

**Marxe Strategic Plan  
December 13, 2018**

**Preface**

Established as an independent School of Baruch College in 1994, the Marxe School was guided by its founding documents during its first 12 years. We adopted our first strategic plan in 2006 and our second in 2013. The first plan committed us to building a nationally distinguished program by recruiting a diverse and accomplished faculty, a diverse and accomplished student body, and by improving our capacity to support research that attains high standards of scholarly excellence and informs policy development in areas of interest to the communities we serve. Building on the success of the 2006 plan, the 2013 plan announced Marxe's global ambitions in the forms of programs focusing on international affairs, the creation of a robust network of international partnerships, and active participation in the academic and professional organizations that steward the interests of international affairs. That plan also committed us to seeking a naming gift to support the School's growth in size and excellence.

Today as the Marxe School of Public and International Affairs, renamed in the wake of a \$30 million endowment from alumnus Austin W. Marxe (BBA '65), the School has established itself as one of the outstanding programs in the United States. Despite having only masters-level programs, we are ranked among *US News & World Report's* top-40 programs, the sole masters-only program to achieve that distinction. The endowment has enabled us to provide substantially more support to students and faculty alike, to launch a new degree program, and to make our students, scholars and alumni more visible to the communities we serve around the world. We have academic partnerships on five continents, leadership roles in almost all of the disciplinary and professional organizations we targeted in the 2013 plan, and new centers to focus both scholarly and service activities.

The *Marxe School Strategic Plan 2018-2023* builds on these successes and on the recently adopted *Baruch College Strategic Plan 2018-2023 (BCSP 18-23)*. It underscores our continuing commitments to diversity, equity, inclusion, and community engagement and ardently affirms the School's commitment to the College-wide agenda of recruiting and retaining a diverse faculty. It envisages a process of continuous curricular evaluation and improvement to maintain our position at the forefront of public affairs education. It recognizes the need to provide ever more robust support for our students and our scholars and to continue to develop the resource base consistent with those ambitions. It refers to visibility throughout the plan because we believe that through visibility we elevate the accomplishments of our outstanding faculty, students and alumni and because we believe that Marxe can build more and more effective partnerships when the widest possible array of potential collaborators knows what we bring to the table.

The plan responds to a particularly challenging period in public life – with sharp polarization; declining trust in the mechanisms of the state and indeed in almost all institutions central to public life; and ruptures in broadly held agreements over international trade, the salience of human rights, and the virtues of democratic governance – with the tools that have long defined the School's contributions to the constituencies we serve. Our work is premised on the belief that private and public sectors, civic groups, and governments can work together to identify and address common challenges in ways that build a stronger City, State and Nation. We believe that government can and should help improve the lives of all who live in the U.S. and should collaborate with stakeholders in other sectors to achieve that

goal. The country needs such work more than ever and we expect the Marx School's contributions, in teaching, research and service, to be ever more necessary.

The new plan also articulates the outcomes by which we will measure ourselves to judge our success, and specifies the means by which we expect to achieve each goal. A full implementation plan will be developed upon adoption of this Strategic Plan. We hope that members of our extended community – students, employers, academic partners, donors, alumni, and the populations we serve through our teaching and research – will recognize in these goals the continuing evolution of the School they have come to know. We also hope that those encountering us for the first time will find this vision compelling and become part of our extended family by the time we begin preparing the next strategic plan in 2023.

### **Strategic Goal #1: Firmly Establish Marx as One of the Most Highly Engaged Schools in its Field**

A great strength of this program has been from its inception an insistence on the twin goals of scholarly excellence and engagement, with scholars involved to a greater degree than most other programs in the communities that we serve and study. The School's commitment to engagement has made us more visible to a diverse range of prospective students and employers, attracted faculty with an appetite for policy development and public engagement beyond the academy, and built a network of partnership that has resonance for our scholars and students alike. This is work we have already undertaken with unusual distinction, having built exceptional non-degree programs in leadership for emerging public and nonprofit leaders, in having partnered with a wide range of community institutions inside and outside of the U.S. to produce timely, highly relevant research, and in collaborating with university partners in the U.S. and abroad to improve the quality of our field overall, rather than focusing exclusively on campus-level achievements. We now seek to fully animate this perspective in our global work. Specifically, we will:

- Build research and service opportunities for students working individually and in teams
- Enhance visibility among employers in the public, nonprofit, and private sectors, and build, strengthen, and deepen collaborative relationships with communities that our faculty seek to serve and study
- Write and engage in public presentations about this work for scholarly and professional publications
- Drive the insights derived from our engagement into our scholarly activities and curricula
- Seek to build visibility and operating capacity through domestic partnerships with organizations such as the National Academy of Public Administration
- Seek international forums to present such work through organizations such as the WC2 Network and the Coalition of Urban and Metropolitan Universities
- Feature this commitment as a value proposition to better ensure applications from underrepresented faculty and students alike.

Outcome measures: The number/percentage of students involved in community projects; the number/percentage of students participating in such projects who are hired by cognizant organizations; the number of faculty articles and presentations about this work; the number of partnerships themselves; faculty, staff and alumni service on nonprofit and public advisory boards; the number of invitations to participate in community-based events (a proxy for awareness); recruitment of diverse

students and faculty, including tenure-track faculty; the nature, number and quality of innovations advanced and innovative institutions led by our alumni in their chosen fields.

## **Strategic Goal #2: Keep Marx Degrees at the Forefront of Public and International Affairs Education**

Public and International Affairs education is changing rapidly in response to changing times. Globalization has challenged governments and non-governmental organizations at every level and in every region in the world to adopt international perspectives alongside or in lieu of narrowly national or local agendas. New technologies have created vast amounts of data as well as dramatically different ways of organizing ubiquitous activities. Further, developments such as autonomous vehicles will require a new generation of public servants versed in new technologies and the administrative, legal, and technical demands they place on governments at every level. Careers and implementation agendas span sectors to an increasing degree, requiring that students be prepared to operate in at least the governmental and third sectors, and often in the private sectors as well.

As this document goes to press, the Network of Schools of Public Policy, Affairs and Administration is considering amending the standards it uses to determine a school's accreditation to accommodate these imperatives. While changes in accreditation deserve attention, we should be leading the field rather than merely conforming to the latest set of rules. The School's history in this regard is strong. We developed among the very first nonprofit studies concentrations in our field. We developed the nation's second Executive MPA.

We also recognize the centrality of curriculum to the student experience, both while in school and after graduation. Our curricula should be agile and responsive to student needs to the greatest extent possible consistent with faculty's academic judgment and broad developments in the fields we address.

In this next phase we will:

- Consult broadly with all of our constituencies – faculty, staff, students, alumni, employers, governments, nonprofits, peer institutions, thought leaders in the field, and our Baruch College and CUNY colleagues – to build the tools necessary for 21<sup>st</sup> Century policy and management studies into our curricula. We affirm the *BCSP 2018-2023* inclusion among these goals of “critical thinking, analytical, and problem-solving skills; the ability to apply learning to practical situations; oral, digital, and written communication skills; teamwork, social intelligence, and interpersonal relationship skills; and cultural and ethical competence”
- Develop additional opportunities for students to undertake advanced study in research methods by creating and offering appropriate courses and easing the review process for core curriculum “place-outs”
- Take advantage where possible of partnerships, e.g., with programs in engineering, data analytics, technology management, and other similar areas
- Use curricular innovation as an opportunity to drive engagement throughout the student experience, in the form of student research, internships, community projects, etc., at both the graduate and undergraduate levels
- Use a process of rigorous, ongoing curricular review to streamline administrative processes and the curriculum itself to improve student progress toward our degrees.

- Ensure that curriculum development is diverse and inclusive in the issues it considers and the processes it employs
- Continue to expand, where appropriate, the availability of online courses and, noting that many of the leading programs in our field are now offering degrees online, consider making one or more of our degrees available wholly online.

Outcome measures: Student employment in areas served by changed curricula; the number of students enrolling in new electives and elective sequences; increased enrollment rates overall; increase the number of graduates overall; improved diversity of hiring and student recruitment; assessment of student and alumni capacity to innovate; continued development of responsive, innovate non-credit certificate programs

### **Strategic Goal #3: Continuously Improve Student Experience Beyond the Curriculum**

While the classroom experience is at the heart of any educational program, co-curricular activities are very important as well. Experiential learning, through internships and short-term projects can have a profound impact on students' ability to recognize operational challenges to even well-conceived policies, develop career networks, and improve their understanding of the world beyond the academy. These out-of-class experiences are particularly vital for students contemplating careers in areas far removed, literally and figuratively, from their daily lives.

In addition, and consistent with our mission to be an inclusive as well as a rigorous institution, we need to enhance the quality of our student services. While much has been accomplished in the last several years, we still need to find ways to support promising students who arrive with under-developed quantitative skills, to continue to support the communicative proficiency of our students, and address the manifold needs of a student population that is increasingly international and full-time. We will:

- Work closely with College and University offices, as well as with external public and third-sector organizations to place a growing number of Marxe students and alumni in high-value internships and fellowships
- Increase the number of students studying abroad and away (e.g., Washington, D.C.) in short-term and semester- or year-long programs
- Explore joint offerings with international partner universities to facilitate integrated courses of study in international locations with pre-approved curricula: 1+1 degrees (two-year graduate degrees with time equally split between Baruch and a partner university, conferring both programs' degrees) and 2+2 degrees (four-year undergraduate degrees, with time equally split between Baruch and a partner university, conferring both programs' degrees)
- Use creative pedagogies (both credit-bearing and co-curricular) to enhance our students' preparation for 21<sup>st</sup> Century careers, particularly in quantitative methodology and written and oral communication. As observed in Goal #2, all of our students should be fully prepared to compete and contribute in an increasingly data-driven world. We must therefore expand support to develop the quantitative and data analysis skills of our students at all levels. Similarly, because strong written and oral communication skills are essential for success in our programs and our students' subsequent careers, we need to expand support for the communicative proficiency of all of our students.

Outcome measures: The number/percentage of students enrolled in internships and study away programs; the number of international destinations chosen by our students; the academic performance of students enrolled in such programs; career outcomes for alumni who participated in such programs; alumni satisfaction surveys; improved student performance in our methods sequences; improved graduation rates; static or improving diversity of our student body.

#### **Strategic Goal #4: Improve Faculty Research Productivity**

CUNY's teaching mission has historically demanded unusually high course loads from research active faculty. Coupled with Baruch's low volume of sponsored research, this has created an imperative for higher levels of grantor investment both in research associates – established research professionals on non-faculty appointments who can expand our capabilities – and in reductions in course load. Because we want to bolster the research enterprise without exacting a cost in our instructional programs, this should be coupled with recruitment of a stable pool of full- or near-full-time scholars to fill instructional gaps that might eventuate from strong funding for research. Understanding that some of our most important scholarship will continue to be produced without external funding, Marxe should:

- Improve publication rates in influential journals, academic presses, and emerging publication venues that ensure the greatest visibility and influence for our scholars
- Improve grant receipt by enhancing the ability to identify appropriate grants, supporting grant applications, and improving the School's capacity to administer grants post-award
- Improve the alignment between student ability to support research and faculty research needs
- Leverage international networks such as the Global Urban Governance Think Tank Alliance (GUGTTA), as well as relationships with government, nonprofit, international organizations, and other community partners to foster engaged faculty research
- Continue to explore a new doctoral degree program in public administration and policy to be delivered in whole or in part by the Marxe School.

Outcome measures: Number of faculty publications per capita/year/impact factors, etc.; total volume of grants received; application/award ratios; awards received for publications; citation measures; direct mention of our scholars' work in court cases and other non-scholarly venues where policy is made.

#### **Strategic Goal #5: Build, Sustain and Diversify the Resource Base**

Marxe's ambitions are inconsistent with reliance exclusively on New York State tax-levy funding. At the same time, it is important to maintain and leverage that funding as best we can given the complexity and urgent needs inherent in our financial system. To maximize resources from the full range of the funding sources available to us, we will:

- Increase our undergraduate enrollment to 400 over the period of the plan
- Increase our graduate enrollment by an amount to be agreed to annually by Administration in consultation with Admissions Committee
- Grow international partner programs with an enrolled student component
- Grow our domestic and international executive programs
- Build additional private philanthropy at a rate of at least \$1 million annually.

Outcome measures: Total value of TL dollars earned/retained; total value of private dollars raised; total value of the endowment (including dedicated endowments for scholarships, chairs, and other designated purposes); increase in international enrollments; total revenue from contracts.

### **Conclusion**

The pace of change and the complexity of the challenges that confront us make the Marxe School's contributions ever more critical. Excellence and inclusion are not values we discovered lately; they are coded deep in our DNA and the proud history of the City University of New York, which has educated generations of immigrants and other underrepresented New Yorkers for more than 160 years. Today, delivering on our mission requires not only that we prepare our alumni for full participation in society – we want them to lead it. Taking the steps above will allow us to continue to climb the ladder of influence, not because we seek the accolades, but because our values are uniquely relevant, and our students and scholars uniquely capable of contributing to the cross-sectoral, broadly engaged, and resonantly inclusive leadership that the times demand.

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