

BOARD OF HIGHER EDUCATION

REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE: Academic Affairs

NO: AAC 16-10

COMMITTEE DATE: December 1, 2015

BOARD DATE: December 8, 2015

APPLICATION OF THE UNIVERSITY OF MASSACHUSETTS LOWELL TO AWARD THE MASTER OF PUBLIC ADMINISTRATION

MOVED: The Board of Higher Education hereby approves the application of **University of Massachusetts Lowell** to award the **Master of Public Administration**.

Upon graduating the first class for this program, the University shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty resources, and program effectiveness.

Authority: Massachusetts General Laws Chapter 15A, Section 9(b)

Contact: Winifred M. Hagan, Ed.D., Interim Deputy Commissioner for Academic Affairs and Student Success

BOARD OF HIGHER EDUCATION

December 2015

University of Massachusetts Lowell Master of Public Administration

INTENT AND MISSION

The mission of the UML MPA program is to prepare students for successful careers in the public and non-profit sectors through the development of managerial, communication, and analytical skills, and through learning experiences that emphasize the values and ethics of public service. Reflecting the University's mission of service to the Commonwealth and the region, including its commitment to serve the needs of community organizations, public agencies, and cultural institutions, the proposed program also seeks to respond to the needs of public agencies and community-serving institutions for a diverse and well-trained workforce.

In 2010, University of Massachusetts Lowell (UML) produced a 10-year strategic plan that addressed all aspects of the institutional mission. The plan emerged from the work of more than 200 faculty, staff, and students, and was informed by feedback from the entire campus. Among the many goals set in the plan is the strengthening, in both quality and quantity, of new graduate and research programs. The plan specifically calls for *'leveraging existing academic activities to develop new degree programs... especially those that are interdisciplinary.'*

The proposed MPA program is intended to provide students with focused and practical skills and knowledge that will ensure success in three specific sectors – justice administration, public arts, and cultural institutions and human services. The proposed Master of Public Administration (MPA) program expands the accelerated master's options for UML undergraduate students, and provides them with the professional skills in addition to a broad-based educational experience in the arts, humanities, and social sciences.

The proposed program has obtained all necessary governance approvals on campus and was approved by the University of Massachusetts Board of Trustees on September 16, 2015. The required letter of intent was circulated on July 15, 2015. No comments were received.

NEED AND DEMAND

National and State Labor Market Outlook

The proposed MPA program is designed to respond to market needs within three primary sectors of the labor market - justice agencies, arts and cultural agencies and institutions, and human service agencies, both in the public and nonprofit sectors. It responds to market demands for skilled professionals prepared to meet the challenges of managing public and non-profit agencies; expands career development pathways for UML undergraduate students, particularly those pursuing bachelor's degrees within the College of Fine Arts, Humanities, and Social Sciences; and provides skill development and advancement opportunities for professionals currently working in the public and non-profit sectors, particularly within the Merrimack Valley region.

The proposed option in Justice Administration is expected to fill a market niche that is not addressed by other programs in the region. A June, 2013 report commissioned by the Massachusetts Court System entitled the *Massachusetts Trial Court Strategic Plan* calls for implementation of a new staffing model by 2015, an increase in overall hiring, and increased professionalization of the justice system. UML reports that within Massachusetts, there are 44 state-level courts in Middlesex and nearby counties. In the two nearest southern counties of New Hampshire, Rockingham and Hillsborough, there are an additional 25 local courts. In addition, significant demand exists for specialists in justice administration in settings outside of the court system. The Massachusetts 2011 System Directory and the Merrimack Valley HUP Community Service Directory combined list over 850 local legal service organizations and dozens of local agencies working in such domains as mediation and ex-offender services.

The proposed option in Public Humanities and the Arts fulfills a need related to the demand for management of cultural organizations. A 2011 analysis conducted by the New England Foundation for the Arts documented growth in the arts and cultural sector from 2002-2009. Over that period, the number of arts and cultural organizations in New England grew by 14%, and Massachusetts experienced 15% growth. Employment within the sector experienced growth, increasing by 28% in New England and 23% in Massachusetts. Across New England, the sector employed 53,273 individuals in 18,026 organizations – Massachusetts accounted for approximately 60% (27,102) of these jobs, and about 45% (8,125) of arts and culture organizations within the region. Labor market demand related to public humanities administration and arts administration is growing – Bureau of Labor Statistics (BLS) projections forecast significant 10-year growth for the period of 2012-2022 for archivists (16.6% growth); curators (12.5% growth); and museum workers (7.1%). Massachusetts, because of its high concentration of museums and arts organizations, is expected to account for a significant portion of this growth.

The proposed MPA's option in Human Service Management builds on UML's tradition of engaging with community agencies and institutions, and is expected to meet growing workforce demand for social and community service managers and public relations and fundraising within non-profit community organizations. UML reports that BLS projections for 2012-2022 forecast a 20.8% growth in demand for social and community service managers; 15.1% growth in demand for community and social service specialists; 17.3% growth in demand for fundraisers; and 12.9% growth in demand for public relations and fundraising managers.

Student Demand

The planning group for the proposed program included representatives from undergraduate programs in criminal justice, political science, sociology (department chair), psychology, English (department chair), art, and music. Although students were not formally surveyed, faculty in these departments have served extensively as academic advisors, and many have discussed this program with students in the context of their academic and career development planning. Over recent months, the Department received regular inquiries from students regarding the pending program, and has affirmed the existence of substantial interest among our current student body as well as from professionals who are working in the designated sectors and are looking for opportunities for continuing education, advancement, and additional credentials.

OVERVIEW OF PROPOSED PROGRAM

The proposed MPA program is designed to provide students who are planning careers in justice administration, public humanities and the art, and human services with organizational and fiscal management skills, an applied understanding of government and the public sector, and practical experience in identifying, analyzing, and responding to challenges and opportunities. There are three options within the proposed program. Each option is designed to address a particular sector of the labor market. The Justice Administration Option is expected to prepare students for careers in court administration, correctional systems, law enforcement agencies, community-based agencies serving justice-involved populations, and policy research organizations focused on justice-related issues. The Public Humanities and the Arts Option is intended to prepare students for management careers within cultural institutions, including those related to visual arts, theater, music, museums, and historic preservation. The Human Services Option is intended to prepare students to assume managerial roles in public and nonprofit organizations that are focused on addressing the social, health, and mental health needs of a range of populations, with a particular focus on immigrant communities, the elderly, and other traditionally underserved groups.

Once established, UML plans to apply for accreditation from the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). NASPAA regulations require that programs be in operation for at least four years prior to seeking accreditation. After the second year of the program a working group composed of faculty and academic administrators will undertake annual assessments of the program's growth and development to evaluate the feasibility and desirability of pursuing NASPAA accreditation.

Duplication

Several institutions within Massachusetts and New England offer graduate degrees in public administration, public affairs, and public policy. Within the UMass system, these include the MPPA and accelerated MPP programs at UMass Amherst; the Master of Science in Public Affairs at UMass Boston, and the Master of Public Policy at UMass Dartmouth. There are NASPAA-accredited MPA programs at Bridgewater and Westfield State Universities and Suffolk University. There are several independent institutions and other public institutions in New England that offer MPA programs, such as Harvard University, Northeastern University, Tufts University, the University of New Hampshire, and the University of Vermont.

ACADEMIC AND RELATED MATTERS

Admission

Admission to the proposed MPA program will require students to have previously earned a baccalaureate degree or U.S. equivalent from an accredited college or university. Students with baccalaureate-level degrees in any field and discipline will be eligible to apply. Admission is planned to be contingent on a satisfactory score on the GRE standardized test. Consistent with practice in comparable programs, there is no absolute minimum GRE score for admission. Some flexibility is essential to ensure that otherwise qualified students (e.g. those with high GPAs and significant relevant professional work experience) are not excluded solely on the basis of lower GRE scores. The GRE requirement may be waived for UML alumni who have graduated in the past five years with a minimum GPA of 3.0. Current undergraduate UML students in any field of study with a minimum GPA of 3.0 may apply to the accelerated master's

program during their junior or senior year, and will be permitted to apply up to 12 graduate-level credits earned as an undergraduate toward their MPA degree.

Program Enrollment Projection

Number of Students	Year 1	Year 2	Year 3	Year 4
New Full Time Masters	10	15	15	15
New Full Time Bachelors to Masters (undergraduate year) ¹	10	20	30	30
Continuing Full Time	0	20	30	45
New Part Time	12	15	20	20
Continuing Part Time	0	12	27	47
Totals	32	82	122	157

Curriculum (Attachment A)

The 39-credit curriculum consists of three major elements; a 15-credit standard core that all students will take; a 6-credit flexible core, in which students will choose two courses aimed at enhancing their skill sets; and an 18-credit course sequence distinct to the student's selected option. The curriculum for each option is displayed on the attachments.

Internships or Field Studies

The program includes a requirement that students complete a minimum of 100 hours of field-based work, generally during the summer or fall leading into their second year in the program. The primary purposes behind this requirement are twofold – 1) to provide an experience through which students may actively process and reflect on the concepts covered in their coursework; and 2) to ensure that all students emerge from the program with some applied work experience within their chosen sector. This requirement may be met in various ways - some students will identify their field experience with assistance from the University; others will identify their own internship or other field opportunities; and still others (such as those pursuing the degree mid-career) will fulfill the requirement through regular ongoing employment within their chosen sector and will be eligible to apply for a waiver of the internship requirement,

For students choosing to be placed with University assistance, program placements will be managed through the UMass Lowell Center for Community Research and Engagement (CCRE), in consultation with the faculty option coordinators. CCRE is well-equipped to carry out this function, with ties and standing relationships with a broad-based network of community and public agencies and an extensive track record managing community-based co-ops and service learning initiatives for students in the University. A listing of over 50 community agencies that CCRE has partnered with for student placements is included at the end of this document.

¹ * *New Bachelor's-to-Master's undergraduate students will be expected to take courses in the program but are not included in the revenue projections until the second year following receipt of their bachelor's degrees.*

Students who choose a more independent path (i.e. identifying their own internship opportunities or fulfilling the field requirement through regular employment) will be required to submit to their respective faculty coordinator documentation from their employing agency delineating their roles and general scope of activities. Placement approval will be at the discretion of the option coordinator, who will generally approve any placement that substantively fulfills the intent of the field placement as outlined above.

Although the program will have no direct role in ongoing supervision of placed students, all students (including both “placed” students and those independently arranging their field placement) will participate in the 1-credit professional practicum that will entail individual written reflections, small-group exercises, and classroom presentations.

Additionally, consistent with its standing practice related to student community placements, CCRE will maintain ongoing channels of communication with students and placement sites to address any emergent issues or challenges.

RESOURCES AND BUDGET

Fiscal (Attachment B)

UML based the proposed year one revenues on current tuition and fees, with subsequent year forecasts using a 3% inflation factor, which was also used in calculating personnel expenses.

Revenue for the year-one cohort is expected to be limited to new full-time and part-time students who are anticipated to matriculate through the full 36-credit sequence. UML further expects that 10 undergraduates pursuing the ‘*Bachelor’s-to-Master’s*’ pathway will also be enrolling in some of the core courses during the first year of the program. Since these enrollments will be based on undergraduate status, revenue for these students is not counted until year two, after the students have received their undergraduate degrees from UML.

The proposed budget includes provisions for one full-time tenured associate professor to be hired with the expectation that this individual will assume the role of MPA program director and teach within the core. It also includes provisions for a full-time, non-tenure-track lecturer position beginning in year three. UML plans that this hire will be based on needs related to enrollment in required core courses. It is also expected that curriculum delivery will draw on practitioners within the field who will serve as adjunct instructors. The budget is based on the provision of three adjunct courses in year one, and a gradual increase in accordance with program enrollment growth. Budgetary provisions also include two half-time positions in years one and two for a program administrator and a clerical support person to provide administrative support, handle inquiries, and serve as a point of contact for students. These positions are planned to report to the program director, and provide support to the option coordinators. These positions are planned for conversion to full-time status in year 3, contingent upon projected enrollment increases. The proposed program budget assumes a \$10,000 stipend for the program director and \$3,000 for each of the option coordinators. UML plans that the stipends for the program director and option coordinators will be contingent on recruitment success and enrollment levels. Coordinators in options that have higher enrollment will receive a larger stipend than those in options with lower enrollment.

Expenditure projections include provisions for program marketing and promotion, which are expected to be greater in the first year, a proposed operating budget of \$10,000, and provisions

for student assistant stipends that will be utilized as incentives to attract highly qualified students.

Faculty and Administration (Attachment C)

The proposed program is designed to build upon existing areas of faculty expertise and existing curricular resources and courses within UML. It is planned that several of the proposed courses can be provided through excess capacity within existing graduate courses. Any new faculty will be commensurate with growth in enrollment. It is also anticipated that the option coordinators will be drawn from existing faculty within the noted departments. Thus, much of the curricula will be delivered through full-time faculty, including lecturers, senior lecturers, tenured/tenure-track and adjunct faculty who also serve as managers and practitioners within the field. UML expects that these adjunct faculty members will expand opportunities for capstone projects, student networking, and post-graduate employment.

UML plans that the new MPA program director position will be based in the Department of Political Science, and filled by an individual with MPA program experience and expertise that will support their teaching courses in core areas such as public administration, public sector management, public policy analysis, or public budgeting and finance. The position is expected to be at the tenured associate professor level. The coordinator will be expected to build the program and expand the research enterprise of the UML in areas related to public policy and/or public sector management and administration. This position may be supplemented with additional faculty hires, including non-tenured lecturers who can address core curriculum requirements.

Facilities, Library and Information Technologies

UML does not anticipate any needs or significant demands on the University library or IT resources by the proposed program. It is expected that facility demands will be limited to office and student space, which will be accommodated through UML master planning and space allocation processes.

Affiliations and Partnerships

Upon program approval, advisory groups will be established for each of the three options, and will include employers, alumni, and community partners representing each sector. Although membership has not been firmly established, it will be based on the multitude of standing relationships between the University and the community. There are over 50 Lowell-area agencies and organizations that have partnered with the University via our Center for Community Research and Engagement.

Beyond those organizations, the University maintains an active association and affiliation with the National Park Service within Lowell and with the Tsongas Industrial History Center – both entities that will play a central role in the planned Arts and Public Humanities option. Additionally, the University has been in active discussions with the Lowell site of the Jericho Road Project - a group that matches non-profit agencies with pro-bono services and expertise. We expect that this vital partnership will aid in establishing linkages with area non-profit agencies for purposes of both individual student field experiences and team-based capstone projects.

PROGRAM EFFECTIVENESS

Goal	Measurable Objectives	Strategy for Achievement	Timetable
Develop and solidify core program leadership team	Successful hire of MPA program director Appointment of option coordinators	National search for director position Open call and faculty interviews for option coordinator positions	Begin recruitment Fall 2015, Start date 7/1/16
Recruit diverse cohort of new students within each of the program options	Achievement of established enrollment targets (see table in Section E below) Achievement of racial, ethnic, and gender diversity among new students	Strategic outreach and marketing plan as outlined in section E5 below	Ongoing
Ensure successful student progress through program	90% program completion rates within two years for full time students and 4 years for PT students	Implement uniform standards for academic assessment & feedback; Establish responsive mechanisms for student advising.	Ongoing
Promote career development of program graduates	90% post-graduation job placement within selected sector	Deliver relevant, high-quality curriculum; Engage prospective employers in curricular design; Offer ongoing opportunities for students to engage with prospective employers during program Establish mechanisms for robust alumni network	Ongoing

EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE

The proposed MPA program was reviewed during a site visit as well as a paper review by Maureen E. Conner, Ph.D., Professor and Director of the Judicial Administration Program at Michigan State University, Michael Rushton, Ph.D., Professor and Director of the Arts Administration Programs at Indiana University, and Mark Robbins, Ph.D., Professor and Department of Public Policy Head at the University of Connecticut.

The reviewers found the proposed program unique, combining several areas often served by different programs, creating exciting opportunities for collaborative efforts that can expose students to ideas and experiences that they would not get in a traditional program. The reviewers commended the large number of faculty involved in the discussions of the proposed

MPA program. At the same time the team pointed out that several of the core courses rely on the same faculty. This raised questions about the sufficiency of faculty resources to offer the core curriculum.

At the time of the review, the team recommended a mission statement, to be guided by a commitment to public service, and to provide a sense of the shared skills and values of the program. They also suggested policies on course waivers and substitutions, admissions standards and procedures, the award of financial support, internships and internship waivers, and program assessment. The team indicated that the proposed program would benefit from a diversity plan that explains how it will seek to recruit and support faculty and students from diverse backgrounds, and how the curriculum will assure that students are prepared to manage workforces that are heterogeneous.

Reviewers expressed concern that the concentrations were not well defined and that perhaps one or two of the concentrations and a generalist option could be more focused. The team suggested that an understanding of employers should precede the development of curriculum, and that the next stage of planning should seek substantial input from the specific employers expected to hire graduates. In addition to hiring a faculty member to be the director, the review team indicated that the program should hire two more faculty members and a program administrator. The reviewers also recommended that space be made available for students to meet and work together and develop a learning community.

In response to the review team UML added a preliminary mission statement to the body of the proposal. It is expected that this will be refined and developed over time. UML agreed and plans to hire a director, and will also have a coordinator for each of the three options, as well as a full time administrator to support the management of the program. UML expects to hire one dedicated faculty member at the outset of the program, who will be focused exclusively on the MPA program and its students. Based on enrollment forecasts, UML expects to hire an additional full-time faculty member by the third year of the program. It is also planned that the three option coordinators will provide advising to students within each of their options.

Regarding the addition of administrative policies and procedures UML responded that the University has established policies in place for most of the areas cited, and the program is expected to develop particular policies consistent with these standards, once the program is approved and implementation begins. More detailed assessment standards linked to curricular goals and learning outcomes are also expected to be developed subsequent to approval and during implementation. Regarding faculty, UML was in agreement and emphasized the priority of the program is to ensure that the core courses are taught by a range of faculty. It is expected that once approved, course coverage will be determined utilizing a variety of faculty within the college, the Manning School of Business, and field-based practitioners.

UML's response noted that the university and its faculty maintain relationships with many potential governmental and non-profit employers within the three identified sectors. While many of these employers were informally consulted during the program development process, UML agreed with the reviewers that a more structured process for eliciting employer input into the refining the curriculum would be beneficial. UML further attested that establishing mechanisms for ensuring that skills developed through the program are consistent with labor market demands will be a high priority for the program. This will be accomplished through active engagement of potential employers, experiential learning placements, and use of practitioners as instructors in the program.

In response to comments regarding diversity, UML indicated that diversity is a core value of both the program and the University; the curriculum includes a dedicated course on the topic of managing workplace diversity; and the University has an extensive diversity and inclusion plan as part of its broader strategic plan. UML acknowledged concern for managing a program that spans multiple departments, and noted that this was considered and discussed at length among members of the program committee during the course of the proposal development. The director and the option coordinators will be appointed by the Dean of the College of Fine Arts, Humanities, and Social Sciences for 3-year terms, based on an open application and selection process. Approval for curricular changes will initiate with this group and then follow the established approval processes at both the college and university level. UML plans to establish memoranda of understanding with participating departments. The executive committee, consisting of the program director and the 3 option coordinators, will be responsible for making programmatic and curricular decisions.

STAFF ANALYSIS AND RECOMMENDATION

Staff thoroughly reviewed all documentation submitted by the **University of Massachusetts Lowell** and external reviewers. Staff recommendation is for approval of the **Master of Public Administration** program.

ATTACHMENT A: CURRICULUM

Graduate Program Curriculum Outline

Major Required (Core) Courses (Total courses required = 6)		
Course Number	Course Title	Credit Hours
MPAD.501	Public Administration	3
60.501	Financial Accounting	2
MPAD.502	Public & Non-Profit Budgeting and Financial Management*	3
MPAD.503	Public & Non-Profit Management and Leadership*	3
MPAD.504	Data Analysis	3
MPAD.505	Professional Practicum	1
	Subtotal # Core Credits Required	15
Core Electives – (Total courses required = 2)**		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
MPAD.604	Advanced Data Analysis	3
47.546	Grant Writing	3
47.611 or 44.595	Program Evaluation	3
MPAD.510	Public Policy Analysis	3
47.526	Managing Workplace Diversity (required for Human Service Option)	3
	Subtotal # Core Elective Credits Required	6
Option-Specific Curricula		
Justice Administration Option		
Option Required (Core) Courses (Total courses required = 2)		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
CRIM.520	Administration of Justice	3
MPAD.601	Capstone Experience	3
	Subtotal Option Required Course Credits	6
Applied Justice Management Requirement (Total courses required =1)		
CRIM.521	Managing Justice Organizations	3

CRIM.527	Management and Administration of the Courts	3
	Subtotal Applied Management Course Credits	3
Technical Skill Requirement (Total courses required=1)		
CRIM.591	Criminal Justice Research Design	3
CRIM.592	Justice Information Systems	3
	Subtotal Technical Skill Requirement	3
Option Electives (Total courses required = 2)		
44.680	Selected Topics: Access to Justice	3
44.680	Selected Topics: Alternative Dispute Resolution	3
44.650	Issues in Community-Based Corrections	3
CRIM.523	Courts and Sentencing	3
CRIM.524	Issues in Corrections	3
CRIM.522	Issues in Policing	3
44.680	Selected Topics: Specialty Courts	3
CRIM.521	Managing Justice Organizations	3
CRIM.527	Management and Administration of the Courts	3
CRIM.591	Criminal Justice Research Design	3
CRIM.592	Justice Information Systems	3
	Subtotal Option Elective Credits	6
	Subtotal # Option Specific Credits	18
Human Services Option		
Option Required (Core) Courses (Total courses required = 3)		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit hours</i>
48.501	Social Policy and Inequalities	3
48.502	Human Service Management	3
MPAD.601	Capstone Experience	3
	Subtotal Option Required Course Credits	9
Option Electives (Total courses required = 3)		

48.510	Refugee and Asylum Policy	3
48.511	Immigration Policy	3
47.681	Health Campaigns: Effects & Processes	3
47.680	Aging and Community	3
47.522	Psychology of Diversity: Diversity & Social Justice	3
47.527	Immigrant Psychology & Communities	3
47.664	Child Maltreatment	3
PUBH.501	Social and Behavioral Determinants of Health	3
PUBH.601	Health Policy & Management	3
PUBH.680	Aging & Society	3
	Subtotal Option Elective Credits	9
	Subtotal # Option Specific Credits	18
<i>Public Humanities and Arts Option</i>		
Option Required (Core) Courses (Total courses required = 3)		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
MPAD.520	Arts in the Community	3
77.504	Arts Administration & Marketing	3
MPAD.601	Capstone Experience	3
	Subtotal Option Required Course Credits	9
Option Electives (Total courses required = 3)		

58.501	History and Theory of Public Art	3
43.506	History Writing and the Community	3
58.502	The Idea of the Museum	3
43.502	Intro to Archives	3
42.501	Theory and Practice of Literary/Historical Tourism	3
MPAD.530	Informal Learning Theory & Practice	3
42.506	Writing in the Community	3
	Subtotal Option Elective Credits	9
	Subtotal # Option Specific Credits	18

<i>Curriculum Summary</i>	
Total number of courses required for the degree	14
Total credit hours required for degree	39

Prerequisite or Other Additional Requirements:

**** To be developed and delivered in conjunction with Manning School of Business***

*****Flexible core options may be augmented with program-approved coursework in strategy, leadership, and financial management offered through the Manning School of Business.***

Tuition										
In-State	\$16,370	\$0	\$33,722	\$0	\$46,891	\$0	\$51,875	\$0	\$53,431	\$0
Out-of-State	\$25,700	\$0	\$52,942	\$0	\$88,612	\$0	\$91,270	\$0	\$94,008	\$0
Mandatory Fees	\$177,832	\$0	\$366,334	\$0	\$548,022	\$0	\$588,856	\$0	\$606,522	\$0
Second Year Students										
Tuition										
In-State			\$16,861	\$0	\$52,101	\$0	\$84,073	\$0	\$108,705	\$0
Out-of-State			\$26,471	\$0	\$54,530	\$0	\$91,270	\$0	\$94,008	\$0
Mandatory Fees			\$183,167	\$0	\$495,742	\$0	\$808,403	\$0	\$983,410	\$0
Third Year Students										
Tuition										
In-State					\$6,947	\$0	\$17,888	\$0	\$22,109	\$0
Out-of-State					\$13,633	\$0	\$21,062	\$0	\$21,694	\$0
Mandatory Fees					\$82,489	\$0	\$176,234	\$0	\$206,647	\$0
Fourth Year Students										
Tuition										
In-State							\$7,155	\$0	\$18,425	\$0
Out-of-State							\$14,042	\$0	\$21,694	\$0
Mandatory Fees							\$84,964	\$0	\$181,521	\$0
Fifth Year Students										
Tuition										
In-State									\$0	\$0
Out-of-State									\$0	\$0
Mandatory Fees									\$0	\$0
Gross Tuition and Fees	\$219,902	\$0	\$679,497	\$0	\$1,388,965	\$0	\$2,037,092	\$0	\$2,412,175	\$0
Grants	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Contracts	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Campus budget allocation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Revenues (specify in cell 54)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$219,902	\$0	\$679,497	\$0	\$1,388,965	\$0	\$2,037,092	\$0	\$2,412,175	\$0

UMass New Program Approval Budget
 Campus: UMass Lowell
 Program: Master of Public Administration
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EXPENDITURE ESTIMATES											
	Year 1 2017		Year 2 2018		Year 3 2019		Year 4 2020		Year 5 2021		
	New Expenditu res required for Program	Expenditu res from current resources	New Expenditu res required for Program	Expenditu res from current resources	New Expenditu res required for Program	Expenditu res from current resources	New Expenditu res required for Program	Expenditu res from current resources	New Expenditu res required for Program	Expenditu res from current resources	
Personnel Services											
Faculty (Program director in year 1, FT lecturer in year 3)	\$90,000	\$0	\$92,700	\$0	\$160,481	\$0	\$165,295	\$0	\$170,254	\$0	
Adjunct Faculty (\$7500 per course)	\$30,000	\$0	\$45,000	\$0	\$60,000	\$0	\$75,000	\$0	\$90,000	\$0	
Support Staff	\$60,000	\$0	\$61,800	\$0	\$63,654	\$0	\$65,564	\$0	\$67,531	\$0	
Director and coordinator stipends	\$19,000	\$0	\$19,000	\$0	\$19,000	\$0	\$19,000	\$0	\$19,000	\$0	
Fringe Benefits - 29% (FT faculty & staff only)	\$43,500	\$0	\$44,805	\$0	\$64,999	\$0	\$66,949	\$0	\$68,958	\$0	
Total Personnel	\$242,500	\$0	\$263,305	\$0	\$368,134	\$0	\$391,808	\$0	\$415,742	\$0	
Operating Expenses											
Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Library Resources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Marketing/Promotional Expenses	\$15,000	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	
Laboratory Expenses	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

General Administrative Overhead	\$10,000	\$0	\$10,000	\$0	\$10,000	\$0	\$10,000	\$0	\$10,000	\$0
Other (specify)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Operating Expenses	\$25,000	\$0	\$15,000	\$0	\$15,000	\$0	\$15,000	\$0	\$15,000	\$0
Net Student Assistance										
Assistantships	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fellowships	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Stipends/Scholarships	\$10,000	\$0	\$20,000	\$0	\$25,000	\$0	\$25,000	\$0	\$25,000	\$0
Total Student Assistance	\$10,000	\$0	\$20,000	\$0	\$25,000	\$0	\$25,000	\$0	\$25,000	\$0
Capital										
Facilities / Campus recharges	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Capital	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Expenditures	\$277,500	\$0	\$298,305	\$0	\$408,134	\$0	\$431,808	\$0	\$455,742	\$0
BUDGET SUMMARY OF NEW PROGRAM ONLY										
	Year 1	Year 2	Year 3	Year 4	Year 5					
	2017	2018	2019	2020	2021					
Total of newly generated revenue	\$219,902	\$679,497	\$1,388,965	\$2,037,092	\$2,412,175					

Total of additional resources required for program

\$277,500 \$298,305 \$408,134 \$431,808 \$455,742

Excess/ (Deficiency)

(\$57,598) \$381,192 \$980,831 \$1,605,284 \$1,956,432

ATTACHMENT C: FACULTY

Name of faculty member (Name, Degree and Field, Title)	Tenured Y/N	Courses Taught Put (C) to indicate core course.	# of sections	Division or College of Employment	Full- or Part-time in Program	Full- or part-time in other department or program (Please specify)	Sites where individual will teach program courses
Harris, Andrew, Ph.D., Public Policy & Administration, Associate Professor	Y	Foundations of Public Administration (C) Public Policy Analysis (C) Foundations of Organizational Management & Leadership (C)	TBD	College of Fine Arts, Humanities and Social Sciences	Part time	Associate Dean for Research & Graduate Programs, FAHSS Faculty in School of Criminology and Justice Studies, Associate Dean for Research & Graduate Programs	Main Campus
Dyck, Joshua, Ph.D. Political Science, Associate Professor	Y	Foundations of Public Administration (c) Public Policy Analysis (c) Advanced Data Analysis (C)	TBD	College of Fine Arts, Humanities and Social Sciences	Part time	Department of Political Science	Main Campus
Buzawa, Eve S., Ph.D., Criminal Justice, Full Professor	Y	Specialty Courts Managing Justice Organizations	(1) (1)	College of Fine Arts, Humanities and Social Sciences	Part time	Director & Chair, School of Criminology and Justice Studies	Main Campus
Corbett, Ronald P., Ed.D., Human Development, Lecturer	N	Managing Justice Organizations Research Design	(1) (1)	College of Fine Arts, Humanities and Social Sciences	Part time	School of Criminology and Justice Studies	Main Campus
Fisher, William H. Ph.D. Sociology, Professor	N	Specialty Courts Mental Health Policy	(1)	College of Fine Arts, Humanities and Social Sciences	Part time	School of Criminology and Justice Studies	Main Campus
Harris, Christopher J., Ph.D., Criminal Justice, Associate Professor	Y	Issues in Policing	(1)	College of Fine Arts, Humanities and Social Sciences	Part time	Yes: School of Criminology and Justice Studies	Main Campus
Jordan, Kareem L., Ph.D. Criminology, Associate Professor	Y	Specialty Courts Research Design	(1) (1)	College of Fine Arts, Humanities and Social Sciences	Part time	Yes: School of Criminology and Justice Studies	Main Campus

Name of faculty member (Name, Degree and Field, Title)	Tenured Y/N	Courses Taught Put (C) to indicate core course.	# of sections	Division or College of Employment	Full- or Part-time in Program	Full- or part-time in other department or program (Please specify)	Sites where individual will teach program courses
Socia, Kelly M., Ph.D., Criminology, Associate Professor	N	Specialty Courts Research Design	(1) (1)	College of Fine Arts, Humanities and Social Sciences	Part time	Yes: School of Criminology and Justice Studies	Main Campus
John-Morgan Bush, M.M., Classical Horn Performance, Executive Director, UMass Lowell String Project and Youth Orchestra	N	Arts Administration & Management (Option Requirement)	TBD	College of Fine Arts, Humanities, and Social Sciences	Part time	Music Department	Main Campus
Bridget M. Marshall, Ph.D., English and American Literature, Associate Professor, Department of English	Y	Theory and Practice of Literary Tourism	TBD	College of Fine Arts, Humanities, and Social Sciences	Part time	English Department	Main Campus
Kirsten Swenson, Ph.D., Art History and Criticism, Assistant Professor of Art History, Department of Cultural Studies	N	The Idea of the Museum Public Art	TBD	College of Fine Arts, Humanities, and Social Sciences	Part time	World Languages and Cultures: Art History Program	Main Campus
David S. Lustick, Ph.D., Teaching, Learning, & Policy, Associate Professor of Science Education	Y	Theory and Practice of Informal Education	TBD	Graduate School of Education	Part time	Graduate School of Education	Main Campus
Michael Millner, Ph.D., English and American Studies, Associate Professor of English and American Studies	Y	Arts in the Community (Option Requirement) Digital Humanities in the Public Sphere	TBD	College of Fine Arts, Humanities, and Social Sciences	Part time	English Department; Co-Director of the American Studies Program	Main Campus

Name of faculty member (Name, Degree and Field, Title)	Tenured Y/N	Courses Taught Put (C) to indicate core course.	# of sections	Division or College of Employment	Full- or Part-time in Program	Full- or part-time in other department or program (Please specify)	Sites where individual will teach program courses
Diana C. Archibald, Ph.D., English, Associate Professor of English	Y	42.506 Writing in the Community	TBD	College of Fine Arts, Humanities, and Social Sciences	Part time	English Department	Main Campus
Christopher Carlsmith, Ph.D., History, Professor of History	Y	History Writing in the Community Introduction to Archives	TBD	College of Fine Arts, Humanities, and Social Sciences	Part time	History Department	Main Campus
Marion, Paul, M.A., Community Social Psychology, Executive Director, Community Relations	N	Arts in the Community (Option Requirement)	TBD	UMass Lowell Administration	Part time	Executive Director, Community and Cultural Affairs	Main Campus
Sheila Kirschbaum, Ed.D., Language Arts and Literacy, Director, Tsongas Industrial History Center	N	Museum Education	TBD	UMass Lowell; National Park Service	Part time	Director, Tsongas Industrial History Center	Main Campus
Mignon Duffy, Ph.D., Sociology and Social Policy, Associate Professor and Chair of Sociology	Y	Social Policy and Inequalities	TBD	College of Fine Arts, Humanities, and Social Sciences	Part time	Sociology Department	Main Campus
Meg Bond, Ph.D., Psychology, Professor of Psychology	Y	Workplace Diversity	(1)	College of Fine Arts, Humanities, and Social Sciences	Part time	Sociology Department	Main Campus
Thomas Pineros-Shields, Ph.D, Sociology and Social Policy, Lecturer of Sociology	N	Social Policy and Inequalities Immigration Policy and Society Capstone Experience	TBD (1) (1)	College of Fine Arts, Humanities, and Social Sciences	Part time	Sociology Department	Main Campus

Name of faculty member (Name, Degree and Field, Title)	Tenured Y/N	Courses Taught Put (C) to indicate core course.	# of sections	Division or College of Employment	Full- or Part-time in Program	Full- or part-time in other department or program (Please specify)	Sites where individual will teach program courses
Andrew Hostetler, Ph.D., Psychology, Associate Professor of Psychology	Y	Aging and the Community	(1)	College of Fine Arts, Humanities, and Social Sciences	Part time	Psychology Department	Main Campus
Sarah Kuhn, Ph.D., Urban Studies and Planning, Professor of Psychology	Y	Program Evaluation	TBD	College of Fine Arts, Humanities, and Social Sciences	Part time	Psychology Department	Main Campus
		Grant Writing	TBD				
William Fisher, Ph.D., Sociology, Professor	N	Mental Health Policy	(1)	College of Fine Arts, Humanities, and Social Sciences	Part time	School of Criminology and Justice Studies	Main Campus
Michelle Haynes, Ph.D., Psychology, Associate Professor of Psychology	Y	Workplace Diversity	TBD	College of Fine Arts, Humanities, and Social Sciences	Part time	Psychology Department	Main Campus
Adrian Cruz, Ph.D., Sociology, Assistant Professor of Sociology	N	Immigration Policy and Society	(1)	College of Fine Arts, Humanities, and Social Sciences	Part time	Sociology Department	Main Campus
Cheryl Llewellyn, Ph.D., Sociology, Assistant Professor of Sociology* *Note: New hire to begin Fall 2015	N	Immigration Policy and Society	(1)	College of Fine Arts, Humanities, and Social Sciences	Part time	Sociology Department	Main Campus
		Refugee and Asylum Policy	(1)				
Robin Toof, Ed.D., Higher Education		Grant Writing Program Evaluation Capstone (Human Services)	TBD TBD	College of Fine Arts, Humanities, and Social Sciences	Part time	Center for Community Research & Engagement	
Jana Sladkova, Ph.D., Psychology, Assistant Professor of Psychology	N	Immigrant Psychology and Communities	(1)	College of Fine Arts, Humanities, and Social Sciences	Part time	Psychology Department	Main Campus