3. Data Analysis for Decision-Makers</li> <li>4. Professional Practice of Public Affairs (Capstone)</li> </ol>	<ol style="list-style-type: none"> <li>5. Ethics, Values, and Public Affairs</li> <li>6. Information Management and Governance</li> <li>7. Public Budgeting and Financial Management</li> <li>8. Human Resources Management</li> <li>9. Community Engagement and Participation</li> <li>10. Communications and Advocacy Strategy</li> <li>11. Decision and Negotiation Strategy</li> </ol>	<ol style="list-style-type: none"> <li>12. Domestic Challenges in Public Affairs</li> <li>13. Global Challenges in Public Affairs</li> <li>14. Economic Analysis for Decision-Makers</li> </ol>

**FIGURE 2: INITIAL COURSE OFFERINGS BY SEMESTER**

SUMMER 1	FALL	SPRING	SUMMER 2
<ol style="list-style-type: none"> <li>1. Policy Analysis for Public Affairs Leaders</li> <li>2. Organizational Management, Leadership, and Change</li> </ol>	<ol style="list-style-type: none"> <li>5. Ethics, Values, and Public Affairs</li> <li>6. Information Management and Governance</li> <li>7. Public Budgeting and Financial Management</li> <li>8. Human Resources Management</li> </ol>	<ol style="list-style-type: none"> <li>3. Data Analysis for Decision-Makers</li> <li>9. Decision and Negotiation Strategy</li> <li>10. Communications and Advocacy Strategy</li> <li>11. Community Engagement and Participation</li> </ol>	<ol style="list-style-type: none"> <li>4. Professional Practice of Public Affairs (Capstone)</li> <li>12. Domestic Challenges in Public Affairs</li> <li>13. Global Challenges in Public Affairs</li> <li>14. Economic Analysis for Decision-Makers</li> </ol>

## Curriculum

As stated in Section 1, graduates of the E-MPA program can expect to achieve the following learning outcomes:

1. **Strengthening their analytical skills** by developing core competencies in policy analysis, quantitative analysis, and political analysis;
2. **Preparing themselves for public affairs leadership** by developing core competencies in management, leadership, and ethics;
3. **Developing additional competencies tailored to their individual career goals**, such as public finance and budgeting, communications and advocacy, information management, community engagement, and human resources management;
4. **Deepening their understanding of structural inequalities** and learning how to advance principles of diversity, equity, and inclusion in their own organizations; and
5. **Applying the knowledge, skills, and abilities developed in the program** to their own career paths through an experiential capstone course.

The E-MPA program will achieve these outcomes through an innovative curriculum that balances core competencies in policy analysis and quantitative analysis with applied training in leadership, management, and ethics. Wherever possible, the curriculum will seek to connect students' coursework to their professional practice, inviting them both to draw on their real-world experiences in the classroom and to apply the skills they develop in the program back to their areas of professional practice. In this sense, the curriculum is deeply experiential; while it does not include internships or service-learning requirements, it is designed precisely to allow working professionals to apply the skills and concepts they are learning in their classroom to their careers in real time. Students also will have a structured opportunity for experiential learning in their capstone project, a "backward design" element that will apply the competencies they have developed in the program.

The program will launch with 14 total courses, including four required core courses, seven courses designated as fulfilling the LME concentration requirement (but also available to take as electives once the concentration requirement has been met), and three "pure" electives that do not count toward core or concentration requirements (See Figure 1). As stated, we hope to increase offerings in all curricular categories over time through a combination of newly developed courses, cross-enrollment opportunities, and/or modular courses. A brief description of each curricular category follows; see Appendix A for a more detailed description of individual courses and Appendix B for the names and backgrounds of key faculty who might be associated with the program.

**Core Curriculum.** The E-MPA core curriculum will provide students with foundational knowledge and skills used by public affairs practitioners. Initially, the core will include four required course offerings: (1) "Policy Analysis for Public Affairs Leaders," (2) "Data Analysis for Decision-Makers," (3) "Organizational Management, Leadership, and Change," and (4)

“Professional Practice of Public Affairs” (the capstone project). Some of the courses will echo the core curricula of other Sanford programs (e.g., “Policy Analysis for Public Affairs Leaders” will be akin to the introductory policy analysis courses taught in the undergraduate and MPP programs), while others will break new ground (e.g., “Organizational Management, Leadership, and Change”). This curriculum is designed to satisfy NASPAA’s core competencies for public affairs master’s programs and is comprehensive enough to serve as a freestanding credential, but it also will serve as a “gateway” to several additional courses designated as concentration offerings or electives.

**Leadership, Management, and Ethics Concentration.** The LME concentration will be a signature feature of the E-MPA program that will distinguish Sanford from its peers and feature prominently in initial marketing and recruitment activities. All students in the concentration will be required to take “Ethics, Values, and Public Affairs,” a foundational course that draws on Sanford’s longstanding commitment to teaching ethics. Students will then select two additional courses from six initial offerings reflecting a diverse range of subjects and skills: (1) “Information Management and Governance,” (2) “Public Budgeting and Financial Management,” (3) “Human Resources Management,” (4) “Community Engagement and Participation,” (5) “Communications and Advocacy Strategy,” and (6) “Decision and Negotiation Strategy”. This approach is designed to ensure that all students have exposure to core concepts in the concentration, while also allowing them to tailor their course of study to their specific career needs. These initial offerings reflect extensive input from Sanford faculty with relevant expertise and market research into comparable courses in other programs, but they are neither exhaustive nor permanent; we envision additional LME courses being developed over time, and the concentration also could be offered as a “stackable” certificate in the future. In addition, concentrating LME courses in the Fall and Spring semesters will allow students in Sanford’s other programs to enroll in them as electives, creating opportunities for cross-program collaboration and networking.

**Elective Offerings.** Although initial course development will focus on the core curriculum and LME concentration, the program will launch with three elective courses. Taught in the second summer of the program with a culminating week in Washington, DC, “Domestic Challenges in Public Affairs” and “Global Challenges in Public Affairs” will be complementary courses that seek to apply the knowledge, skills, and abilities students have acquired in the program to a series of contemporary, cross-cutting challenges facing public affairs leaders. “Economic Analysis for Decision-Makers,” which is also slated for the second summer but could be moved to other semesters, is designed for students who wish to develop their knowledge of economics beyond the basic exposure they will receive in other courses. Over time, we hope to develop additional elective offerings that respond to emerging trends and draw on Sanford’s strengths; intermediate-term candidates for such courses include “Human-Centered Design,” “Behavioral Economics,” and “R for Policymakers”. As noted, we are also exploring awarding elective credit for courses in other Duke or inter-institutional programs, or for modular courses developed for use across programs.

An emphasis on structural inequality and advancing principles of diversity, equity, and inclusion will be evident across the E-MPA curriculum, consistent with Sanford's core values and priorities (see Section 2 and Appendix A). Courses reflecting this emphasis will include "Policy Analysis for Public Affairs Leaders" (which includes a focus on equity analysis), "Organizational Leadership, Management, and Change" (which will examine the implementation of DEI principles at an organizational level), "Ethics, Values, and Public Affairs" (in which structural inequality, injustice, and inequity will be central subjects), "Community Engagement and Participation" (which will emphasize inclusive decision-making and power-sharing practices), and "Information Management and Governance" (which will examine concepts of digital equity and inclusion).

A description of the program's course sequence, progression, and term structure follows; see Figure 3 for a sample curriculum and Figure 4 for a sample academic calendar.

1. **Summer Term 1 (9 weeks).** The entire incoming cohort of students (full- and part-time) will begin the program with two core courses in the first summer term: "Policy Analysis for Public Affairs Leaders," which will provide an overview of common policy analysis tools and strategies that will be utilized throughout the program, and "Organizational Leadership, Management, and Change," a foundational leadership course that will also serve as a gateway to the LME concentration. Requiring all students to take their first two courses together will facilitate cohort development and mutual accountability at this critical, formative point in the program.

The summer term will begin with a mandatory, weeklong residency in Durham, which will serve as an orientation and cohort-building opportunity and an initial instructional period (providing at least 15 contact hours per course). This immersion will be designed to build the foundation for a successful online learning community, in addition to connecting students with faculty, students, and campus resources. Events for the week will include an orientation to Duke, Sanford, and the E-MPA program, a review of honor code policies and procedures, introductory activities for students and key faculty and staff, icebreaker activities, group meals and social events, guest speakers, and an orientation to Duke IT and library resources (including Canvas). Following the summer immersion, the cohort will receive two hours of remote instruction per week (18 hours per course) over the following nine weeks, for a total of 33 contact hours per course.

2. **Fall Term 1 (14 weeks).** In their first Fall term, which follows the regular Duke academic calendar, all students in the cohort will take "Ethics, Values, and Public Affairs," the only required course in the LME concentration. Full-time students will take two additional courses from the LME concentration, fulfilling their concentration requirements; part-time students will take one additional LME course. Three initial LME offerings are currently envisioned for the Fall term: "Information Management and Governance," "Public Budgeting and Financial Management," and "Human Resources Management". Students in these courses will receive 2.5 hours of remote instruction per week, for a total of 35 contact hours per course.



<b>FIGURE 3: SAMPLE CURRICULUM</b>				
<b>FULL-TIME (15-MONTH)</b>				
<b>SUMMER 1</b>	<b>FALL 1</b>	<b>SPRING 1</b>	<b>SUMMER 2</b>	
<b>Policy Analysis for Public Affairs Leaders</b>  <b>Organizational Management, Leadership, and Change</b>	<b>Ethics, Values, and Public Affairs</b>  <b>Information Management and Governance</b>  <b>Public Budgeting and Financial Management</b>	<b>Data Analysis for Decision-Makers</b>  <b>Communications and Advocacy Strategy</b>  <b>Community Engagement and Participation</b>	<b>Global Challenges in Public Affairs</b>  <b>Capstone</b>	
<b>PART-TIME (18-MONTH)</b>				
<b>SUMMER 1</b>	<b>FALL 1</b>	<b>SPRING 1</b>	<b>SUMMER 2</b>	<b>FALL 2</b>
<b>Policy Analysis for Public Affairs Leaders</b>  <b>Organizational Management, Leadership, and Change</b>	<b>Ethics, Values, and Public Affairs</b>  <b>Information Management and Governance</b>	<b>Data Analysis for Decision-Makers</b>  <b>Communications and Advocacy Strategy</b>	<b>Global Challenges in Public Affairs</b>  <b>Capstone</b>	<b>Public Budgeting and Financial Management</b>  <b>Human Resources Management</b>

<b>FIGURE 4: SAMPLE YEAR 1 ACADEMIC CALENDAR</b>	
<b>2025</b>	
<i>June 1-7</i>	<i>First Immersion/Orientation (Durham)</i>
June 2-August 8	Summer Term 1
August 25-November 28	Fall Term 1
<i>December 4-7</i>	<i>Second Immersion (Durham)</i>
<b>2026</b>	
January 7-April 15	Spring Term 1
June 1-July 31	Summer Term 2
<i>August 1-8</i>	<i>Third Immersion/Capstone (Washington, DC)</i>
August 24-November 27	Fall Term 2 (for part-time students)

At the conclusion of their Fall term, students will return to Durham for a second, three-day residency period. The primary purposes of this immersion will be to conduct evaluations at the midpoint of the program, facilitate additional cohort development, and create structured opportunities for E-MPA students to interact with students from other Duke and Sanford programs (who will not be on campus during the summer). But the residency also will be an opportunity for additional instructional time if needed.

- 3. Spring Term 1 (14 weeks).** In their first (and only) Spring term, all students in the cohort will take their third core course, "Data Analysis for Decision-Makers," which will provide an overview of research design, evidence-informed decision-making, and data analysis and visualization techniques. As in the Fall term, full-time (15-month) students will take two additional courses, while part-time (18-month) students will take one additional course. Three LME/elective offerings are currently envisioned for the Spring: "Communications and Advocacy Strategy," "Community Engagement and Participation," and "Decision and Negotiation Strategy". Students in these courses will receive 2.5 hours of remote instruction per week, for a total of 35 contact hours per course.

While a residency period is not currently envisioned for the Spring semester, indicators of diminishing student engagement or learning outcomes (such as absences from synchronous meetings or missed assignment deadlines) should be monitored carefully during this period, and the timing and duration of in-person immersion periods should be adjusted accordingly.

- 4. Summer Term 2 (9 weeks).** In their second and final summer term, all students in the cohort will complete their E-MPA capstone project under the guidance of a faculty advisor, with structure and accountability provided by their fourth and final core course: "Professional Practice of Public Affairs." In addition, students will select from one of three elective courses depending on their academic and professional interests: "Domestic Challenges in Public Affairs," "Global Challenges in Public Affairs," or "Economic Analysis for Decision-Makers."

The structure of the second summer term will be the inverse of the first: students will begin their courses remotely but then gather in Washington, DC (hosted by the Duke in DC office) for a culminating, weeklong residency period. This final immersion will include additional contact hours for summer-term courses, capstone presentations to Duke faculty and invited guests, opportunities for networking and professional development (e.g., with the Washington, DC Duke alumni chapter), and summative course and program evaluations. In addition, while degrees will not be conferred until the following May, it will be an opportunity to acknowledge and celebrate the full-time students who will be completing their degree requirements.

Like the previous summer, students in the second summer term will receive 2 hours of remote instruction over the regular nine-week term plus 15 instruction hours during the culminating immersion, for a total of 33 contact hours.

5. **Fall Term 2 (for part-time students).** Students enrolled in the part-time degree track will enroll in two final courses during their second Fall term. Initially, their choice of courses will be constrained (i.e., since there will only be four courses offered in the Fall, they will have to take the two courses they did not take previously), but over time we hope to develop additional elective offerings to provide greater choice for part-time students. The term structure and contact hours would be identical to the previous Fall.

## **Brief Description of Courses and Learning Opportunities**

See Figure 1 for a list of course titles and Appendix A for a brief description of courses and learning opportunities.

## **Brief Backgrounds and Biographies of Key Faculty**

See Appendix B for a list of faculty and staff who have been involved in the development of this proposal, and a list of faculty (with accompanying CVs) who could potentially contribute to E-MPA program's instructional and administrative needs.

## **Distance-Based Learning Opportunities**

As Sanford's first flagship hybrid degree program, the E-MPA will both build on the school's previous digital learning experiences and serve as a model for future programs. The hybrid program design will incorporate three core educational theories and models: cognitivism, constructivism, and connectivism. Faculty teaching in the program will work in each module to achieve a traditional cognitivist approach (transferring knowledge, building off prior knowledge, and building new mental maps) by creating new content which will be shared through Canvas via recorded lectures and guest speakers. Each course will also allow students to "construct" (students build their own knowledge and apply within real-world context) as they work on individual and team-based projects and apply their skills and knowledge to their own professional practice. Finally, connectivism promotes a total learning environment which "connects" students with experts in sub-fields and their primary resources; we expect faculty practitioners and guest experts to feature prominently in the E-MPA program. Furthermore, assignments will allow students to explore online resources such as public databases, podcasts, and message boards, building knowledge of where to find information and stay current after completing the program.

Faculty teaching in the E-MPA program also will receive "wrap-around" support from the Sanford Office of Digital Learning at all stages of course design and administration. The Director of Digital Learning has extensive instructional design experience and will work with faculty to ensure course materials, activities, and assignments reflect best practices for hybrid instruction; to build effective interfaces for digital learning (i.e., on Canvas and Zoom); to develop asynchronous materials using Sanford's professional-quality recording studio; and to monitor and evaluate the administration of courses to optimize the student and instructor experience. The Office of Digital Learning also will play a key role in program administration, providing input and staff support for marketing and recruitment, admissions, on-campus residencies, and student advising and support services.

## Student Participation in Independent Research

As working professionals and remote learners, E-MPA students are not expected to participate significantly in independent research. However, students may seek out Research Assistantships or other independent research opportunities on a case-by-case basis. Students also will complete an experiential capstone project under the guidance of a faculty advisor, providing mentorship for the design and conduct of their research.

## Target Audience for the Program

Based on market research conducted at Sanford over the past five years (see Section 4), including research by the Academic Programs Task Force and research conducted during the development of the MNSP proposal and this proposal, we envision the target audience for the E-MPA program as including students who:

- Are **mid-career professionals**, with at least 7-10 years of work experience;
- Are employed primarily in the **government and non-profit sectors**, as well as in specific professions within the private sector (e.g., public-sector consultants, social entrepreneurs, or government affairs professionals);
- Are based primarily in the **United States**, with a regional emphasis in the Southeast, the Washington, DC area, and major metropolitan areas;
- Have begun to serve in, or demonstrated the potential to serve in, **management or leadership roles** within their organization; and
- Have not previously earned a graduate or professional degree, or have earned a degree in a field other than public affairs/policy/administration.

In addition to market research, this target profile is informed by the constraints imposed by a hybrid program, including restrictions on student visas, travel logistics, and the challenge of teaching remotely across multiple time zones. While we view this program as national in scope, we expect students to be concentrated in the Eastern United States. We also are exploring ways to cultivate relationships with prospective students through targeted marketing and recruitment activities, tuition discounts, and financial aid; such groups might include graduates of other Duke degree or certificate programs (“double Dukies”), employees of the federal government or large public-sector consultancies, or foundations providing philanthropic support for the professional development of non-profit leaders.

# SECTION 3: ANALYSIS OF OTHER PROGRAMS

## Programs at the Sanford School of Public Policy

Sanford currently offers four master's degree programs: the Master of Public Policy (MPP), the Master of International Development Policy (MIDP), the Master of National Security Policy (MNSP), and the International Master of Environmental Policy (IMEP, which is offered jointly with the Nicholas School of the Environment at Duke Kunshan University). The proposed E-MPA would complement these other programs, drawing on the expertise and interests of current faculty while also filling curricular gaps, incorporating new learning modalities, and diversifying the school's student population. Significant attention has been paid to minimizing potential overlap among programs, identifying areas for synergy and collaboration, and creating structured opportunities for cross-program interaction.

Analysis of the MPP, MIDP, and MNSP programs follows; the IMEP program is omitted because it is offered at Duke Kunshan and significantly distinct from the E-MPA.

**Master of Public Policy (MPP).** Sanford's flagship MPP program "*prepares students for careers as analysts, managers and leaders in various levels of business, government, and nonprofit organizations in the United States and around the world.*" The MPP offers six topical concentrations: (1) Energy and the Environment, (2) Health Policy, (3) Development Policy, (4) National Security and Foreign Policy, (5) Social Policy, and (6) Tech Policy. The program is a full-time, residential program serving approximately 200 students, who earn their degrees in two years (51 credits) or enroll jointly in other graduate and professional degree programs. Historically, most students have entered the program with 3-5 years of professional experience, but the median age and experience level have been declining in recent years, as has the proportion of domestic (U.S.-based) applicants.

The E-MPA program would be distinct from the MPP program in several key respects:

- **Target student population.** The E-MPA's minimum experience threshold of 7-10 years would limit admissions competition to a minimum: just 3.6% of MPP students in the last four cohorts would meet this threshold. In addition to the experience threshold, our expectation is that the E-MPA student population will be primarily domestic, minimizing competition for international students.
- **Modality.** The MPP is offered exclusively in a residential format, while the E-MPA will be exclusively hybrid. Students who desire a campus-based education will continue to find the MPP program to be a better option, while those who prefer to learn remotely (and meet other eligibility criteria) will have the opportunity to apply to the E-MPA program.
- **Accelerated and flexible program length.** The MPP is offered exclusively as a full-time, two-year degree and discourages students from maintaining outside employment

during the program. With an accelerated curriculum and full- and part-time options, the E-MPA will give students who prefer to continue working while they earn their degree a flexible alternative.

- **Curricular focus.** Although the core E-MPA curriculum is substantially similar to the MPP core, the Leadership, Management, and Ethics (LME) concentration will set the E-MPA apart from the MPP's emphasis on topical concentrations. We expect the LME courses offered in the E-MPA program to be attractive electives for MPP students.

Despite these distinctions, it will be important to anticipate and mitigate areas of potential conflict and ensure that possibilities for synergy and collaboration are fully realized. For example, marketing, recruitment, and admissions processes should be coordinated across programs; opportunities for sharing staff and student support services should be fully explored; seats in E-MPA concentration and elective courses during the Fall and Spring terms should be reserved for MPP students; and virtual events such as guest speakers and professional development seminars should be integrated across programs.

***Master of International Development Policy (MIDP).*** The Sanford MIDP is a unique, interdisciplinary degree program for mid-career professionals who plan to dedicate their careers to policy-making and public service in and for developing countries. The program offers two-year (16-course) and accelerated (10-course) degree options as well as a one-year (8-course) non-degree certificate, all of which are offered exclusively in a residential format. Students self-design their course of study, selecting from MIDP courses as well as other courses at Sanford, Duke, or nearby universities. The program offers six optional areas of focus: (1) Applied Economics, (2) Development, Management, and Governance, (3) Environmental Management and Policy, (4) Peace and Conflict Resolution, (5) Social Policy, and (6) Innovation and Entrepreneurship.

The E-MPA program would be distinct from the MIDP program in the following respects:

- **Target student population.** Although both programs serve mid-career professionals, the large majority of MIDP students are international students. As a hybrid program, the E-MPA is unable to sponsor student visas, and thus we do not expect significant numbers of international applicants.
- **Modality.** The MIDP is offered exclusively in a residential format, while the E-MPA will be exclusively hybrid.
- **Curricular focus.** The MIDP program is a highly specialized degree for international development practitioners, whereas the E-MPA will combine a generalist core curriculum with the LME concentration. We expect the LME courses offered through the E-MPA program to be open as electives to MIDP students. We also expect MIDP faculty with expertise in relevant subjects (e.g., public finance and budgeting) to be candidates to teach in the E-MPA program.

As with the MPP program, it will be important for the E-MPA and MIDP programs to coordinate closely to minimize potential overlap and realize possibilities for collaboration. For example, applicants to the E-MPA program who have career interests in international development might be referred to the MIDP program, whereas domestic applicants to MIDP with generalist interests might be referred to the E-MPA.

**Master of National Security Policy (MNSP).** Launched in 2022, the MNSP is a hybrid, executive program offering working professionals throughout the U.S. national security apparatus an opportunity to expand their learning and grow their careers. The MNSP is an accelerated, 30-credit program designed so students can continue to work while earning their degree in between 12 and 20 months. The program combines online asynchronous learning, weekly synchronous interaction with faculty, projects directly related to work in national security, and several immersion experiences at Duke.

In terms of modality and average experience threshold for target students, the MNSP overlaps more directly with the E-MPA than any other program; indeed, Sanford's experience designing, launching, and administering the MNSP has informed this proposal in important ways. However, the programs would still be distinct in several respects:

- **Target student population.** Although the minimum experience threshold will be similar, the target student population for the E-MPA program will be far broader than the MNSP, encompassing mid-career professionals across all sectors and policy interests. In addition, the MNSP recruits primarily from the Southeast region, whereas the E-MPA's geographical footprint is envisioned as national in scope.
- **Curricular focus.** The MNSP is a specialized degree for national security practitioners, whereas the E-MPA will combine a generalist core curriculum with the initial LME concentration. National security professionals who are seeking a more generalist degree or concentrated leadership development training might find the E-MPA a more appealing option, but those seeking to deepen their national security expertise will continue to find the MNSP more suitable. We also expect E-MPA courses to be available as electives to MNSP students.

Their shared hybrid modalities and term structures will create significant opportunities for collaboration and synergy between the MNSP and MIDP programs, including sharing staff and student services, coordinating summer orientation and immersion experiences, and cross-listing courses between the programs.

Finally, while there will be no potential competition between the E-MPA and Sanford's other (non-master's) programs, we also envision potential connections with the school's Ph.D. program, fellows programs, and undergraduate program. New faculty hired for the E-MPA also could teach undergraduate courses; E-MPA students could serve as career mentors or employers to undergraduate majors; and PhD students might serve as potential teaching or research assistants for E-MPA courses.

## Programs at Duke University

A review of Duke's graduate programs identified master's degrees offered by 29 different schools or programs. To the best of our knowledge, no other unit offers a master's degree in public affairs, public administration, or public policy; very few offer professional degrees targeted at mid-career students; fewer still offer such degrees in a hybrid, accelerated format. However, the following degrees or certificate programs might overlap at the margins with the E-MPA's target student population and/or curricular focus:<sup>10</sup>

***Master of Arts in Political Science.*** Offered through the Department of Political Science at the Trinity College of Arts and Sciences, the M.A. in Political Science offers a 30-credit (reduced to 24 if the student completes a thesis), residential program with six field concentrations: (1) Normative Political Theory & Philosophy, (2) Political Behavior & Identity, (3) Political Economy, (4) Political Institutions, (5) Political Methodology, and (6) Security, Peace & Conflict. Conceptually, some of these topical areas may overlap with subjects taught in the E-MPA core curriculum, but the M.A. in Political Science is significantly more theoretical and less applied than the E-MPA will be. In addition, most students in the Political Science program seek admission to Ph.D. programs after graduation; few meet the 7-10-year minimum experience threshold for the E-MPA; and the residential format is distinct from the hybrid format envisioned for the E-MPA.

***Master of Engineering Management (MEM).*** A hybrid, accelerated program for mid-career professionals, the MEM program at the Pratt School of Engineering is analogous in several respects to the proposed E-MPA—but designed for engineers instead of public affairs practitioners. Offered at 30 credits over two years, students complete four core courses, four electives, and a six-credit final project; the MEM program also provides flexibility through rolling admissions and per-course tuition. While there may be electives in both programs that are attractive to students in the other, given the curricular and professional differences between engineering and public affairs, the potential for overlap between the programs is minimal.

***Weekend Executive Master of Business Administration.*** The Weekend Executive MBA at the Fuqua School of Business is Duke's largest and most well-known hybrid, mid-career program, serving 175-190 students with an average work experience of 11 years. The E-MBA curriculum includes ten core courses, four leadership courses, and four electives (from over 20 offerings), with five optional concentrations: (1) Energy and Environment, (2) Entrepreneurship and Innovation, (3) Finance, (4) Marketing, and (5) Strategy. The program also offers a certificate in Health Sector Management. Students earn their degrees in 22 months, through a combination of monthly in-person residencies and online instruction.

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<sup>10</sup> Other master's programs evaluated for this analysis include the Master of Analytical Political Economy, Master of Science in Global Health, Master of Economics and Computation, Master of Statistical and Economic Modeling, Master of Economics, Master of Arts Program in the Humanities, Master of Biomedical Sciences, and Master of Quantitative Management in Health Analytics. These programs were determined to be distinct enough to be omitted, but additional analysis is available upon request.



Of all the master's programs at Duke, the Weekend E-MBA holds the greatest potential to overlap with the E-MPA program, particularly given the E-MPA's proposed concentration in Leadership, Management, and Ethics. Yet the programs also differ in several important respects. Their target student population, while of a similar age, experience level, and geographical footprint, is likely to be inversely related in terms of professional interests: Weekend E-MBA students are drawn primarily from the private sector, with a smaller number of students from government and non-profit professions; E-MPA students will be drawn primarily from the public and non-profit sectors, with a smaller number from a limited range of private-sector professions. The Weekend E-MBA modality and academic calendar, with monthly in-person residencies and shorter term lengths, will contrast with the E-MPA's alignment with the regular Duke academic calendar and less frequent residencies. Perhaps most significantly, the Weekend E-MBA is offered at a tuition rate (\$156,250) that is more than 2.5 times the rate envisioned for the E-MPA (\$60,000).

Moreover, there may be significant opportunity for collaboration and resource-sharing between the two programs. Although its different term structure might limit opportunities for cross-enrollment, the Weekend E-MBA offers several courses (e.g., negotiation) that could serve as electives for E-MPA students; faculty could teach in both programs; and opportunities for interaction between the E-MBA and E-MPA cohorts should be fully explored. Initial outreach to Fuqua faculty and administrators has been conducted, but additional consultations will be required to maximize potential synergies.

***Nonprofit Management Program.*** Duke's Nonprofit Management Program, offered by Continuing Studies (now under the Office of Learning Innovation and Digital Education), is a well-established and -regarded certificate program that *"provides affordable, practical and accessible noncredit courses and certificate programs to people working in and with the nonprofit arena."* The program offers three tracks of study: a Certificate in Nonprofit Management (offered over 24 months with 72 hours of instruction), a Nonprofit Certificate Intensive Track (offered over eight days with 24 hours of preparatory work), and an Executive Certificate in Nonprofit Leadership (a five-day training for graduates of the Nonprofit Management Certificate program). Traditionally offered in an in-person format, all tracks were moved online during the COVID-19 pandemic but are expected to return to in-person instruction next year. The program also offers customized trainings for individual non-profits, which are designed and delivered based on the specific needs of the client.

Based on initial consultations with the Director of the Nonprofit Management Program and the Vice Provost for Learning Innovation and Digital Education, we believe there is significant potential for collaboration and synergy between the program and the E-MPA. We had hoped that courses in the Nonprofit Management Program might be offered as electives to E-MPA students with overlapping interests, but since they are not credit-bearing, this is not currently possible. The idea of a credit-bearing non-profit leadership course—or even a full, "stackable" certificate—designed and/or offered by Nonprofit Management to students in the E-MPA program is a promising avenue for future exploration. In the short term, it could be possible for the E-MPA program to offer

graduates of the Nonprofit Management Program tuition discounts and/or preferred admissions status, to share resources and faculty expertise, and to coordinate admissions referrals between the two programs.

## Programs at Other Universities

Over the past five years, Sanford has conducted extensive analysis of comparable programs offered by our regional and national peers, beginning with the Academic Programs Task Force and continuing throughout the development of the Master of National Security Policy and Executive Master of Public Affairs proposals (see Section 4). This analysis finds that Duke's peer institutions have been investing significant resources in innovations to their program offerings, curricula, and modalities in recent years: between 2012 and 2018, the number of Master of Public Policy, Master of Public Administration, or comparable degrees offered in an online format rose from 0 to nearly 150.<sup>11</sup>

In evaluating programs at other universities for this proposal, we considered comparable programs at both national peer institutions (see Figure 5) and local peer institutions (see Figure 6). An analysis of each category follows.

**National Peer Institutions.** As noted previously, of the top ten policy analysis schools in *U.S. News & World Report's* latest rankings, Duke is the only institution that offers neither a hybrid/online version of its flagship master's degree nor a separate flagship degree for mid-career professionals.<sup>12</sup> Of these institutions, four (University of Chicago, Harvard University, Carnegie Mellon University, and Princeton University) offer mid-career programs that are exclusively campus-based; three (Indiana University, Syracuse University, and the University of Southern California) offer mid-career programs that are campus-based with an online option; and two (University of California-Berkeley and University of Michigan) offer "purpose-built" hybrid programs that combine intensive in-person instruction with remote learning, similar to that envisioned for the E-MPA.

This analysis illustrates both the challenges and the opportunities of being a late entrant into the market for hybrid, mid-career professional programs. On the one hand, many of Duke's national peers have had a head start launching and marketing their programs; raising the visibility of the E-MPA with prospective students will require a significant up-front investment in marketing as well as creative recruitment strategies (see Section 5 for a recruitment strategy and Appendix F for a draft Marketing Plan). On the other hand, only two peer institutions offer the kind of "true hybrid" program the E-MPA would offer; Sanford would have an opportunity to design and launch a program from scratch that incorporates the latest technological and curricular innovations. (Of note, Michigan has currently paused admissions to its E-MPA program to "evaluate, optimize, and potentially grow" the program, indicating the additional market opportunity that exists.)

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<sup>11</sup> Market research conducted for the Sanford School of Public Policy by AllCampus (2020).

<sup>12</sup> *U.S. News & World Report*, "[Public Policy Analysis Programs](#)" (2022).

**FIGURE 5: COMPARABLE NATIONAL PROGRAMS**

INSTITUTION (RANK <sup>1</sup> )	FLAGSHIP PROGRAMS	MODALITY
Cal-Berkeley (Goldman) (1)	Master of Public Policy Executive Master of Public Affairs	Campus Hybrid
Indiana (O'Neil) (2)	Master of Public Affairs	Campus/Online
Chicago (Harris) (3)	Master of Public Policy <sup>2</sup>	Campus
Michigan (Ford) (4)	Master of Public Policy Master of Public Affairs <sup>3</sup>	Campus Hybrid
Duke (Sanford) (5)	Master of Public Policy	Campus
Harvard (Kennedy) (6)	Master of Public Policy Master of Public Administration Mid-Career Master of Public Administration	Campus Campus Campus
Syracuse (Maxwell) (7)	Master of Public Administration Executive Master of Public Administration	Campus Campus/Online
Carnegie Mellon (Heinz) (8)	MS in Public Policy and Management MSPPM: Fast Track (Mid-Career)	Campus Campus
Princeton (SPIA) (9)	Master of Public Affairs Master of Public Policy (Mid-Career)	Campus Campus
Southern California (Price) (10)	Master of Public Policy Master of Public Administration	Campus Campus/Online

<sup>1</sup>U.S. News & World Report, "Policy Analysis" (2022)

<sup>2</sup>The University of Chicago offers a part-time, in-person version of its MPP marketed to mid-career professionals.

<sup>3</sup>The University of Michigan has paused MPA admissions to "evaluate, optimize, and potentially grow" the program.

While some degree of market competition with Duke's national peers will be inevitable, the E-MPA will seek to distinguish itself from the field in several additional respects. First, the initial concentration in Leadership, Management, and Ethics (LME) would be a unique, and uniquely marketable, offering; while other programs offer individual courses in leadership, management, and/or ethics, none to our knowledge has made LME a signature of its program. Second, Duke would fill a regional niche not filled by any of its national peers, with especially convenient access to the Southeast and the Washington, DC area; the next-closest institutions on this list are Indiana and Carnegie-Mellon. Third, our most direct competitors (Berkeley and Michigan) concentrate their immersive experiences in the summer, in some cases for significant lengths; the shorter, more frequent immersions envisioned for the E-MPA may be an additional selling point for working professionals. And fourth, the tuition rate envisioned for the E-MPA (\$60,000) would be highly competitive (see Section 5 and Appendix C for detailed tuition comparisons).

**FIGURE 6: COMPARABLE LOCAL PROGRAMS**

INSTITUTION	PROGRAMS	CONCENTRATIONS	MODALITY	COHORT PROFILE
N.C. Central University	Master of Public Administration	Law and Society, Human Resources, Non-profit Management, Public Health Policy, and Urban and Regional Planning	Campus (full-time)	~60 students (no profile available)
	Executive Master of Public Administration		Hybrid (part-time)	~8-20 students (4-5 years' work experience)
UNC-Chapel Hill	Master of Public Administration	Local government (ranked #2 nationally), public management, environmental policy, public finance	Campus (full-time)	~30 students (70% N.C. residents, average 3 years work experience)
			Online (part-time)	~60 students (40% NC residents, average 7+ years work experience)
N.C. State University	Master of Public Administration	No specializations; certificates available in Nonprofit Management and Policy Analysis	Campus (full- or part-time)	~40 students (no profile available)

**Local Peer Institutions.** While Duke’s local peers may not be ranked nationally in the same categories as Sanford, several of them offer highly regarded programs that would overlap to varying degrees with the E-MPA in target student population, modality, and curricular focus (in most cases at a significantly lower price point) (see Figure 6). UNC-Chapel Hill has one of the nation’s leading Master of Public Administration programs, including a nationally competitive online version; N.C. Central has the largest residential Master of Public Administration program in the state and recently launched a hybrid, mid-career version; and N.C. State has a well-regarded Master of Public Administration program with certificates in Nonprofit Management and Policy Analysis.

During the development of this proposal, significant attention was paid to minimizing potential competition with local institutions, and especially the program at N.C. Central. The presence of several well-regarded and affordable Master of Public Administration programs in the region (and at least eight in the state of North Carolina) was one factor behind our decision to offer a Master of Public Affairs instead. We have sought to distinguish the E-MPA from Duke’s local peers in several additional respects, including its national target student population (as distinct from the local/regional footprint of other programs); its generalist core curriculum and initial LME concentration (as distinct from the heavy emphasis on state and local government at other programs); and its accelerated time frame and hybrid modality (which only the N.C. Central Executive MPA has adopted).

Even so, it will be important both to differentiate the E-MPA from local peers in our branding and marketing strategy and to explore potential areas of curricular and programmatic collaboration. Initial engagement with administrators in N.C. Central's program has been conducted; potential synergies discussed included cross-enrollment in electives, sharing of faculty resources, and jointly sponsored student events. In the longer term, the possibility of jointly developing a certificate or concentration that fills gaps in the E-MPA curriculum (e.g., in state and local government or non-profit management) with N.C. Central or other local institutions could also be explored.

## **Reliance on Other Duke Programs**

The E-MPA at Sanford will be a highly self-reliant program that does not require support from other campus programs to achieve its goals. Teaching needs will be met primarily by Sanford's regular-rank and adjunct faculty, including a mix of existing faculty and new hires; administrative support will be provided by Sanford staff, including the Office of Digital Learning; and the budget for this proposal includes significant resources for marketing.

That said, the potential synergies and areas of collaboration mentioned in this section could add significant reciprocal value between the E-MPA and other campus programs—especially the Fuqua Weekend Executive MBA and Duke Nonprofit Management programs. Opportunities for cross-enrollment in electives, sharing of faculty resources and expertise, and jointly sponsored programming with these and other programs should be fully explored; in some cases, more extensive collaboration (e.g., the development of a credit-bearing course or certificate in non-profit management) may be possible. Finally, the E-MPA program looks forward to collaborating closely with the Office of Learning Innovation and Digital Education at all stages of the program's design, launch, and administration.

## **Consequences and Benefits for the Duke Community**

Based on this analysis, we do not foresee significant net costs or other negative consequences for the Duke community from the creation of an E-MPA program. The program will be designed, launched, and administered primarily by Sanford faculty and staff or by third-party contractors hired by Sanford, using internal start-up resources. By launching with a small target cohort size (25) and scaling up the program over time, and by investing considerable resources in marketing and recruitment on the front end, we hope to mitigate the risk inherent in launching any new program (See Section 8). The program will not compete directly with any other Duke program, and significant efforts to distinguish it from local and national peers have been made; over time, the possibilities for collaboration and synergy outweigh the possibilities for competition and conflict.

By contrast, the potential benefits of the E-MPA program for the Duke community could be substantial and lasting. As noted, the program will complement existing degree and certificate programs across campus, offering a distinct credential and bringing a new and unique student population into the community. As established public affairs practitioners on a trajectory toward executive leadership, E-MPA students will bring greater visibility to

Duke nationally, enhancing the university's reputation as a training ground for leaders across multiple sectors. And as alumni, E-MPA graduates will not only be prospective donors and supporters of the university; they will also be a significant source of internship and career opportunities for Duke students and public engagement for Duke faculty.

# SECTION 4: MARKET RESEARCH

## Market Research for the Proposed New Program

Over the past five years, the Sanford School has conducted extensive market research into hybrid, mid-career degree programs. This research began with the Academic Programs Task Force, a faculty-led committee convened in 2018 with a broad mandate to assess the school's graduate academic program offerings.<sup>13</sup> Overall, the APTF conducted 91 interviews (46 within Sanford, 25 additional within Duke, 7 Duke alumni, and 13 additional external) and analyzed 70 unique sources (including degree offerings of peer institutions, relevant higher education literature, student-learner and job market estimates, and financial projections). A central recommendation of its final report in 2019 was for Sanford to take *"immediate next steps for... launching a mid-career program,"* concluding that such a program would *"be of great value to Sanford programmatically, reputationally, and financially"*.<sup>14</sup>

Since the APTF report, Sanford has continued to conduct market research in the context of developing the Master of National Security Policy and Executive Master of Public Affairs degree proposals. In addition to internal research conducted by Sanford faculty and staff, three rounds of professional market research have been provided by AllCampus, an online service provider that has worked with many peer institutions (including Duke's Fuqua School of Business and Nicholas School of the Environment) to launch new online/hybrid programs. Sanford also participated in two broader studies—one conducted by Hanover Research for the Association of Professional Schools of International Affairs (APSIA), and one conducted by the Office of Learning Innovation—which offer additional insights.

This extensive market research has highlighted several trends that are relevant to the potential approval of a new Sanford E-MPA program:

- ***Trends toward online/hybrid learning were accelerated by the COVID-19—and do not appear to be subsiding as the pandemic recedes.*** Across institutions, degrees, and disciplines, higher education continues to see exponential growth in online programs, with working professionals especially likely to seek out this modality. As noted previously, between 2012-2018 alone, the number of online public policy, public administration, or related masters programs rose from 0 to nearly 150.<sup>15</sup> The Integrated Postsecondary Education Data System, reflecting data from the National Center for Education Statistics, shows the percentage of students participating in online courses rose ten percentage points during the same period and is expected to rise another 15

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<sup>13</sup> The Academic Programs Task Force was chaired by Professor Bruce Jentleson and included professors Aaron (Ronnie) Chatterji, Corinne (Cory) Krupp, Deondra Rose, and Don Taylor.

<sup>14</sup> Academic Programs Task Force, Final Report (2019).

<sup>15</sup> Market research conducted for the Sanford School of Public Policy by AllCampus (2020).

percentage points between 2018-2021 (See Figure 7).<sup>16</sup> The latest National Postsecondary Student Aid Study also shows master's programs moving to partially or completely online modalities (see Figure 8).<sup>17</sup> Finally, a Duke Learning Innovation report issued in 2018, which examined new pathways to degree completion for public policy students, concluded that while the number of residential public policy degree programs had declined by 8% over the previous three years, the number of online public policy programs had grown by 294%; of the 33 peer institutions analyzed, nearly half (14) were offering online degrees at the time of the study.<sup>18</sup> While a complete picture of the impact of COVID-19 on these trends is not yet available, it appears clear that demand for flexible modalities is increasing—and that universities (and public policy programs) are increasingly responding to this demand.

- ***Flexible degree options are also becoming more commonplace.*** The Hanover Research study in which Sanford participated analyzed six APSIA members to examine whether and how these institutions were offering part-time versions of their flagship International Relations, Public Affairs, and Public Policy master's programs.<sup>19</sup> The study concluded that most institutions were creating opportunities for a broader range of students, increasing enrollment or limiting withdrawals (especially during the COVID-19 pandemic), and allowing students greater flexibility to complete their degrees on their own time frame. In addition to meeting student demands for greater flexibility, these decisions lowered barriers to access, resulting in more diverse student populations and allowing students to continue working while earning their degree.
- ***Organic student demand for similar degrees is strong overall but may be weaker for public affairs.*** AllCampus conducted three rounds of market research during the development of this proposal, reflecting the evolution of our choice of degree offering: the first (in 2019) analyzed demand for online Master of Public Policy degrees, the second (in 2021) compared Master of Public Policy to Master of Public Administration degrees, and the third (in 2023) compared Master of Public Administration to Master of Public Affairs degrees. Overall, organic demand for this category of degree is relatively strong: AllCampus reported 23,050 average monthly online searches for related keywords, well above the 10,000 average they recommend for new programs. However, because Public Affairs is significantly less common than similar degrees (especially Public Administration), organic search traffic is significantly weaker.<sup>20</sup>

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<sup>16</sup> Schuh, J. H. "The integrated postsecondary education data system." *New Directions for Higher Education*, 2019 (118), 29-38.

<sup>17</sup> Toland, M. D., Lingat, J. E. M., & Dueber, D. M. "The Brief Course Belonging Scale: Developing a Measure of Postsecondary Students' Course-Level Sense of Belonging Across Online and Face-To-Face Modalities." *Journal of School and Educational Psychology*, 2022 (2), 78-91.

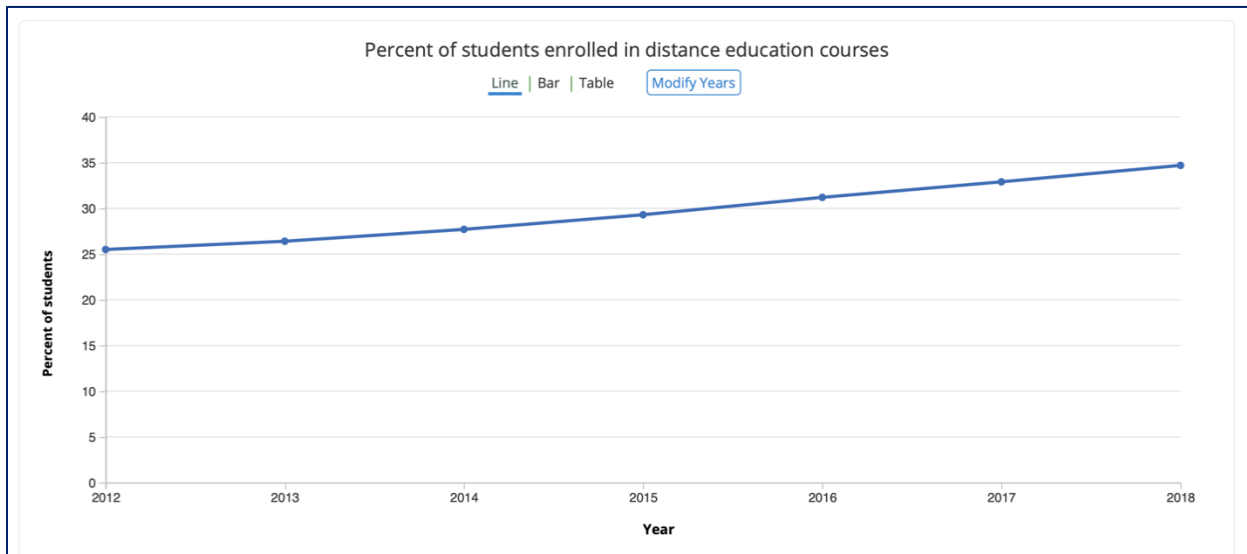
<sup>18</sup> Market research conducted for the Sanford School of Public Policy by Duke Learning Innovation (2018).

<sup>19</sup> Market research conducted for the Association of Professional Schools of International Affairs by Hanover Research (2019).

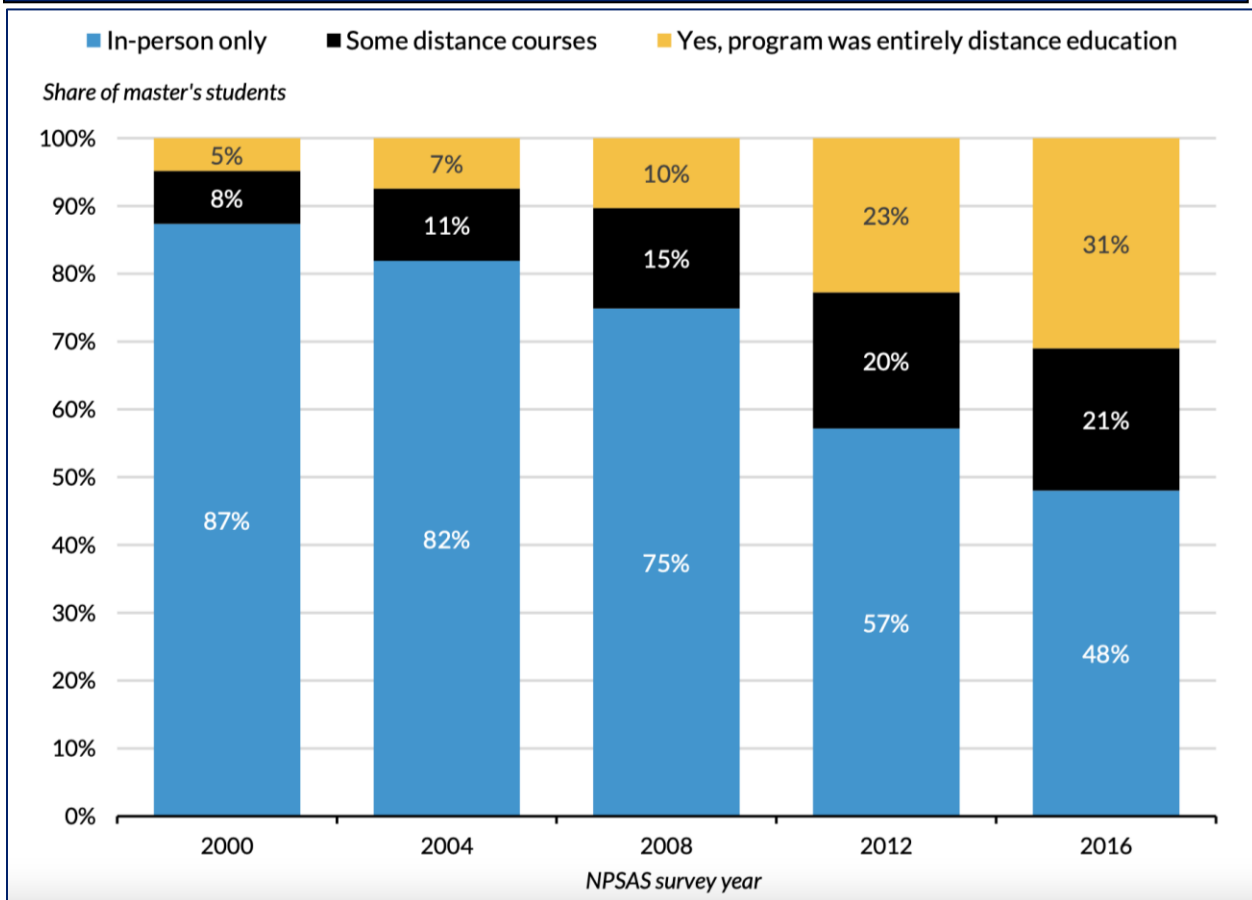
<sup>20</sup> Market research conducted for the Sanford School of Public Policy by AllCampus (2023).



**FIGURE 7: PERCENT OF ALL STUDENTS IN DISTANCE LEARNING**



**FIGURE 8: SHARE OF MASTER'S STUDENTS IN DISTANCE LEARNING**



Since there is a high degree of conceptual overlap among the various “MP” degrees, many prospective students may not make distinctions when searching for them; for example, a search for “MPA” will return results for all three. From an online marketing perspective, the main consequence of choosing Public Affairs over other alternatives is that the time horizon for building organic search results may be somewhat longer, requiring a modestly higher initial investment in paid search and other forms of marketing. This is consistent with the experience of other degree programs in this space such as Indiana University, which have invested heavily in paid search and social media marketing to raise the visibility of its Master of Public Affairs degree.

- **Supply-side competition for hybrid, mid-career public affairs programs presents challenges and opportunities.** As noted (see Figure 5), of the ten institutions on *U.S. News & World Report’s* latest rankings for policy analysis programs (a proxy for Sanford’s national peers), four (University of Chicago, Harvard University, Carnegie Mellon University, and Princeton University) offer mid-career programs that are exclusively campus-based; three (Indiana University, Syracuse University, and the University of Southern California) offer mid-career programs that are campus-based with an online option; and two (University of California-Berkeley and University of Michigan) offer “purpose-built” hybrid programs similar to that envisioned for the E-MPA.

Being a late entrant into the market for hybrid, mid-career professional programs presents challenges as well as opportunities. On the one hand, many of Duke’s national peers have had a head start launching and marketing their programs; raising the visibility of the E-MPA with prospective students will require a significant up-front investment of marketing resources as well as creative recruitment strategies (see Section 5 for a recruitment plan and Appendix F for a draft marketing plan). On the other hand, only two peer institutions offer the kind of “true hybrid” program the E-MPA envisions; Sanford would have an opportunity to design and launch a program from scratch that incorporates the latest technological and curricular innovations, and to differentiate itself from other programs in its curricular offerings, marketing and recruitment strategy, and other aspects of the program.

- **Employer demand for public affairs practitioners is strong and growing.** Because most E-MPA students will continue working while earning their degrees, our market research placed less emphasis on employer demand. However, evidence suggests that demand for public affairs practitioners remains strong. The Duke Learning Innovation report in 2018 found that over 115,000 jobs specific to public policy had been posted in the three years preceding the study, a 12% increase over the previous three years.<sup>21</sup> AllCampus also found a positive employment outlook, including 161,961 job postings for Public Affairs and Public Administration between January 2022 and January 2023 and a 128% increase in demand for skills in these categories between 2018 and 2022.

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<sup>21</sup> Market research conducted for the Sanford School of Public Policy by Duke Learning Innovation (2018).

# SECTION 5: FINANCIAL PROJECTIONS

## Five-Year Business Plan

This proposal envisions an initial target cohort size of 25 students, doubling to 50 in Year 3 pending evaluation of market demand, student outcomes, and Sanford's administrative and instructional capacity. Starting small and scaling over time will help mitigate risk and optimize program administration; as our financial projections indicate, however, a cohort size of 50 will achieve the economies of scale required to produce significantly more net revenue (see Figure 10 and Appendix C). Our market research indicates that the modal size of comparable hybrid, mid-career public affairs programs is between 50-70 students (see Figure 9), so the proposed target size of 25-50 would also align the E-MPA with our peers.

Based on our market research and internal discussions about the appropriate balance between affordability and revenue enhancement, Sanford is proposing an initial tuition rate of \$60,000 for the program (\$45,000 net of financial aid). This price point would put Duke in the middle of the range of national peer institutions, though on the higher end when calculated on a per-credit basis (see Figure 9). It also would be just over half of the cost of Sanford's two-year, residential MPP program. Consistent with other Duke programs, students in the full-time (15-month) and part-time (18-month) degree tracks would pay the same tuition rate, though part-time students may incur greater non-tuition costs. The proposed budget envisions tuition increasing by 3% per year, consistent with standard increases in Sanford's other programs. This tuition rate will produce average annual gross revenue of approximately \$1.52 million during Years 1-2 of the program (at a cohort size of 25) and \$3.28 million during Years 3-5 (at a cohort size of 50).

The major drivers of program expenses (see Figure 10) include financial aid, which is pegged at 25% in Years 1-2 and rises to 30% in Years 3-5; instructional expenses, which also rise as the program expands (though at less than a 1:1 ratio); and marketing and recruitment, which will require significant up-front investment but are expected to taper off over time. These expenses will begin accruing two years before program launch (Year -1), driven by initial marketing costs and the need to hire in advance of the typical academic cycle given the summer start date. Total expenditures are projected at approximately \$363,700 in Year -1 and \$450,100 in Year 0, a significant investment in start-up costs.

Once the program launches, our budget projects positive net revenue of approximately \$381,200 in Year 1 and \$422,575 in Year 2—nearly enough to recoup the initial start-up costs. In Years 3-5, as the program scales to 50 students, projected net revenue would be approximately \$1.20 million, \$1.24 million, and \$1.29 million, respectively. This revenue would generate a significantly higher margin per student than Sanford's MPP and MIDP programs—26% at 25 students and 38% at 50 students—though modestly less than the MNSP, given the lower financial aid and instructional costs of the latter program.

**FIGURE 9: TUITION RATES AT COMPARABLE PROGRAMS<sup>1</sup>**

Institution	Program	Size <sup>2</sup>	Months	Credits	Tuition <sup>3</sup>	\$/Credit
Southern California	Online Master of Public Administration	60-70	Flexible	40	\$85,480	\$2,035
UC-Berkeley	Executive Master of Public Affairs	50-60	12-14	30	\$67,628	\$2,254
American	Online Master of Public Administration & Policy	N/A	Flexible	36	\$67,176	\$1,866
Indiana	Master of Public Affairs	60-70	24	48 <sup>4</sup>	\$66,636	\$1,388
<b>Duke</b>	<b>Executive Master of Public Affairs</b>	<b>25-50</b>	<b>15-18</b>	<b>30</b>	<b>\$60,000</b>	<b>\$2,000</b>
UNC-CH	Online Master of Public Administration	15-20	Flexible	45	\$54,405	\$1,209
Syracuse	Executive Master of Public Administration	N/A	15	30	\$54,060	\$1,802
Michigan	Master of Public Affairs	10-20 <sup>5</sup>	9	30	\$53,986	\$1,800
Johns Hopkins	Master of Public Management	N/A	Flexible	36	\$52,848	\$1,468

<sup>1</sup>Includes hybrid/online, mid-career master's programs from Figures 5 and 6 plus two others identified as potential competitors (American University and Johns Hopkins University).

<sup>2</sup>Size of average admitted cohort.

<sup>3</sup>Tuition and fees only, excluding other expenses.

<sup>4</sup>Students may deduct up to 9 credit hours for qualifying professional experience.

<sup>5</sup>Michigan has paused admissions for 2023-24 to "devote significant time and resources to evaluating, optimizing, and potentially growing" the program.

**FIGURE 10: INITIAL BUDGET ALLOCATIONS (% OF REVENUE)**

Expense Category	25 Students	50 Students
Financial Aid	25.0%	30.0%
Leadership & Staffing	14.4%	7.2%
Instructional & Fringe	25.2%	19.8%
Operations	8.9%	5.1%
<b>Gross Operating Expenses</b>	<b>74.0%</b>	<b>62.1%</b>
<b>Net Margin Per Student</b>	<b>26.0%</b>	<b>37.9%</b>

A brief description of each expenditure category follows; specific projections for each category and a detailed staffing needs assessment can be found in Appendix C.

## **Financial Aid/Scholarships**

Given Sanford's core mission and the goals of the E-MPA program, we believe it is vital for the program to be accessible to students from a diverse range of professions, sectors, and socioeconomic backgrounds. Yet estimating the appropriate level of financial aid for this program is challenging given two sources of uncertainty: (1) how much financial aid comparable programs offer on a per-student basis, which is generally not publicly available (most institutions publish the percentage of students receiving financial aid but not the amount received per student); and (2) how much tuition assistance students in the E-MPA program will receive from third-party sponsors, such as their employers or foundations.

This budget proposes an initial financial aid allocation of 25% of tuition revenue, rising to 30% as the program expands in Year 3. This amount is significantly higher than the allocation for Sanford's MNSP program (10%), in which most students receive full tuition assistance from their employers, but lower than the allocation for Sanford's MPP program (50%), in which most students self-finance their degrees. Our preliminary assumption, informed by anecdotal evidence, is that this allocation is relatively generous compared to Sanford's peer institutions. But additional market research should be conducted both to clarify current financial aid practices at comparable programs and to survey the landscape of third-party tuition assistance programs for which E-MPA students would be eligible.

We envision that financial aid will be distributed in the form of need-based tuition fellowships, with the goal of lowering barriers to access for prospective students who cannot pay their own way and are not receiving tuition assistance from third parties. Although Sanford's MPP program currently uses a merit-based system for financial aid, discussions about adopting a need-based system are underway, suggesting the possibility of efficiencies in financial aid administration across programs. In addition, we are exploring the possibility of raising donor funding for E-MPA tuition fellowships which is common practice at peer institutions and would create a dedicated revenue stream instead of relying on annual tuition revenue.

## **Leadership and Staffing**

The budget envisions a Program Director being appointed in 2023-24 (Year -1), either designated from current Sanford faculty or recruited as a new hire. During Year -1 and Year 0, the Program Director would oversee planning for the program's launch, including hiring of new faculty, marketing and recruitment, and course development. Once the E-MPA launches, the Program Director would be expected to teach at least two courses in the program (likely the capstone project plus one other), to plan and facilitate in-person residencies, and to perform the various executive functions of program administration. Consistent with other Sanford programs, the Director would be compensated with course relief of one course plus a summer stipend in addition to their base salary.

In addition to the Program Director, dedicated staff support for the program would be provided by the Director of Digital Learning (0.5 FTE); a newly hired Digital Learning Specialist (0.5 FTE), who would also support Sanford's other digital learning needs; and a dedicated Program Coordinator for the E-MPA program (1.0 FTE). In addition, the E-MPA would rely to varying degrees on shared staff resources dedicated to all Sanford programs, including registration, financial aid administration, career services, and communications and marketing. A preliminary staff needs assessment has been conducted to estimate the burden the E-MPA will place on these shared resources and identify areas where current capacity may be limited (see Appendix C). As a result of this analysis, the budget includes a new Career Services Advisor (0.5 FTE) to support the program; other functions, including Admissions and Communications/Marketing, may require additional resources over time.

## **Instructional Costs**

This proposal envisions initial class sizes of no more than 25 students—a size chosen to promote cohort development, optimize the online learning experience, maximize opportunities for personalized instruction, and allow faculty to become acclimated to a new learning modality. As the program expands, some courses (e.g., core courses or required concentration courses) might be taught at a higher size, while others (e.g., electives) will continue to be taught with lower enrollment caps.

With 14 courses in Year 1 and one instructor per course, the initial instructional needs for the program will be 4.5 full-time equivalent (FTE) instructors. As the program expands, so will its instructional needs, but not necessarily at a 1:1 ratio; increasing class sizes (with support from Teaching Assistants where necessary) and developing a wider range of electives (instead of offering two sections of every elective) would produce economies of scale that should be considered. Our current budget assumes that instructional needs for core courses will double as the program expands in Year 3, but that instructional needs for concentration and elective courses will increase by a factor of 1.5. This assumption would bring instructional needs to 7.75 FTE at a size of 50.

The E-MPA program's instructional needs would be met by a mix of regular-rank faculty and adjunct or visiting instructors (see Figure 11). Courses in the Leadership, Management, and Ethics concentration will be well-suited to adjunct or visiting instructors (who could teach from anywhere without having to travel to Durham); the program's core courses (and some LME courses) may align better with the interests and expertise of regular-rank faculty. However, the exact ratio of regular-rank to adjunct faculty will depend on several factors, including interest and capacity among current faculty, the caliber of the response to E-MPA adjunct searches, and the success of other faculty searches currently in the Sanford pipeline. As a starting place, this proposal envisions three of the initial fourteen courses taught by regular-rank faculty, five taught by adjuncts or visiting faculty, and six that could be taught by either regular-rank or adjuncts. An assessment of relevant expertise among current faculty is included in Figure 11; a systematic assessment of faculty interest and capacity to teach in the program should be conducted as soon as possible.

<b>FIGURE 11: PROJECTED INSTRUCTIONAL NEEDS IN YEAR 1</b>			
<b>COURSE</b>	<b>FACULTY EXPERTISE<sup>1</sup></b>	<b>PREFERRED RANK</b>	<b>SEMESTER</b>
<b>Core MPA Curriculum</b>			
Policy Analysis for Public Affairs Leaders	6-8	Regular-Rank	Summer 25
Organizational Leadership, Management, and Change	2-4	Regular-Rank or Adjunct	Summer 25
Data Analysis for Decision-Makers	2-4	Regular-Rank	Spring 26
Professional Practice of Public Affairs (Capstone)	4-6	Regular-Rank	Summer 26
<b>Leadership, Management, and Ethics Concentration</b>			
Ethics, Values, and Public Affairs (required)	4-6	Regular-Rank or Adjunct	Fall 25
Information Management and Governance	2-4	Regular-Rank or Adjunct	Fall 25
Public Budgeting and Financial Management	0	Adjunct	Fall 25
Human Resources Management	0	Adjunct	Fall 25
Decision and Negotiation Strategy	0	Adjunct	Spring 26
Communications and Advocacy Strategy	1-2	Adjunct	Spring 26
Community Engagement and Participation	1-2	Adjunct	Spring 26
<b>Electives</b>			
Domestic Challenges in Public Affairs	2-4	Regular-Rank or Adjunct	Summer 26
Global Challenges in Public Affairs	1-3	Regular-Rank or Adjunct	Summer 26
Economic Analysis for Decision-Makers	2-4	Regular-Rank or Adjunct	Summer 26
<i><sup>1</sup>Includes regular-rank faculty with relevant expertise plus regular-rank positions currently in the hiring pipeline. Excludes emeritus faculty and non-regular-rank faculty (adjunct and visiting instructors).</i>			

Regular-rank faculty teaching during the Fall and Spring terms of the E-MPA program would receive standard compensation of one course credit, while adjuncts would receive \$12,500 per course (an amount higher than the conventional adjunct rate but consistent with that used in the MNSP program). Regular-rank faculty teaching during the summer term would receive a stipend (currently pegged at \$20,000); our hope is that this amount would entice faculty to teach summer courses on top of their regular load without the disruption and expense of providing course relief during the academic year, but additional analysis may be required to determine whether this level of compensation will be an adequate inducement.

<b>FIGURE 12: TENTATIVE FACULTY HIRING PLAN</b>		
<b>TIME FRAME</b>	<b>ACTIVITY</b>	<b># OF COURSES TAUGHT</b>
<b>Spring/Summer 2023</b>	Assess interest and capacity to teach in the E-MPA program among current faculty	N/A
<b>AY 2023-24</b>	Designate or hire Program Director (regular-rank, tenure-line or non-tenure)	2 (Capstone plus one other)
<b>AY 2023-24</b>	Designate or hire senior Leadership, Management, and Ethics faculty (regular-rank, likely professor of the practice)	2 (LME core plus one other)
<b>Spring/Summer 2024</b>	Finalize initial E-MPA teaching commitments from current faculty	N/A
<b>AY 2024-25</b>	Hire new quantitative analysis faculty (regular-rank, tenure-line or non-tenure)	1-2 (data analysis and/or public budgeting)
<b>AY 2024-25</b>	Hire adjunct or visiting instructors to fill additional instructional needs	TBC depending on current faculty interest and capacity

Mapping these instructional needs onto a specific faculty hiring plan is challenging for several reasons. First, while we have analyzed Sanford’s faculty roster to identify existing faculty with expertise relevant to the E-MPA curriculum and received several expressions of interest in teaching in the program, we do not yet have a concrete or comprehensive list of current faculty commitments to the program, making it difficult to identify the curricular gaps that must be filled with new hires. Second, there are several new positions currently in the faculty hiring pipeline at Sanford that would be well-suited to teach in the E-MPA program; the successful conclusion of these searches might obviate some additional hiring needs. Third, we envision that new hires for the E-MPA program also would teach in other Sanford programs, so the full cost of these hires would not be borne by the E-MPA.

With these caveats noted, this budget proposes at least two new regular-rank hires to teach in the E-MPA program (see Figure 12). The first, hired in Year -1 (2023-24) and joining the faculty in Year 0 (2024-25), would be a Professor of the Practice with expertise in leadership, management, and/or ethics, who would teach the signature LME course in the core curriculum plus at least one concentration course (with their remaining course load devoted to other Sanford programs). The second, hired in Year 0 (2024-25) and joining the faculty in Year 1 (2025-26), would be a regular-rank (either tenure-line or non-tenure) professor with quantitative expertise, who would teach the data analysis course in the core E-MPA curriculum plus one additional course in the program (with their remaining course load devoted to other programs). Finally, should the E-MPA Program Director not be designated from current faculty, this would necessitate a third new hire that would assume higher priority than the other two, to be hired in Year -1 (2023-24) and join the faculty as soon as possible (but no later than Year 0, or 2024-25).



## Marketing and Operations

The most significant category of operational expenses included in the budget is marketing and recruitment, which, as noted, will require a significant up-front investment but will taper off over time (see Appendix C for detailed marketing costs and Appendix F for a detailed marketing plan). In addition to marketing and recruitment, operational costs include expenses associated with in-person immersions (especially lodging costs), supplies, guest speaker honoraria, and meeting expenses.

## New Program Reliance on Duke Infrastructure

The E-MPA program will be administered primarily within the Sanford School and will not need significant infrastructural support from Duke. The program will plan to use Canvas as its Learning Management System and other shared IT resources, requiring students to obtain a Duke ID and receive relevant training and orientation on campus IT systems. Based on our experience with the MNSP program, we expect E-MPA students to access some campus resources and amenities (e.g., library resources, student organizations, virtual programming sponsored by other units) but not others (e.g., athletics facilities, health services). In-person immersions will be held primarily in Sanford facilities (with the exception of campus tours and visits to campus attractions), with lodging and meals included in tuition costs (ideally obtaining group rates at the J.B. Duke or Washington Duke); students will cover their own travel expenses, and transportation and parking arrangements will be made by the program. As noted, we expect to collaborate closely with the Office of Learning Innovation and Digital Education in the design, administration, and potentially marketing of the program.

## Student Recruitment Plan

Recruitment for the E-MPA program will occur through a combination of digital marketing activities (see Appendix F), traditional in-person recruitment, and creative strategies such as employer partnerships and tuition discounts. Recruitment activities will be planned and coordinated by the E-MPA Faculty Director, the Office of Digital Learning, the Sanford Office of Communications (which recently hired a new Marketing Director), and a third-party marketing and recruitment vendor (currently in the bid selection process), in close coordination with the admissions and recruitment staff of other Sanford programs. Wherever possible, we also will seek to collaborate with the Duke Office of Learning Innovation and Digital Education to ensure our recruitment strategies reflect the latest best practices for hybrid/online programs.

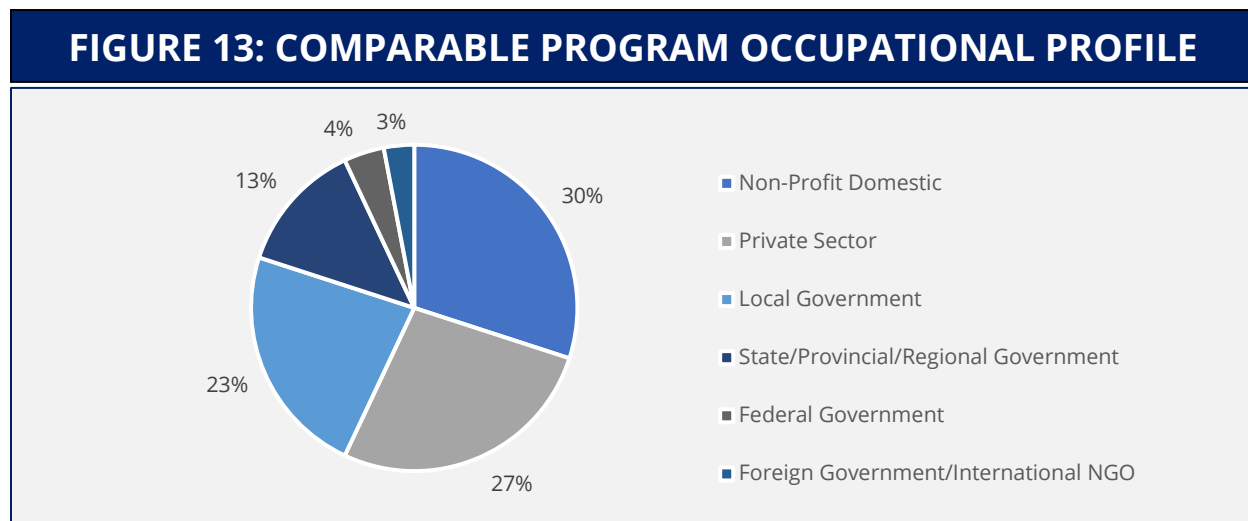
As noted, we envision the target audience for the program as including students who:

1. Are **mid-career professionals** with at least 7-10 years of work experience;
2. Are employed primarily in the **government and non-profit sectors**, as well as in specific professions within the private sector (e.g., public-sector consultancies, social-impact companies, or government affairs professionals);

3. Are based primarily in the **United States**, with a regional emphasis in the Southeast, the Washington, DC area, and major cities;
4. Have begun to serve in, or demonstrated the potential to serve in, **management or leadership roles** within their organization; and
5. Have not previously earned a graduate degree, or have earned a degree in a field other than public affairs/policy/administration.

While we view this program as national in scope, we expect prospective students to be concentrated disproportionately in the Eastern United States. Our recruitment activities will thus focus first on the Southeast and Mid-Atlantic regions, then in major metropolitan areas in other regions with high concentrations of public affairs practitioners (e.g., New York, Boston, Chicago, San Francisco, Los Angeles), and then in regional population centers (e.g., Houston, Dallas, Denver, Phoenix, Seattle) and state capitals (e.g., Austin, Sacramento, Minneapolis-St. Paul, Nashville, Columbus). We expect that the curricular focus of the E-MPA, Duke’s proximity to Washington, DC, and the use of the Duke in DC office for program activities will make the national capital area a particularly promising target for recruitment.

In terms of the occupation of E-MPA recruits, an analysis of comparable hybrid, mid-career programs reveals a diverse distribution across occupational sectors. For example, UC-Berkeley’s E-MPA program is comprised of the following mix of students:<sup>22</sup>



Moreover, students enrolled in the UC-Berkeley E-MPA have the following job titles, which could inform our Google Analytic campaigns and targeted LinkedIn Navigator recruiting:<sup>23</sup>

<sup>22</sup> University of California–Berkeley, The Goldman School of Public Policy. “[Admissions Stats.](#)” Accessed March 19, 2023.

<sup>23</sup> University of California–Berkeley, The Goldman School of Public Policy. “[Admissions Stats.](#)” Accessed March 19, 2023.

**FIGURE 14: COMPARABLE PROGRAM LIST OF RECENT JOBS**

NON-PROFIT	GOVERNMENT	PRIVATE SECTOR
Board of Directors Member	Deputy City Manager	Management Analyst
Grants Administrator	Community Development Staff	Government Affairs Assistant Director
Social and Community Services Officer and Staff	Intelligence Officer	Public Affairs Deputy
Postsecondary Education Officer	Law Enforcement	
Financial Literacy Advocate	Public Information Officer	
Assistant Director of Development	Legislator Aide	
Strategic Project Manager and Staff	Deputy State Director, U.S. Senator	
	Speechwriter	

Beyond digital recruiting, we are exploring creative ways to raise awareness and visibility of the program and target specific groups of prospective students for recruitment, including distributing recruitment materials through Sanford and Duke alumni and donor networks, establishing direct recruitment relationships with major employers (who would distribute recruitment information in exchange for tuition discounts), offering tuition discounts to alumni of other Duke programs (“double Dukies”), and cultivating relationships with foundations supporting the professional development of non-profit leaders.

Special effort also will be made to recruit students from diverse racial, ethnic, and socioeconomic backgrounds. Such efforts could include a presence at professional development and networking events for people of color, marketing in publications and platforms that reach diverse audiences, and working directly with employers to identify promising applicants from diverse or non-traditional backgrounds.

Once prospective students indicate interest in the program, recruitment will shift to direct, individualized strategies conducted by Sanford faculty and staff, including email, phone calls, virtual information sessions, and online discussion forums. The small initial size of the E-MPA program will allow for a high degree of “personal touch” with prospective recruits, which Sanford has found can be a differentiator in student recruitment for other programs.

# SECTION 6: STUDENT COMMUNITY

As noted, one of the E-MPA program's strategic objectives is to integrate its faculty, staff, and students with existing Sanford and Duke programs and faculty. Such integration is essential not just to ensure the program achieves its educational goals, but also to ensure E-MPA students feel connected to, and identify with, the broader campus community. Moreover, while E-MPA students are likely to maintain existing networks of family, social, and mental health support, they will also face unique demands and stressors; it will be important to ensure they do not fall through the cracks of Duke's student support services.

Sanford will seek to support students in the E-MPA program in several important respects:

## **Promoting Diversity, Equity, and Inclusion**

In recent years, Sanford has undertaken a comprehensive set of commitments to advance principles of diversity, equity, and inclusion (DEI) across its programs, people, and practices. This commitment is not only consistent with the Sanford School's core values and mission; it is also consistent with an extensive body of empirical evidence showing that diverse teams and cohorts and inclusive decision-making processes produce better educational, professional, and social outcomes.

Given the E-MPA's mission of training public affairs leaders and its curricular emphasis on leadership, management, and ethics, we believe it is essential for the program to build on and deepen these school-wide efforts across all programmatic activities: recruitment and admissions, curricular design, faculty and personnel, student support services, and administration. This effort will be coordinated by the Program Director and Director of Digital Learning in close consultation with Sanford's new Associate Dean of Diversity, Equity, and Inclusion; its Committee on Diversity, Equity, and Inclusion; and relevant university offices and units including the Office of Institutional Equity.

The program's commitment to DEI must begin with recruiting a diverse applicant pool—a task made more difficult by the fact we will be recruiting from mid-career professionals who are already less diverse as a population than prospective undergraduate or early-career graduate students. According to a 2018 analysis by the Partnership for Public Service, women make up 43% of the federal government workforce but only 34% of Senior Executive Service (SES) positions, while minorities make up 38% of the federal workforce but only 22% of SES positions.<sup>24</sup> Overcoming existing structural inequalities such as these to ensure a diverse applicant pool will require a concerted effort and creative tactics, such as those outlined in Section 5 (“Student Recruitment Plan”) and Appendix F.

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<sup>24</sup> Durak, Dan, and Wendy Ginsberg. “[Government's Lack of Diversity in Leadership Positions.](#)” Partnership for Public Service (blog post), March 11, 2019.

At the admissions stage, the Faculty Director, Director of Digital Learning, and other staff involved in admissions decisions should be trained in best practices for admissions rubrics and applications reviews to protect against implicit bias and promote equity in admissions decisions. Similarly, the process for determining financial aid awards is an important tool for ensuring diversity of student cohorts. As noted, the E-MPA program envisions a need-based financial aid system that reflects best practices such as those outlined in the Office of Institutional Equity's "Diversifying Applicant Pools" guidance.

It will also be important for faculty teaching in the program, and staff administering the program, to both reflect and respect the diversity of our student cohorts. We will be constrained initially in this regard by the diversity (or relative lack thereof) of the current Sanford faculty and staff, but new hires (both regular-rank and adjunct, as well as staff) will be an opportunity to continue diversifying both the E-MPA program and the broader Sanford community.

An emphasis on structural inequality and advancing principles of diversity, equity, and inclusion will be evident across the E-MPA curriculum, consistent with Sanford's core values and priorities (see Section 2 and Appendix A). Courses reflecting this emphasis will include "Policy Analysis for Public Affairs Leaders" (which includes a focus on equity analysis), "Organizational Leadership, Management, and Change" (which will examine the implementation of DEI principles at an organizational level), "Ethics, Values, and Public Affairs" (in which concepts of structural inequality, injustice, and inequity will feature prominently), "Community Engagement and Participation" (which will emphasize inclusive decision-making and power-sharing practices), and "Information Management and Governance" (which will examine concepts of digital equity and inclusion).

Finally, special efforts must be made to ensure that E-MPA students with diverse backgrounds and identities are aware of, and connected to, opportunities for social, professional, and peer support from students with similar backgrounds and identities. This will be especially important given the hybrid nature of the program, which makes it more difficult for students to pursue these opportunities organically.

Ultimately, the E-MPA program's commitment to diversity, equity, inclusion will be a continuous effort and not simply a cursory emphasis at the time of the program's launch. Monitoring and evaluation of the program's DEI commitments, synchronized with Sanford's broader DEI strategy, will be an important tool for ensuring we live up to our values.

## **Student Support Services**

Students in the E-MPA program will receive faculty advising and support the Program Director, their course instructors, and their capstone project advisor. Efforts will be made at the initial orientation to build an online community of practice, to facilitate students' knowledge of one another, exchange contact information, and develop remote platforms for informal interaction and peer support.

Students participating in distance learning programs unfortunately do not have access to all of the student resources and support services of campus-based programs. However, every effort will be made to connect E-MPA students with as many resources as possible. Students should still have access to the Bursar's Office for tuition questions, the Registrar's Office for help with course scheduling and registration, and the Office of Information Technology (and Sanford's IT Department) for inquiries regarding NetID, email, computing, and other IT issues. The E-MPA staff will also explore ways for the E-MPA students to connect with the Student Disability Access Office, the Student Health Center, Duke Reach, and Duke CAPS (Counseling and Psychological Services) as needed. For example, while many students in the MNSP program have been able to waive student Health and Recreation fees as distance learners, the university has granted access to recreational facilities during on-campus immersions by allowing students to pay a prorated fee.

## **International Students**

Given the E-MPA's hybrid modality (which will not allow us to sponsor student visas) and primarily domestic target student population, we do not expect a significant presence of international students in the program. However, they will not be excluded from admissions consideration if they have arranged on their own to be legally present, and eligible to study, in the United States. Should international students be accepted to the program, it will be important to coordinate carefully with them regarding travel arrangements, timing of online synchronous courses, and access to services available to international students through other Sanford programs (e.g., writing instructors and student groups).

## **Career Development Services**

Because we expect many/most E-MPA students to continue working while they earn their degrees, we do not envision a significant need for career services. However, students who are pursuing a career transition, seeking higher-level positions within their current organizations or sectors, or otherwise in need of career development support will have access to the programs and staff of Sanford's Office of Career Services. The office provides a wide range of services to graduate students including individual advising (virtual and in person), career workshops, networking events, and career expo events, as well as online career resources. Its primary approach is to provide individual attention, career planning assistance and networking tools directly to students, utilizing a 1.5 FTE (Assistant Dean and 0.5 FTE Career Specialist, Senior) to provide student assistance. The budget included this proposal includes an additional 0.5 FTE career services advisor who would be dedicated to meeting the unique needs of E-MPA students.

Access to networking with Sanford's alumni population is one of the most important assets Career Services at Sanford provides. E-MPA students will have access to Sanford and Duke alumni databases as well as networking opportunities, such as guest speakers and public events. In turn, we envision E-MPA alumni as a significant source of networking and career support for future E-MPA cohorts as well as students in other Sanford programs.

## **Graduate Student Clubs and Co-Curricular Events**

The Sanford School fosters a diverse and connected student experience with the opportunity to join various clubs and participate in a wide range of live and virtual events. Although E-MPA student participation in these activities will be limited to a virtual presence and brief periods of residency, all efforts will be made to allow them to participate in student groups, campus organizations, and programming in which they have academic or professional interests. Such opportunities might include:

### **Sanford Centers, Programs, and Initiatives**

- Duke Center for Child and Family Policy
- The Samuel DuBois Cook Center on Social Equity
- Hart Leadership Program
- Samuel and Ronnie Heyman Center for Ethics, Public Policy, and the Professions
- Duke Global Health Initiative
- Duke-Margolis Center for Health Policy
- Duke Center for International Development
- DeWitt Wallace Center for Media and Democracy
- Duke Program in American Grand Strategy
- Polis: Center for Politics
- Center for Strategic Philanthropy and Civil Society
- Technology Policy Initiative

### **Sanford Student Organizations**

- Sanford Board Leadership Initiative (SBLI)
- Sanford Veterans Student Group
- Bridging Communities
- Sanford PRIDE
- Sanford Women in Policy (SWP)
- Sanford Journal of Public Policy
- Sanford Energy and Environment Club (SEEC)
- Sanford Running Club
- Sanford Latin American and Caribbean Group (SLAC)
- Social Entrepreneurship Initiative (SEPI)
- Policy for the People
- Policy in Living Color

### **Graduate School/Duke Organizations**

- Graduate and Professional Student Committee
- Bass Connections
- Duke Interdisciplinary Social Innovators (DISI)
- Graduate and Professional Women's Network
- Leaders for Political Dialogue (LPD)

# SECTION 7: PROGRAM EVALUATION

## **Benchmarks and Metrics for Evaluation**

Should the E-MPA proposal be approved, an extensive database will be created to track all current and historic data related to applications, enrollments, diversity of faculty and students, finances, and—as cohorts begin to matriculate through the program—graduation rates, job placement, and career advancement. Specifically, the E-MPA will record and monitor the following data and evaluate trends against existing Sanford programs and (to the extent possible) comparable hybrid, mid-career programs at peer institutions:

### **Applications**

- Total
- Enrollments
- Quality of Applicants (GPA, work experience, etc.)
- Selectivity
- Yield
- Retention

### **Diversity**

- Student Applications
- Student Enrollments
- Faculty Composition
- Faculty New Hires

### **Learning Outcomes**

- Student Assessments
- Instructor Evaluations
- Course Offerings and Enrollments
- Student Retention
- Capstone Projects (topics, clients, and faculty advisors)

### **Finances**

- Revenue
- Financial Aid Offers and Acceptance (and diversity of those who receive aid)
- Instructional Costs
- Administration Costs
- Operations Costs

### **Graduation and Career Development (obtained through student surveys)**

- Graduation Rates
- Employment and Career Advancement



## **Performance Reviews**

The Sanford School, and the E-MPA program, fully commit to a third-year review of program performance, including history, and analysis of evaluation metrics. Prior to expanding the size of the program, an additional assessment will be conducted to evaluate market demand, student outcomes, and Sanford's capacity to administer a larger program.

## **Learning Assessment Plan**

The Sanford faculty are currently engaged in a conversation about assessment across programs, reflecting broader trends away from letter grades and toward other systems such as the Excellent/Satisfactory/Unsatisfactory (E/S/U) system Sanford used to use in its MPP program. Given the nature of the E-MPA program—with experienced, mid-career professionals pursuing what is likely to be their terminal degree, and not reliant on grades for postgraduate employment—this proposal envisions the adoption of an E/S/U or comparable non-letter system.

Within their individual courses, students will be assessed using various assessment tools which will be tracked per course, with historical data tracked using Canvas. Assessment outcomes will be measured against the learning objectives of each course, which will be developed and communicated explicitly to students by instructors in the program. This data also will be aggregated with student surveys to allow faculty and staff to reflect on learning gains and performance comparative to curriculum goals and learning objectives. Appendix D includes a detailed learning assessment plan for all E-MPA courses.

## **Accreditation**

The accrediting body for comparable public affairs programs is the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). Sanford's MPP program received NASPAA accreditation in 2022 and will be reaccredited in 2028-29, at which point the E-MPA would also have to receive accreditation. See Appendix D for a full list of NASPAA accreditation standards.

# SECTION 8: RISK ASSESSMENT

## Enrollment Risk

The Year One enrollment target for the E-MPA program is 25 students. Our assessment is that the risk of falling short of this target is low, given the strong market demand for hybrid mid-career programs, our modest target size, our significant initial investment in marketing and recruitment, our relatively accessible tuition rate and relatively generous financial aid, and our geographical advantage relative to comparable programs at peer institutions. By way of comparison, the MNSP established an initial enrollment target of 15-20 students in Year 1 and enrolled 18, then a target of 20-25 students in Year 2 and enrolled 24.

To mitigate the risk of low enrollment, a significant initial investment in marketing and recruitment will be required. The draft marketing plan (see Appendix F) includes significant investments in Year -1 (2023-24) and Year 0 (2024-25) for the development of branding materials and a marketing strategy, putting us on track to begin marketing by January 2024 for an August 2024 opening of the initial application window; faculty and staff are currently working with Sanford's Office of Communications to solicit bids for these activities. Significant investments in marketing and recruitment will continue in Years 1 and 2 of the program before tapering off modestly. Moreover, our financial projections (see Appendix C) indicate that even at a cohort size of 25, there is still significant cushion in the budget: the break-even point for the program's first year is 17 students.

Enrollment risk will be moderately higher as the E-MPA scales from 25 to 50 students. While two years may be enough time to demonstrate the program's feasibility and develop administrative efficiencies, it likely will not be enough time to generate adequate student demand through organic search and word-of-mouth alone. Anticipating this, the proposal maintains significant investments in marketing and recruitment through Years 1 and 2 of the program. Since the program is projected to generate net revenue even at 25 students, the consequences of delaying the program expansion or reducing the target size below 50 students are manageable from a budgetary perspective. However, given the potential economies of scale that can be achieved as the program grows, it will be important to plan carefully for this expansion and to invest the necessary resources to ensure its success.

## Implementation Risk

Sanford's recent experience launching and implementing the MNSP program has given us a clearer sense of the implementation risks of a hybrid, mid-career program. The primary implementation risk is curricular: recruiting faculty to teach in the program, either from Sanford's existing faculty or from new hires. While our analysis has identified significant overlap between the E-MPA curriculum and the interests and expertise of current faculty, faculty are often stretched thin to meet their existing teaching obligations in other

programs while maintaining their research, service, and engagement activities. In addition, cultural resistance to online teaching may pose an additional barrier to faculty recruitment.

This proposal seeks to mitigate this risk through the faculty hiring plan outlined in Section 5 above (see, in particular, Figure 12). This plan would begin with a thorough analysis of existing faculty interest and capacity to teach in the program. In Year -1 (2023-24), a Program Director will be hired or designated and will assume primary responsibility for additional faculty recruitment, and a senior practitioner will be hired or designated to anchor the Leadership, Management, and Ethics concentration. In addition, a new Digital Learning Specialist will be hired to support instructional design and other needs.

In the spring/summer of 2024, firm commitments to teach in the E-MPA program will be secured from existing faculty, allowing us to identify remaining teaching needs to be incorporated into Sanford's hiring plans. As noted, we hope that the alignment of the E-MPA curriculum with existing faculty interests, the opportunity to teach senior public affairs practitioners, and specific inducements to teach in the program (e.g., stipends for summer teaching) will generate adequate interest among existing faculty.

Should it not, we can lean more heavily on adjuncts to fill initial teaching needs. While this would be less than optimal from the perspective of integrating the E-MPA with other Sanford programs, it is not without its benefits: adjuncts offer greater geographical flexibility (since they can teach in this program from anywhere) and budget flexibility, and we are confident in our ability to recruit and hire top-quality talent for this program. Here, too, the approach taken by the MNSP (which relies almost exclusively on adjunct instructors) is informative: the open search conducted for MNSP adjuncts resulted in over 80 highly qualified applicants from across the country. In addition, we anticipate hiring at least one new regular-rank faculty member in 2024-25 to teach quantitative courses in the E-MPA and other programs, further relieving the burden on existing faculty.

Faculty recruitment will pose an additional challenge as the target cohort size doubles from 25 to 50 in Year 3 of the program. As noted in Section 5, doubling the cohort size will not require doubling the number of faculty teaching in the program; our projections show instructional needs growing from 4.5 FTE at 25 students to 7.75 FTE at 50 students. But it will require additional recruitment from existing faculty, additional hiring of adjuncts, and potentially additional hiring of regular-rank faculty. The risk posed by these needs will be mitigated by the additional revenue the program will be generating (which will give us greater flexibility for recruitment and ease faculty concerns about the opportunity cost of new hires) and—we hope—by the positive initial experience of faculty teaching in the program. But it will be important to plan carefully for program growth, and we must be prepared to delay the expansion or expand more gradually if it appears that faculty recruitment will be a barrier to success. As noted, the program would still generate significant net revenue at a lower cohort size, so gradual expansion over time would still be a successful outcome, even if it postpones the realization of the program's full potential.

The final implementation risk worth noting is the challenge of administering the program in a hybrid modality. Given Sanford's recent investments in digital learning staff and infrastructure, its recent experience launching the MNSP program, and the availability of university support from the Office of Learning Innovation and Digital Education, we evaluate this risk to be low. The Office of Digital Learning will take the lead in developing the instructional platforms for the program (e.g., Canvas and Zoom), working with program instructors to design their individual courses, and setting up systems for admissions, evaluation, and other administrative functions. In addition, the budget includes two new staff hires to support the administration of the program: a Digital Learning Specialist (0.5 FTE) to be hired in Year -1, and a Program Coordinator (1.0 FTE) to be hired in Year 1. Even as the program scales to 50 students, we believe this personnel and infrastructure will be adequate to meet digital learning and administrative needs.

### **Reputational Risk**

Our proposal to establish a new hybrid, mid-career degree program draws fundamentally on the strong reputation of Duke and the Sanford School and the success of our existing graduate and professional programs, reinforced by the successful launch of the MNSP. With adequate investment of resources and commitment by faculty and staff, we are confident that the E-MPA will become a leading program in its class, offering mid-career professionals small cohort sizes, interaction with world-renowned faculty, and an immersive "Duke experience" that set the program apart from other institutions. In turn, the revenue generated by the E-MPA will allow us to maintain and enhance the quality and reputation of Sanford's other programs. We therefore assess the reputational risk of the program as low; if anything, the reputation risk of inaction exceeds the risk of action, given that Sanford is increasingly falling behind its peers in the hybrid, mid-career space.

### **Financial Risk**

The main source of financial risk in the E-MPA program is in the two years preceding the program's launch, which will require a significant initial investment (approximately \$813,800 in our budget projections). The single greatest thing Sanford could do to mitigate this risk would be to identify a dedicated source of funding to cover these start-up costs (e.g., from restricted funds already donated or from new fundraising) so that they do not further strain the school's operating budget.

Once the program launches, we assess the financial risk to be low. Given the low overhead expenses of hybrid programs, the proposed tuition and financial aid rates, and the use of shared resources for program administration, the E-MPA will generate healthy net revenue even at a relatively low cohort size; as noted, the break-even number for Year 1 is projected at 18 students. As the program expands, achieving economies of scale in instruction and administration, projected net revenue will be significant (averaging approximately \$1.24 million in Years 3-5). Over time, the growth of organic and word-of-mouth advertising should reduce marketing costs, while the streamlining of administrative and staffing functions across Sanford programs could produce additional budget efficiencies.

# SECTION 9: LETTERS OF SUPPORT

See Appendix E for letters of support from the following individuals:

*[This section will be completed upon approval of this proposal by the Sanford faculty.]*

# APPENDICES

## Appendix A: Description of Courses and Learning Opportunities

### Core Public Affairs Curriculum

***Policy Analysis for Public Affairs Leaders.*** Drawing on the Sanford School's nationally recognized strengths, this course will provide a practical overview of policy analysis tools and strategies used to inform the decisions of public affairs leaders. Students will review how to identify and frame policy problems, establish criteria to evaluate policy success, decide among competing policy alternatives, and communicate policy decisions clearly and persuasively. They will examine the strengths and limitations of analytical frameworks including market analysis, market failure, government failure, cost-benefit analysis, behavioral economics, and racial and gender equity analysis, applying these frameworks to real-world cases that leverage their experience as practitioners. In addition to honing their skills as policy analysts and decision-makers, the course will strengthen students' writing and presentation skills, using initial diagnostic exercises to provide personalized feedback and support from experienced writing and public speaking instructors.

***Organizational Leadership, Management, and Change.*** What makes leaders of public-serving organizations effective, ethical, and equitable? How can managers at all levels help guide their organizations through times of rapid change? This course introduces students to core concepts from the fields of leadership theory, public and non-profit management, and organizational behavior, providing intellectual scaffolding for the leadership experience they have already begun to develop as practitioners. Drawing on case studies and examples from their own careers, students will examine different models of executive leadership, exploring concepts of authority, influence, and motivation. They will deepen their understanding of organizational behavior, considering the role of external pressures, internal structures and processes, and bureaucratic culture and politics in shaping decision outcomes. They will wrestle with organizational ethical dilemmas and learn how to put principles of diversity, equity, and inclusion into practice. And they will develop a set of practical skills to drive change and innovation within their organizations, potentially including strategic planning, personnel management, performance measurement, and public engagement. The course will place a heavy emphasis on team-based work, developing students' ability to establish common goals and navigate group differences.

***Data Analysis for Decision-Makers.*** More than ever, the tools and techniques of data analysis can improve decision-making, increase the impact and effectiveness of policies and programs, and advance the public good. Yet beyond the practical challenge of navigating the vast quantities of data now being collected, analyzed, and disseminated by public and private actors, public affairs practitioners also must navigate the moral and ethical considerations inherent in data-driven decision-making. This course aims to equip

students with the skills and knowledge required to analyze and interpret evidence as an input in the decision-making process, with an emphasis on being informed consumers rather than producers of original analysis. Topics will include a review of qualitative and quantitative research methods, a survey of basic statistical concepts (including probability, sampling, and hypothesis-testing), and a consideration of different approaches to program and policy evaluation. Students will also explore publicly available data sources used commonly in public affairs (e.g., Census and public opinion data), gain exposure to statistical software applications, and strengthen their skills in data visualization and presentation through a series of applied assignments.

***Professional Practice of Public Affairs (Capstone Project).*** As their culminating activity in the Executive Master of Public Affairs program, students will apply the knowledge, skills, and abilities developed in the core curriculum to a specific public affairs challenge related to their current employer or area of professional practice. This capstone project will introduce the policy or management problem to be addressed; contextualize the problem within its broader economic, social, and/or political context, incorporating relevant findings from the academic or policy literature; identify and describe alternative approaches to solving the problem; establish and apply criteria to evaluate these alternatives; and recommend a final course of action. Each project will be overseen by a faculty advisor chosen by the student; this course will provide structure, accountability, and peer and instructor feedback to complement the faculty advisor's guidance and ensure the successful completion of the project. Students will present their capstone projects to an audience of their peers, Duke faculty and staff, and invited guests during their culminating immersive program in Washington, DC, providing an additional opportunity to strengthen their presentation and public speaking skills.

### **Leadership, Management, and Ethics Concentration**

***Ethics, Values, and Public Affairs (required).*** Navigating moral and ethical dilemmas is an inherent part of the human experience. For public affairs practitioners, it is also a professional imperative: public service carries with it a unique set of ethical responsibilities, and failing to uphold them can have consequences that extend far beyond the individual. Moreover, at its heart public affairs is a contest of values; principles such as justice, liberty, equality, and rights arise and come into tension with one another at every stage of the policy-making process. This course aims to equip students with the foundational knowledge and practical skills to navigate the moral and ethical challenges that arise in the practice of public affairs. Students will review classical ethical frameworks and concepts; they will apply these frameworks to real-world challenges using the tools of ethical policy analysis; and they will wrestle with the individual and organizational ethical dilemmas they will face (or have already faced) in their own careers. The course will place significant emphasis on the historical and structural causes of injustice and inequality, giving students a deeper understanding of the nature of these challenges and a set of tools and strategies for responding to them in their own careers.

**Information Management and Governance.** While information management has always been an essential part of effective leadership, the challenges faced by today's public affairs leaders are unprecedented: rapid technological advances such as data analytics and artificial intelligence, the instantaneous spread of information (and misinformation), and a dynamic and volatile media and communications environment have unleashed great potential but also great disruption and instability. Drawing on the expertise of the Sanford School's DeWitt Wallace Center for Media and Democracy, this course will equip students with the knowledge and skills required to navigate these and other information management and governance challenges facing public affairs practitioners. At an organizational level, students will develop their practical knowledge of topics such as cybersecurity, data protection and privacy, and enterprise management. At a programmatic level, they will explore the potential for new information technologies to improve service delivery, public engagement, and participatory governance, examining case studies to identify promising approaches. And at a policy level, they will learn how to navigate the evolving legal, regulatory, and political landscape surrounding information management and governance, engaging with contemporary topics including digital literacy and inequality, misinformation, and the regulation of artificial intelligence.

**Public Budgeting and Financial Management.** This course aims to provide students with a foundational understanding of the fiscal role of government in a mixed economy, practical knowledge of the public budgeting process at various levels of government, and a set of financial management tools and strategies applicable to both public and non-profit organizations. Students will begin by reviewing basic macroeconomic concepts relevant to fiscal planning and policy and then examine the "players, process, and politics" of federal, state, and local budgeting, building valuable knowledge for practitioners navigating the process from the inside (e.g., at a government agency) or the outside (e.g., at a non-profit or private-sector organization). Students also will develop a set of practical financial management skills, which might include budget formulation and execution, revenue and expenditure forecasting, management controls, financial reporting, and performance measurement. As their culminating activity, students will participate in a simulated budgeting exercise that challenges them to apply the concepts and skills of public budgeting and financial management to a real-world scenario.

**Human Resources Management.** People are the greatest resource in any organization—and managing them effectively is one of the greatest challenges faced by public affairs leaders. This course aims to give students a firm grounding in the theory and practice of human resources management, with an emphasis on the unique human resources challenges that arise in public-sector and non-profit organizations. Students will develop a set of skills and strategies for managing all stages of the human resources lifecycle—recruitment and hiring, training and development, compensation and benefits, motivation and empowerment, accountability and performance evaluation—to help them better align human resources practices with the mission and values of their organization. They will examine the political and institutional context of human resources management in the



public sector, including the historical development of the federal civil service system and the role of public employee unions, while also strengthening their knowledge of employment laws, regulations, and practices applicable to all sectors. And they will discuss contemporary challenges facing human resources managers such as managing remote or hybrid workers, navigating outsourcing decisions, and integrating principles of diversity, equity, and inclusion into all aspects of human resources management.

***Community Engagement and Participation.*** This course foregrounds the vital role that communities can play in the decisions of public organizations, from the design and adoption of public policies to the implementation and evaluation of social programs to the governance of non-profit organizations. Students will critically examine the historical, social, and political contexts in which government and non-profit decisions are made, wrestling with questions of power, privilege, shared responsibilities, definitions of citizenship, and the distinctions between assets-based and needs-based frameworks. They will then build their knowledge of alternative approaches that seek to achieve greater equity by sharing power with citizens. Drawing on real-world case studies (participatory budgeting, racial equity blueprints, and comprehensive planning and zoning efforts), students will consider the ethical as well as empirical arguments for such approaches. Finally, students will develop a set of practical skills and strategies for improving community engagement and participation in their own careers, including needs assessment, outreach and communication, facilitation, conflict resolution, and evaluation. As their culminating project, students will design a community engagement plan for a real-world organization, applying the skills and knowledge they have developed in the course.

***Communications and Advocacy Strategy.*** This course aims to develop two interrelated skills valuable to public affairs practitioners in all sectors: communications and advocacy. The course begins by familiarizing students with the core elements of advocacy strategy, including the establishment of goals and objectives, the use of power mapping and other tools to identify and analyze advocacy targets, the selection of tactics, and the implementation, monitoring, and evaluation of advocacy campaigns. Students also will develop their knowledge of the legal and regulatory context surrounding advocacy and government relations in the United States. The course then turns to communications strategy, a skill central to advocacy but with many other applications. Students will learn how to develop effective and persuasive messages, how to select the right messenger, how to choose from among the bewildering array of communications channels available today, and how to evaluate the effectiveness of their strategies. They also will build knowledge and skills for managing media relations at the organizational level, helping them better navigate the contemporary media landscape. The course will utilize case studies, visits by guest advocacy and communications practitioners, and scenario-based assignments to challenge students to apply their skills and knowledge to real-world settings.

***Decision and Negotiation Strategy.*** This course will examine how public affairs leaders formulate effective decision and negotiation strategies in a complex and unpredictable world. The first half of the course will focus on executive decision-making, examining the

meaning of rationality, the role of cognitive biases, and the challenge of decision-making under conditions of uncertainty and constrained resources. Students will gain basic familiarity with common tools and concepts of decision analysis, applying these tools to decisions they have faced—or are currently facing—in their own careers. The second half of the course will focus on negotiation strategy, exposing students to core theories and concepts and then developing their practical negotiation skills through case studies, role playing, and simulation. Although the course will draw on classic approaches to the art and science of negotiation, it will seek to apply these approaches to disputes that arise in the practice of public affairs in areas such as labor, the environment, and human rights. Students will gain both a practical set of skills to apply in their own careers and a deeper understanding of how practitioners use negotiation and other dispute resolution techniques as an important tool in the policy process.

### **Electives**

***Current Challenges in Public Affairs.*** Taught in the final summer of the program—and culminating with a weeklong program in Washington, DC—this course is designed to give students an opportunity to apply the knowledge, skills, and abilities they have developed in the program to a series of contemporary, cross-cutting challenges facing public affairs leaders. For the domestic variation of this course, such challenges might include climate change, political polarization, economic inequality, and structural racism. Working individually and in teams, students will analyze the causes and consequences of these challenges, survey the policy landscape, debate alternative solutions, engage with guest experts, and consider how they might be agents of change in their own careers.

***Global Challenges in Public Affairs.*** Taught in the final summer of the program—and culminating with a weeklong program in Washington, DC—this course is designed to give students an opportunity to apply the knowledge, skills, and abilities they have developed in the program to a series of contemporary, cross-cutting challenges facing public affairs leaders. For the international variation of this course, such challenges might include climate change, global pandemics, U.S.-China competition, and resurgent authoritarianism. Working individually and in teams, students will analyze the causes and consequences of these challenges, survey the policy landscape, debate alternative solutions, engage with guest experts, and consider how they might be agents of change in their own careers.

***Economic Analysis for Decision-Makers.*** Also offered in the final summer of the program, this course is designed for students who wish to develop their knowledge of economics beyond the basic exposure they will receive in other courses. The course will familiarize students with the economic models and theories they are most likely to encounter in the practice of public affairs, helping them understand the assumptions and limitations of these models and critically interpret them as an input in the decision-making process. Its emphasis will be less on the mathematical underpinnings of models than on their application, teaching students to be informed consumers of real-world economic analysis.

## **Appendix B: Key Faculty Involved in the Program**

This proposal reflects nearly five years of strategic planning, market research and analysis, deliberation, and engagement by Sanford faculty and staff, beginning with the Academic Programs Task Force (APTF) in 2018 and continuing with a series of ad-hoc working groups convened to develop the APTF's recommendations into a formal proposal. The process that produced it has been organic and broadly inclusive; more than 30 Sanford faculty, more than 20 Sanford staff, and many other Duke faculty, administrators, students, alumni, and governance bodies have participated in, or been consulted by, these working groups. The core members of the working groups whose deliberations informed this proposal are listed below. Biographies and CVs of faculty who might be involved in the program follow.

### **Degree Offering and Modality Working Group (2019-20)**

Genille Anderson  
Sarah Bermeo  
Josh Bond  
Anna Gassman-Pines  
Mark Hart  
Matt Johnson  
Kirsten Khire  
Ken Rogerson

### **Curriculum Working Group (2020-21)**

Doug Brook  
Tara Fikes  
Mark Hart  
Cory Krupp  
Jay Pearson  
Deondra Rose  
Tom Taylor

### **Proposal Development Working Group (2022-23)\***

Jonathan Abels  
Nathan Boucher  
Doug Brook  
Belen Gebremichael  
Kristin Goss  
Mark Hart  
Asher Hildebrand  
Andrew Nurkin  
Cory Krupp  
Ken Rogerson  
Alexandra Zagbayou

*\*Attended more than one meeting*

*[Biographies and CVs to be added later]*

## Appendix C: Budget Projections and Staff Needs Assessment

<b>FIGURE 15: DETAILED FIVE-YEAR BUDGET PROJECTIONS</b>							
	<b>FY2024 (Year -1)</b>	<b>FY2025 (Year 0)</b>	<b>FY2026 (Year 1)</b>	<b>FY2027 (Year 2)</b>	<b>FY2028 (Year 3)</b>	<b>FY2029 (Year 4)</b>	<b>FY2030 (Year 5)</b>
Tuition Rate	-	-	60,000	61,800	63,654	65,564	67,531
Students	-	-	25.0	25.0	50.0	50.0	50.0
Tuition Revenue	-	-	1,500,000	1,545,000	3,182,700	3,278,181	3,376,526
Tuition Fellowship			25%	25%	30%	30%	30%
Tuition Fellowship	-	-	(375,000)	(386,250)	(954,810)	(983,454)	(1,012,958)
Leadership & Staffing	(87,500)	(119,167)	(216,667)	(223,167)	(229,862)	(236,758)	(243,860)
Instruction	-	(114,250)	(249,500)	(256,610)	(442,744)	(456,027)	(469,707)
Fringe	(24,238)	(64,656)	(129,128)	(132,898)	(186,312)	(191,901)	(197,658)
<i>Total Personnel</i>	(111,738)	(298,073)	(595,295)	(612,675)	(858,918)	(884,685)	(911,226)
Operations	(252,000)	(152,000)	(148,500)	(123,500)	(167,000)	(167,000)	(167,000)
<b>Gross expenses</b>	(363,738)	(450,073)	(1,118,795)	(1,122,425)	(1,980,728)	(2,035,140)	(2,091,184)
<b>Net revenue</b>	(363,738)	(450,073)	381,205	422,575	1,201,972	1,243,041	1,285,343
<b>Margin per student</b>			\$15,248 (25%)	\$16,903 (27%)	\$24,039 (38%)	\$24,861 (38%)	\$25,707 (38%)

**Preliminary Staff Needs Assessment**

The following analysis estimates the additional burden the E-MPA would place on shared Sanford staff resources. It is informed by consultations with Sanford staff and by recent experience launching the Master of National Security Policy (MNSP) program. These staffing needs are in addition to the program-specific staff needs included in the proposed budget (which include a faculty Program Director, 0.5 of the Director of Digital Learning’s time, and 1.5 new FTE to support digital learning and program administration needs).

**Admissions**

Currently the MNSP program (Program Director, Director of Digital Learning, Program Coordinator, and affiliated faculty) handles all aspects of the admissions process: inquiries, Slate applications, review of applications, financial assistance decisions, and onboarding of matriculated students. This model is proposed for the E-MPA, placing no additional burden on the MPP or MIDP admissions staff. However, given the greater synergy and overlap between the E-MPA and MPP programs relative to the MNSP, special attention would need to be paid to coordinating admissions processes, including sharing applications from prospective students eligible for both programs and taking advantage of opportunities for staff to support multiple programs at national, regional, or virtual recruiting events. In addition, as the program grows to 50 students the capacity of E-MPA staff to administer admissions may be exhausted, requiring additional hires.

<b>Additional FTE needs created by MNSP</b>	<b>Anticipated FTE needs created by E-MPA</b>	<b>Additional new hires anticipated</b>
0.0	0.125 (25 students) 0.25 (50 students)	TBC

**Registrar**

The current Sanford model is to centralize registration efforts through our Registrar’s office. The MNSP required substantial effort to set up the program, courses, and tracks within the university registration system, though most of this work can be characterized as one-time start-up tasks. On a continual basis, the MNSP supplies the Registrar with a list of students and courses to register for each semester (3 times a year) for a bulk upload registration, since the MNSP registers the distance learners as they use a cohort model and are primarily all taking the same courses. It is anticipated that the E-MPA will require similar start-up tasks, though these should be more efficient than the MNSP because of lessons learned from that recent process. On an ongoing basis, the E-MPA will also supply the Registrar with students and courses to register per semester, adding marginally to the Registrar’s effort. However, the addition of a new full-time staff member in the Registrar’s office since the launch of the MNSP program should create capacity to meet these needs.

<b>Additional FTE needs created by MNSP</b>	<b>Anticipated FTE needs created by E-MPA</b>	<b>Additional new hires anticipated</b>
0.125	0.125 (25 students) 0.25 (50 students)	0.0

### **Financial Aid**

Sanford's Director of Financial Aid was instrumental in helping the MNSP get connected with university databases and systems, especially during the one-to-two-month period between approval and the opening of first applications. On an ongoing basis, the Financial Aid officer has answered questions from students and created an individual tuition and fee sheet for each student based on their program pacing and financial assistance earned. It is anticipated the initial workload for the E-MPA would be similar to the MNSP, and perhaps less since fewer students will be participating in external tuition assistance programs, but that the workload would grow as the program expands. Based on consultations with Sanford's Financial Aid Officer, these needs can be incorporated into his current workload.

<b>Additional FTE needs created by MNSP</b>	<b>Anticipated FTE needs created by E-MPA</b>	<b>Additional new hires anticipated</b>
0.125	0.125 (25 students) 0.25 (50 students)	0.0

### **Career Services**

While the recent launch of the 25-person, hybrid MNSP program allows us to make fairly accurate projections of increased workload for shared staff, Career Services needs could be the most difficult to project. The MNSP program, with half of the cohorts comprised of career military officers, has created virtually no additional burden on Career Services (to date, the MNSP has asked Career Services to assist one student in updating a resume). Insofar as E-MPA students plan to continue working at their current employers, the demands they place on Career Services may be minimal. Insofar as they are pursuing mid-career transitions, however, they could present distinct career advising needs, including updating their resumes and LinkedIn profiles, identifying mid-to-senior-level career opportunities, and professional development activities. Given the hybrid modality of the program, many of these resources could be created virtually, but there would also be demand for one-on-one advising sessions either virtually or on campus during immersion periods, especially toward the end of the program. To meet these needs, the E-MPA budget includes 0.5 FTE for a career services advisor beginning in Year 1 of the program, but the Career Services needs of the program should be monitored and evaluated on an ongoing basis, with additional resources devoted as needed.

<b>Additional FTE needs created by MNSP</b>	<b>Anticipated FTE needs created by E-MPA</b>	<b>Additional new hires anticipated</b>
0.0	0.25 (25 students) 0.50 (50 students)	0.5 (Year 1)

### **Communications and Marketing**

Similar to the MNSP program, we anticipate substantial assistance from the Marketing and Communications office to (1) implement foundational materials in multiple formats for marketing and branding, (2) set up online, social media, and analytic accounts, (3) create ongoing content (videos, articles, etc.) for distribution across those networks and the

School's website, and (4) set up and manage digital advertising. Sanford has recently hired a new marketing specialist who has effort built in for marketing master's programs. In addition, the proposed E-MPA budget includes substantial resources for marketing and communications, currently envisioned as working with a third-party marketing firm to create a foundational branding package that sets this competitive program apart, as well as investment in digital advertising to create awareness, visibility, and searchability. A strong marketing investment is critical to distinguish this program in a competitive landscape during the launch period to increase reputation, awareness of the program and tangible leads that can convert to applications. That said, the revenue generated from the E-MPA program also presents an opportunity to build additional "in-house" staff capabilities in functions that could serve multiple programs, such as in graphic design or digital media. The appropriate mix of new staff and third-party contracting should be evaluated over time to ensure the program is optimizing returns on its significant investments in marketing.

<b>Additional FTE needs created by MNSP</b>	<b>Anticipated FTE needs created by E-MPA</b>	<b>Additional new hires anticipated</b>
0.25	0.25 (25 students) 0.50 (50 students)	TBC

### **Facilities and Information Technology**

The MNSP program requires assistance from Sanford facilities and IT staff, primarily in assigning rooms during immersion experiences and for any technical support during those events. The room reservation system at Sanford is mostly automated, and to-date the most specific requests have been to ensure there is building access during summer and weekend immersions. Sanford IT has been helpful in getting new faculty set up with their accounts and Sakai pages. Most MNSP students' IT needs are met by central Duke efforts (e.g., setting up NetIDs, email accounts, Duke IDs, etc.), and MNSP program staff provide most technical support for digital learning. It is expected that the E-MPA would place a similarly light burden on facilities and IT staff that could be met with existing staff capacity.

<b>Additional FTE needs created by MNSP</b>	<b>Anticipated FTE needs created by E-MPA</b>	<b>Additional new hires anticipated</b>
<0.125	<0.125	0.0

### **Human Resources**

The Human Resources team was very helpful for the MNSP program as it onboarded ten new instructors to Sanford. The additional new faculty hires (both adjunct and regular-rank) envisioned for the E-MPA would add to ongoing Human Resources effort; whether this additional need can be met by current staff should be evaluated further.

<b>Additional FTE needs created by MNSP</b>	<b>Anticipated FTE needs created by E-MPA</b>	<b>Additional new hires anticipated</b>
0.125	0.125	TBC



## Appendix D: Learning Assessment Plan

The Sanford faculty are currently engaged in a conversation about assessment across programs, reflecting broader trends away from letter grades and toward other systems such as the Excellent/Satisfactory/Unsatisfactory (E/S/U) system Sanford used to use in its MPP program. Given the nature of the E-MPA program—with experienced, mid-career professionals pursuing what is likely to be their terminal degree, and not reliant on grades for postgraduate employment—this proposal envisions the adoption of an E/S/U or comparable non-letter-grade system.

To assess student learning in the absence of letter grades, the program will develop a learning assessment rubric for the program similar to those used for other Sanford programs, such as the rubric for the MPP program included on the following page. This data also will be aggregated with student surveys to allow faculty and staff to reflect on learning gains and performance comparative to curriculum goals and learning objectives.

Within their individual courses, students will be assessed using various assessment tools which will be tracked per course, with historical data tracked using Canvas. Assessment outcomes will be measured against the learning objectives of each course, which will be developed and communicated explicitly to students by instructors in the program. A preliminary list of course-specific learning objectives is included in this appendix.

**Outcomes, Evidence, Finding/Evaluation/Action**

Outcome	Evidence Collected	Finding and Evaluation	Resultant Action
<p>Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Understand the scholarly context of public policymaking;</li> <li>• Conduct original research related to public policy issues;</li> <li>• Identify, analyze and evaluate contemporary public policy issues;</li> <li>• Integrate knowledge from multiple disciplines.</li> <li>• Integrate skills learned in the classroom with the practice of public policymaking.</li> </ul> <p>Students will demonstrate proficiency in:</p> <ul style="list-style-type: none"> <li>• Quantitative analysis;</li> <li>• Written and oral communication.</li> </ul> <p>Students will demonstrate effective skills as a team member and leader.</p> <p><i>Outcome target: 100% of students will achieve and demonstrate the desired proficiencies.</i></p>	<p>Students' individual course grades and cumulative grade.</p> <p>Faculty feedback to students re: their communication and presentation skills for the consulting project and MP</p> <p>Evaluation from internship employers and students' self-assessments of their internship experiences</p> <p>Students' grades on their capstone MP, per the grade submission rubric (attached)</p>	<p><b>Finding:</b> 6 of 144 students did not meet the minimum cumulative GPA threshold and were put on academic probation after the Fall semester; one student remains on probation after Spring semester. 43 of 63 students achieved A or A- grades on their MP. All students satisfactorily completed their MP.</p> <p>Employers provided positive reports regarding students' performance on their internships.</p> <p><b>Evaluation:</b> Most students are successfully completing their coursework, internship, MP and degree. Our DGS has some concern about grade inflation of the MP, as well as inconsistencies in faculty advisor regular monitoring of students' MP progress.</p>	<p>DGS and Student Services Director are implementing closer tracking of students' progress throughout and at the end of semesters, particularly of 1<sup>st</sup>-year students, in an effort to red-flag potential problems. The Director of Student Services is establishing a pool and process for securing tutors for students before they are in crisis mode.</p> <p>The DGS improved the MP grading rubric to be more specific and to differentiate grade levels. There also are plans to set a structure and communicate with faculty advisors regarding more regular contact with students throughout the spring semester.</p>
<p>Graduates will be well equipped for the job market.</p> <p><i>Outcome targets: 50% of graduates will secure a job by graduation. 95% of graduates will secure a job by December 31 of their graduation year.</i></p>	<p>Job placement statistics</p> <p>Survey and recommendations from MP Student Academic Committee.</p>	<p><b>Finding:</b> 41 of 63 (65%) of graduating students have secured jobs as of July 1. Historically, &gt;90% have secured jobs within 6 months post-graduation timeframe.</p> <p>Students submitted report to administration in Spring 2018.</p>	<p>There were no concerns that warrant specific corrective action. The Career Services staff continues to pursue improvements for efficiency and effectiveness, including collaboration and joint efforts across-campus.</p>
	<p>Position Papers from Alumni Advisory Council.</p>	<p>Alumni Council has submitted two position papers and drafted a third.</p> <p><b>Evaluation:</b> Job placements are satisfactory, even in light of the challenges resulting from instability in Washington and government at all levels.</p> <p>The students' Academic Committee report highlighted/made recommendations about: increased focus on STATA and Excel and other statistical analytical tools training, more support in quantitative courses, additional qualitative analysis courses, heightened professional development skill-building, and increased structure supporting the MP.</p> <p>The Alumni Advisory Council position papers generally support the recommended efforts to provide more Excel training, providing additional quantitative, qualitative, and professional development skill-building opportunities, and considering improvements to the MP.</p> <p>Additional recommendations are to partner with Law and Fuqua on coursework, track job placement and salary information, increase connections with alumni, and review the Career Services office to determine whether it is sufficiently staffed.</p>	<p>A formal, three-session Excel workshop was offered by L&amp;OD to all incoming students, and required of those at beginning and intermediate levels.</p> <p>A two-module full-credit course on qualitative analysis was instituted.</p> <p>As mentioned above, efforts to provide tutors – targeting the quant classes – is underway.</p> <p>The DGS is evaluating potential improvements to the MP.</p> <p>The Associate Dean has initiated a review of the Career Services office, which will include its capacity to track placement and salary info.</p>

**SANFORD SCHOOL OF PUBLIC POLICY  
EXECUTIVE MASTER OF PUBLIC AFFAIRS  
PRELIMINARY COURSE-BY-COURSE LEARNING OBJECTIVES**

**CORE PUBLIC AFFAIRS CURRICULUM**

**POLICY ANALYSIS FOR PUBLIC AFFAIRS LEADERS**

1. Understand the policy analysis process: Students will understand the steps involved in the policy analysis process, including problem identification, policy formulation, implementation, and evaluation.
2. Develop analytical skills: Students will develop analytical skills necessary to effectively evaluate policy options, including the ability to use evidence-based research to inform policy recommendations.
3. Learn to use a range of policy analysis tools, including cost-benefit analysis, risk analysis, and scenario planning, to inform policy decisions.
4. Evaluate policy outcomes: Students will develop skills to evaluate policy outcomes, including the ability to assess the effectiveness of policies, identify unintended consequences, and analyze the distributional impacts of policies.
5. Understand policy challenges: Students will develop an understanding of policy challenges facing public affairs leaders, including political, economic, and social constraints that affect policy implementation.
6. Communicate policy recommendations: Students will develop skills to communicate policy recommendations effectively to a range of stakeholders, including policymakers, interest groups, and the general public.
7. Apply policy analysis to real-world cases: Students will apply policy analysis tools and strategies to real-world cases, leveraging their experience as practitioners to solve policy problems and develop effective policy solutions.

**ORGANIZATIONAL LEADERSHIP, MANAGEMENT, AND CHANGE**

1. Analyze the challenges of leading and managing in public policy organizations, including budgetary constraints, political pressures, and stakeholder engagement.
2. Develop strategies for effective communication, conflict resolution, and decision-making in public policy organizations.
3. Evaluate the role of organizational culture, structure, and change in public organizations.
4. Apply principles of diversity, equity, and inclusion to organizational leadership and management in public policy organizations.
5. Identify and analyze current trends in public policy leadership and management, including innovations in technology, data analysis, and public-private partnerships.
6. Develop skills in leading and managing teams in public policy organizations, including delegation, motivation, and performance evaluation.
7. Analyze ethical and legal issues related to leadership and management in public policy organizations.

## **DATA ANALYSIS FOR DECISION-MAKERS**

1. Understand the importance of data analysis in public policy decision-making.
2. Learn the fundamentals of statistics and quantitative analysis, most specifically the application of these skills in real-world application in the field of public affairs.
3. Understand the strengths and limitations of various types of data, including primary and secondary data, qualitative and quantitative data, and cross-sectional and longitudinal data.
4. Develop skills in using data to inform policy decisions, including developing policy goals, identifying policy alternatives, evaluating policy outcomes, and assessing policy impact.
5. Learn how to communicate data effectively to policymakers and other stakeholders, including through data visualizations and storytelling.
6. Understand ethical and legal issues related to data analysis in public policy, including data privacy, confidentiality, and security.
7. Analyze current trends and issues in data analysis for public policy, including the use of big data, artificial intelligence, and machine learning.

## **PROFESSIONAL PRACTICE OF PUBLIC AFFAIRS (CAPSTONE)**

1. Synthesize knowledge and skills gained throughout the public policy program to develop a comprehensive understanding of the public affairs field.
2. Develop skills in applying theoretical and conceptual frameworks to real-world public policy issues and challenges.
3. Develop skills in project management, including planning, implementation, monitoring, and evaluation.
4. Develop skills in stakeholder engagement, including identifying stakeholders, building relationships, and managing conflicts.
5. Understand the decision-making process, including the role of individual and group decision-making, cognitive biases, and decision-making models.
6. Develop skills in effective communication, including written and oral communication, data visualization, and storytelling.
7. Culminate with a capstone project that applies all of these course skills to a real-world public policy issue within their professional practice under the mentoring of a faculty member.

## **LEADERSHIP, MANAGEMENT, AND ETHICS CONCENTRATION**

### **ETHICS, VALUES, AND PUBLIC AFFAIRS**

1. Develop an understanding of the role of ethics and values in public affairs, ethical frameworks and their relationship to social justice and democratic governance.
2. Analyze ethical dilemmas that arise in public affairs, including conflicts of interest, corruption, and accountability.
3. Understand the importance of cultural sensitivity and diversity in public affairs and develop skills in navigating ethical issues related to diversity and inclusion.

4. Analyze the ethical implications of emerging issues and technologies in public affairs, such as data privacy, artificial intelligence, and biotechnology.
5. Develop skills in communicating ethical positions effectively, including through writing, public speaking, and advocacy.
6. Develop the ability to recognize and manage ethical dilemmas in real-world public affairs situations, including through case studies and simulations.
7. Develop a personal code of ethics and values that can guide future public affairs practice.

### **INFORMATION MANAGEMENT AND GOVERNANCE**

1. Understand the role of information management in organizational governance.
2. Understand the ethical, legal, and regulatory issues related to information management and governance, including privacy, security, and confidentiality.
3. Develop skills in developing and implementing information governance policies and procedures.
4. Develop skills in communicating data effectively to policymakers and stakeholders, including through data visualizations and storytelling.
5. Analyze the implications of emerging technologies, such as artificial intelligence and blockchain, for information management and governance in the public policy process.

### **PUBLIC BUDGETING AND FINANCIAL MANAGEMENT**

1. Develop skills in analyzing public budgets and financial statements, including understanding the different types of budgets, the budget cycle, and the principles of accounting and finance.
2. Develop skills in preparing and justifying public budgets, including developing revenue and expenditure forecasts, analyzing trends, and identifying policy priorities.
3. Understand the importance of performance measurement and evaluation in public budgeting and financial management and develop skills in designing and implementing performance measurement systems.
4. Develop skills in financial planning and risk management, including developing contingency plans and assessing financial risks.
5. Understand the ethical, legal, and regulatory issues related to public budgeting and financial management, including transparency, accountability, and fiscal responsibility.
6. Develop skills in communicating financial information to policymakers and stakeholders, including through financial reports and presentations.
7. Analyze the implications of fiscal policy for economic growth and social welfare, and understand the challenges and opportunities associated with managing public finances in a changing economic and political environment.

### **HUMAN RESOURCES MANAGEMENT**

1. Understand the role of human resources management in the public policy process, and the importance of effective human resource management for organizational performance and public service delivery.
2. Develop skills in workforce planning and recruitment, including assessing workforce needs, developing job descriptions, and conducting effective recruitment and selection.
3. Develop skills in compensation and benefits management, including designing and administering salary and benefits programs, and evaluating their effectiveness.
4. Understand the importance of training and development for organizational performance and employee growth and develop skills in designing and implementing training and development programs.
5. Develop skills in employee relations, including conflict resolution, grievance handling, and discipline and termination.
6. Understand the importance of diversity and inclusion in human resources management and develop skills in creating and maintaining inclusive workplace cultures.
7. Develop skills in human resources information management, including using technology to manage employee data, monitor performance, and evaluate human resources programs.

### **COMMUNITY ENGAGEMENT AND PARTICIPATION**

1. Understand the concept of community engagement and participation, and the importance of involving communities in the public policy process.
2. Develop skills in identifying and analyzing community needs and interests, including using data and community input to inform policy decisions.
3. Develop skills in designing and implementing community engagement strategies, including outreach and communication, community meetings and forums, and digital engagement.
4. Understand the ethical, legal, and regulatory issues related to community engagement and participation, including representation, equity, and accountability.
5. Develop skills in building and maintaining relationships with community stakeholders, including understanding their needs and interests, and responding to their feedback.
6. Develop skills in evaluating the effectiveness of community engagement and participation strategies, including assessing outcomes and impacts, and identifying areas for improvement.
7. Understand the role of technology in community engagement and participation, including using digital tools and platforms to engage communities.

### **COMMUNICATIONS AND ADVOCACY STRATEGY**

1. Develop skills in analyzing the political and social context of policy issues, including identifying key stakeholders, understanding their interests and perspectives, and assessing the political climate.

2. Develop skills in developing and implementing communication and advocacy strategies, including message development, media relations, social media, and grassroots organizing.
3. Understand the different modes of communication and advocacy, including lobbying, public relations, public opinion research, and coalition building.
4. Develop skills in framing policy issues and messages to resonate with different audiences, including policymakers, the media, and the public.
5. Understand the ethical, legal, and regulatory issues related to communication and advocacy, including transparency, accountability, and the use of data and evidence.
6. Develop skills in crisis communication and management, including anticipating and responding to potential crises and managing reputational risks.
7. Understand the role of digital media and technology in communication and advocacy, including using data analytics, social media listening, and online engagement tools.

### **DECISION-MAKING AND NEGOTIATION STRATEGY**

1. Understand the decision-making process, including the role of individual and group decision-making, cognitive biases, and decision-making models.
2. Develop skills in problem analysis and decision-making, including identifying and defining problems, generating and evaluating alternatives, and selecting and implementing solutions.
3. Understand the different types of negotiation, including distributive, integrative, and collaborative negotiation, and the importance of negotiation skills in the public policy process.
4. Understand the ethical, legal, and regulatory issues related to decision-making and negotiation, including conflict of interest, transparency, and accountability.
5. Develop skills in working with stakeholders, including identifying and engaging with key stakeholders, managing competing interests, and building consensus.
6. Develop skills in managing the decision-making process, including facilitating meetings, managing conflicts, and evaluating outcomes.
7. Understand the role of communication in decision-making and negotiation, including effective communication strategies, active listening, and building trust.

### **INITIAL ELECTIVES (3 COURSES)**

#### **DOMESTIC CHALLENGES IN PUBLIC AFFAIRS**

1. Understand the key domestic policy challenges facing the United States such as inequality, poverty, health care, education, and the environment with an understanding of the historical, political, and social context of these domestic policy issues.
2. Develop an understanding of the policy-making process at the federal, state, and local levels, including the role of interest groups, political parties, and public opinion.
3. Develop skills in strategic thinking and planning, including identifying policy priorities, building coalitions, and communicating policy solutions.

4. Understand the ethical and legal issues related to domestic policymaking, including transparency, accountability, and the protection of civil rights.
5. Analyze the challenges and opportunities associated with implementing domestic policy initiatives, including managing bureaucratic processes, stakeholder engagement, and resource allocation.
6. Develop skills in advocacy and public engagement, including using media and social networks to influence public opinion and mobilize support.

### **GLOBAL CHALLENGES IN PUBLIC AFFAIRS**

1. Understand the key global policy challenges facing the world, including climate change, international trade, terrorism, human rights, and global health.
2. Develop an understanding of the international policy-making process, including the role of intergovernmental organizations, non-state actors, and multinational corporations.
3. Analyze the historical, political, and economic context of global policy issues, including their evolution over time and the various stakeholder interests involved.
4. Understand the challenges with traditional global competitors, China, Russia, etc.
5. Understand the role of international law and norms in shaping global policy outcomes, including the role of international treaties, agreements, and customary law.
6. Develop skills in diplomacy and negotiation, including understanding cultural differences, building trust, and resolving conflicts.

### **ECONOMIC ANALYSIS FOR DECISION-MAKERS**

1. Understand common microeconomic concepts and theories relevant to the practice of public affairs.
2. Understand the assumptions and limitations of these models, critically interpreting them as inputs into the decision-making process.
3. Apply economic tools to real-world public policy challenges.



## **Appendix E: Letters of Support**

*[Letters of support to be added at a later date.]*

## Appendix F: Draft Marketing Plan

Note: this draft marketing plan was developed by Sanford's Office of Communications and Marketing and will be refined further in consultation with marketing vendors.

### **Introduction**

*Duke University's Sanford School of Public Policy, with support from a contracted marketing agency, will develop and implement materials, campaigns, and lead generation tools to recruit students for the new Executive Master of Public Affairs program , launching summer 2025 (pending University approval).*

### **Description**

This is a leadership/executive/advanced degree program for those working in government, non-profit, and the private sector with an emphasis on students in the Eastern United States. The hybrid program is designed so that candidates can continue work and complete the program in 15 or 18 months. The program is designed to build vital skills for those working in government, non-profits, or the private sector with a minimum of 7 years of experience, who want to advance their careers and develop greater skills and understanding in the areas of leadership, ethics, and management. The program includes several immersion experiences at Duke University and Duke in DC, weekly interaction with faculty, projects directly related to work in public affairs, and online learning that can be done any time of the day convenient to the student.

### **Competition**

The E-MPA will be differentiated from comparable programs at USC, UC-Berkeley, American University, UNC-Chapel Hill, Syracuse, Michigan, Indiana, and elsewhere based on its focus on ethics, leadership and management; its work experience requirements for incoming students; its ability for students to complete within 15 to 18-months; its small cohort sizes; its "purpose-built" hybrid modality, including robust on-campus immersion experiences at Duke University and Duke in DC; and its competitive tuition and financial aid rates.

### **Urgency**

Sanford's mission is to advance ideas and policy to serve society. Since the start of the pandemic, there has been a substantial shift away from in-person learning to online and hybrid options. Per recommendations from the Academic Programs Task Force (APTF), Sanford has successfully launched the hybrid Master of National Security Policy. This program helped build the framework for future hybrid programs at Sanford and prepares the school to fully enact the APTF recommendations by launching the Executive Master of Public Affairs. This new program will further serve our mission to educate students to engage with the grand challenges of health, national security, democracy, international development, technology, social issues, and the environment. Sanford is among the top ranked public policy analysis programs nationwide by *U.S. News and World Report*. Sanford has a wealth of expertise to offer through an MPA in the public affairs category, in line with peer schools who offer an MPA.

For students, the MPA will meet their urgent needs which include creating better career opportunities, acquiring the training to solve world issues and make an impactful difference, and doing both with a flexible program that allows them to earn an executive degree while continuing to work and contribute.

### **Audiences**

We see three primary types of students who will be interested in this program, they include:

1. **Mid-career mover:** a non-profit worker who is ready to make a career pivot or position themselves for leadership opportunities. The Duke MPA will allow them to continue working while they gain the skills that will help them grow their careers and potentially make a career pivot to an organization that will allow them to make a greater impact.
2. **Government Go-getter:** a person working in government, likely a GS 13-15, who is ambitious and wants to move into senior leadership.
3. **Private-sector promotion-seeker:** someone who works in a consultancy supporting policy work who wants to continue to grow their career and make a greater impact.

All three primary audiences will not only prepare themselves for public affairs leadership, develop additional competencies tailored to their career goals, they will also learn how to advance principles of diversity, equity, and inclusion in their organizations.

All audiences include people who want to make a difference in the world, but they are also focused on career growth, and they are starting to recognize that an advanced degree would increase their impact. They are not in a position to leave their current roles or move their families. They want asynchronous learning with opportunities to also build their professional networks. All candidates will be mid-career with seven to 10 years of experience in public affairs and administration, including non-profit, government, and consultancy experience.

### **Scope of plan**

The scope of the plan includes creation of marketing materials and implementation, management, optimization, measurement and reporting of marketing strategies. Landing page strategy also will be included, with key creative/messaging that is consistent or creates a brand story from ad to landing page.

### **Timeline:**

- March 30, 2023: Review of draft proposal by Sanford faculty and dean
- May 1, 2023: marketing agency proposals reviewed
- Fall 2023: Duke Board of Trustees expected approval (followed by formal program announcement)
- January 2024: Marketing agency hire and begins work

- Spring 2024: brand kit and foundational assets including website pages, landing pages, social advertising is in place and ad campaign is launched. Article placement and lead generation efforts begin.
- August 2024: Applications open
- January 2025: Application deadline
- June 2025: First Cohort begins

### **Summary**

**Sanford is targeting at least 75 prospects** to apply for the MPA program by December 2024. Enrollment goal is 25 the first year, building to 50 by year 3.

### **Campaign Objectives**

- Push apply and yield calls to action for January 2025 applications / Summer 2025 enrollment
- Focus on key personas/segments/targets as defined by the program
- Increase engagement and meaningful interaction among online prospects
- Improve brand awareness of the Sanford School and its programs

### **Messaging Objectives**

- Communicate how Sanford program is unique from other schools and why this program is the top choice for mid-career professionals
- Communicate fast pace to completion – continue working, complete in 15- 18 months
- Top ranked university and school – Duke network and quality
- Highlight Duke and Sanford public administration strengths (faculty, alumni, connections)
- Communicate Duke brand and reputation, Sanford rankings, program features including personal attention/small classes, program support/aid, new GRE option, faculty expertise, etc.
- Leverage stories, testimonials and Sanford content
- Leverage research community and thought leadership to attract quality prospects
- Enhance the skills and critical thinking skills of those working in public affairs/administration
- Same world-class faculty at Duke teach this program

### **Why Sanford?**

- great choice for mid-career professionals
- top ranked programs/school
- public policy expertise and connections
- connections to public policy community, particularly within the Washington D.C./Maryland/Virginia/North Carolina region

- Sanford excels at graduate education that builds skills, enhances critical thinking, and develops deep expertise. These are exactly the attributes that national security employers wish to enhance in their mid-career workforce.
- current faculty possesses the requisite expertise and breadth of understanding to support, guide, and oversee such additions.
- Hybrid courses and “immersion periods” (which require working professionals to come to Duke for short, intense educational experiences) also increase capacity to deliver.

#### **Student benefits:**

- Students do not have to move to Durham to earn this degree.
- Students do not have to quit their current job (thereby reducing the effective financial cost of the degree and concerns over loss of career advancement opportunities while pursuing the degree).
- The program can be completed in 15 months, but students can take additional time if necessary.
- The hybrid program takes advantage of multiple modes of instruction via immersion periods on campus at Duke, online and in-person interactions with faculty, and distance learning opportunities.
- Outside of immersion periods, students would have maximum flexibility in their schedules so that they can manage family, work, and school.

#### **Program at a glance:**

- Summer 1 - Nine weeks with a one-week immersion at Duke, synchronous and asynchronous
- Fall – 2 courses, 14 weeks with 3-day weekend immersion at Duke, online
- Spring – 2 courses, 14 weeks
- Summer 2- Nine weeks, two courses, including capstone project and final one-week immersion at Duke DC

#### **Related programs:**

- MPP program: <https://sanford.duke.edu/admissions/mpp>
- MIDP program: <https://dcid.sanford.duke.edu/midp/>
- MNSP: <https://sanford.duke.edu/admissions/mnsp-admissions/>
- MBA (concentration in leadership and ethics): <https://centers.fuqua.duke.edu/cole/students/mba/>

#### **Campaign Strategy**

- Campaigns will focus on recruitment of specific audience groups
- Campaign creative and messaging will focus on quality of programs and reasons to apply, leveraging student stories, alumni stories, testimonials, faculty expertise.

- Campaigns will drive traffic to MPA landing page (learn more /apply now links through Slate CRM), allowing for enhanced analysis, engagement tracking and remarketing.
- Campaigns will focus on moving leads through the student lifecycle to increase yield.

### **Branding Guidelines**

- Pull in prospects and interest through Duke brand
- Introduce the power of the Sanford programs and community
- Consistency of brand experience across ads/landing pages
- Quality, reputation, caliber of programs
- Imagery should appeal to and feature target audiences
- Appeal to working professionals (convenience and flexibility) – we understand you are working and want to work with you

### **Creative Assets:**

#### ***Graphics/Program webpages***

- Sanford website: <https://sanford.duke.edu/>
- Admissions landing page: **(to be developed)**
- Website updates and program specific webpages to be developed in-house with graphic assets and branding elements created in partnership with a marketing agency.

### **Measurement:**

- Reports of ads/creative/ad performance (impressions, clicks, comments, likes, shares)

### **Strategies and Tactics:**

#### ***Key messages/branding***

- Brand guide
- Program personas/segments
- Key messages

#### ***Digital advertising / media planning***

Sanford will implement a media mix to support the programs in a holistic way, beginning with prospect inquiry generation with a focus on moving the prospects through the lifecycle to apply, primarily focusing on two areas:

1. Paid search – program specific campaigns, focused on prospects in consideration phase, search by name “Duke leadership” “Sanford public affairs”
2. Social media advertising – brand awareness, conversation ads, lead ads, retargeting

## GOOGLE PAID SEARCH

Estimated annual expenditure: 60% of available budget

## LINKEDIN AND FACEBOOK

Estimated annual expenditure: 40% of available budget

### Ad creative

- Digital ads in all sizes featuring key messages and segments
- Carousel ads for LI and FB
- Display/banner ads
- Print ads in half page/quarter page sizes
- Brand awareness and lead gen ads
- Paid search copy
- Social media copy
- Video ads
- Print media ads

### Email Drip Campaign (Slate)

	When	Message
Drip 1	As soon as the person joins the list (after emails entered from fairs, list sign up on their own, etc.)	
Drip 2	2 weeks later	
Drip 3	2 weeks later	
Drip 4	December 5	

### Prospect newsletters (via Slate)

#### Content marketing /website / social

- Website splash page – with Slate integration
- Website landing pages (per ad campaign/tracking codes) – Slate integration
- Website banners for Sanford homepage – 2 per program
- Website SEO (keywords for organic search) – daily updates
- Website content (stories/testimonials/student voices/national security highlights/events) – weekly
- FAQs – start with focus group
- Social Media Campaigns/Content (see messages/content) – biweekly
- Scholarships/fellowships
- Article and Op-ed creation and placement

## Appendix G: NASPAA Accreditation Standards

### **Standard 1: Managing the Program Strategically**

**1.1 Mission Statement:** The program will have a statement of mission that guides performance expectations and their evaluation, including:

- ✓ its purpose and public service values, given the program's particular emphasis,
- ✓ the population of students, employers, and professionals the program intends to serve,
- ✓ the contributions it intends to produce to advance the knowledge, research, and practice of public service.

**1.2 Performance Expectations:** The program will establish observable program goals, objectives, and outcomes, including expectations for student learning.

**1.3 Program Evaluation:** The program will collect, apply, and report information about its performance and its operations to guide the evolution of the program's mission and the program's design and continuous improvement with respect to 2-7.

### **Standard 2: Matching Governance with the Mission**

**2.1 Administrative Capacity:** The program will have an administrative infrastructure appropriate for its mission, goals, and objectives in all delivery modalities employed.

**2.2 Faculty Governance:** An adequate faculty nucleus—at least five (5) full-time faculty members or their equivalent—will exercise substantial determining influence for the governance and implementation of the program.

### **Standard 3: Matching Operations with the Mission: Faculty Performance**

**3.1 Faculty Qualifications:** The program's faculty members will be academically or professionally qualified to pursue the program's mission.

**3.2 Faculty Diversity:** The program will promote equity, diversity, and a climate of inclusiveness through its recruitment, retention, and support of faculty members.

**3.3 Research, Scholarship and Service:** Program faculty members will produce scholarship and engage in professional and community service activities outside of the university appropriate to the program's mission, stage of their careers, and the expectations of their university.

### **Standard 4: Matching Operations with the Mission: Serving Students**

**4.1 Student Recruitment:** The program will have student recruitment practices appropriate for its mission.

**4.2 Student Admission:** The program will have and apply well-defined admission criteria appropriate for its mission.



**4.3 Support for Students:** The program will ensure the availability of support services, such as curriculum advising, internship placement and supervision, career counseling, and job placement assistance to enable students to progress in careers in public service.

**4.4 Student Diversity:** The program will promote diversity and a climate of inclusiveness through its recruitment, admissions practices, retention efforts, and student support services.

### **Standard 5: Matching Operations with the Mission: Student Learning**

**5.1 Universal Required Competencies:** As the basis for its curriculum, the program will adopt a set of required competencies determined by its mission and public service values. The required competencies will include five domains: the ability

- ✓ to lead and manage in the public interest
- ✓ to participate in, and contribute to, the policy process
- ✓ to analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment
- ✓ to articulate, apply, and advance a public service perspective
- ✓ to communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large

**5.2 Mission-specific Required Competencies:** The program will identify core competencies in other domains necessary and appropriate to implement its mission.

**5.3 Mission-specific Elective Competencies:** The program will define its objectives and competencies for optional concentrations and specializations.

**5.4 Professional Competencies:** The program will ensure that students apply their education, such as through experiential learning and interactions with practitioners across the broad range of public service professions and sectors.

### **Standard 6: Matching Resources with the Mission**

**6.1 Resource Adequacy:** The program will have sufficient funds, physical facilities, and resources in addition to its faculty to pursue its mission, objectives, and continuous improvement.

### **Standard 7: Matching Communications with the Mission**

**7.1 Communications:** The program will provide appropriate and current information about its mission, policies, practices, and accomplishments—including student learning outcomes—sufficient to inform decisions by its stakeholders such as prospective and current students; faculty; employers of current students and graduates; university administrators; alumni; and accrediting agencies.