



Honoring Our Legacy of Leadership in Public Life

THE STRATEGIC POSITION OF THE HUMPHREY SCHOOL OF PUBLIC AFFAIRS 2017–2020

August 2017



INTRODUCTION

The past several years have seen significant growth and development at the Humphrey School of Public Affairs. We have initiated new degree, certificate, and training programs focused on critical emerging issues of public policy and public engagement, such as human rights, leadership of public and non-governmental organizations, and democratic political participation and have begun new partnerships at the local, regional, and national levels. In addition, our faculty, our staff, and our students have strengthened our collective efforts to inform the public discussion on issues as critical and varied as the environment, immigration and refugee policy, government regulation, urban and regional development, infrastructure transitions, effective and equitable delivery of social services, and criminal justice.

We have also augmented our commitment to our students, through continuous efforts at curricular innovation to respond to changing public affairs challenges, through significant increases in scholarship support, and through measures to increase the diversity of our student body to ensure that backgrounds and experiences of our students increasingly reflect the character of the communities in which they will be engaging as professionals.

These developments have certainly strengthened our institution, and contributed to the School's recognition by our peers as the 8th ranked public affairs program in the nation, as reported by *U.S. News & World Report* in March 2016.

Our progress does not diminish but rather underscores the importance of taking a close look at our priorities—a strategy “refresh”—to reaffirm and strengthen what we believe we are doing right, to recognize areas for improvement, and to identify the most important of our many activities.¹

We have had two broad opportunities to engage in a priority review effort over the past two years. In 2015, in the context of our multi-year development campaign that runs through 2021, the Humphrey development team met with faculty and staff to identify key themes and objectives that they identified not only as emblematic of our work, but also critical to our mission in the years to come. And beginning in the spring of 2016, under the guidance of the School’s executive council, we set out to develop a three to five year strategic guidance to build on our solid and successful foundation, reaffirm or revise our mission, re-affirm existing or articulate new goals, articulate related strategies and actions, and recommend performance measures. In the spring and summer of 2016, we engaged an extensive consultation process with internal and external stakeholders, followed by initial discussion by our graduate faculty in September 2016, deliberation by a faculty committee appointed to review issues under consideration, and faculty approval of that committee’s report in December.

We discovered a remarkable confluence of perspectives through both reviews, and among administration, faculty, staff, members of our dean’s advisory council and other Humphrey School stakeholders. The following document, reflecting those perspectives, has been approved by the School’s executive council, graduate faculty, and dean.

I. VALUING AND SUSTAINING EXCELLENCE

By most measures, the Humphrey School of Public Affairs is thriving. The scholarly productivity of our faculty, including new faculty members, is among the highest of schools of public affairs around the country. We have two new degree programs, and have sustained enrollment in a challenging environment for student recruitment. Individually and collectively, we have substantially increased our engagement with communities in Minnesota and beyond. Although diversity and inclusion remains an ongoing and significant challenge, we have increased the diversity of our faculty, student body, and staff. We have actively worked to improve the climate within the Humphrey School through trainings, committee activities, and ongoing “courageous conversations.”

¹Our effort to identify priority areas of focus is designed to supplement and not supplant long standing goals that our faculty and our community already support. These include:

- Preparing outstanding graduates with skills, knowledge, and values to have a substantive and positive impact on public affairs, policy, and practice
- Producing scholarship recognized for its high quality and substantive impact on the worlds of public affairs, policy, and practice
- Serving as a global leader of civil dialogue, debate, and engagement on pressing issues of public affairs
- Ensuring a diversity of people, thought, and experience in all areas of the School’s work
- Maximizing and managing effectively the School’s financial and human resources

Engagement with the School’s internal and external stakeholder groups (including the faculty) in the course of the review identified three additional and key factors that have impacted our success, and which we are committed to nurture:

- **OUR BREADTH—A SIGNIFICANT AND SUSTAINABLE ASSET:** The broad range of expertise of our faculty and broader community of partners enables innovation in a small yet comprehensive school of public affairs. While we cannot do everything, our breadth of focus has almost certainly enhanced our capacity, our reputation, and our ranking—not to mention our capacity to serve a wide variety of stakeholders engaged in public life.
- **OUR LOCATION AND ENGAGEMENT IN OUR COMMUNITY:** Our location within a large public university, in a thriving metropolitan area with a significant immigrant community, and a strong nonprofit sector, provides unique advantages. Moreover, Minnesota’s long-standing commitment to innovation in government, urban and regional development, and public-nonprofit-private sector collaboration has provided us a solid foundation for community-engaged scholarship.
- **OUR LEGACY:** The Hubert Humphrey legacy of civic engagement, civility in political dialogue, and use of the tools of government to enhance the common good continues to inform the character of our curriculum, our School environment and our engagement with the broader community.

II. SHARED THEMES, SHARED VALUES—AND NECESSARY ACTIONS

On this strong foundation, and informed by a broad process of consultation, we have identified four major themes that will help to guide our investments and inform our scholarship, our training, our service, and our engagement through 2020.

PROMOTING HOPE, OPPORTUNITY, AND INCLUSION IN A CHANGING AMERICA AND A CHANGING WORLD

Whether it is the imperative of early childhood development and effective K-12 education; ensuring success for new Americans in a rapidly changing America; considering the social and economic impacts of housing and transportation policy; sustainably managing societal transitions relating to demographics, infrastructure, technology, and the environment; promoting equitable access to social services, nutrition, and basic infrastructure; ensuring that policies on work, pay, and occupational licensing promote access and employment; or advancing the rights of women, our School has a critical role to play in promoting hope and opportunity. A foundation of hope and opportunity is the proposition that one’s potential for success should not be influenced or determined by race, gender identity, sexual orientation, ethnicity, disability or economic status at birth. Regrettably, each of these factors has played a role in sustaining or exacerbating disparities in our community and around the nation. Humphrey School researchers are deeply engaged in a range of measures designed broadly to promote equality of opportunity and reduce disparities, and thereby strengthen the character of our democratic institutions. This includes the work of

the Roy Wilkins Center for Human Relations and Social Justice, the Human Capital Research Collaborative, the Center for Women, Gender, and Public Policy, the Future Services Institute, as well as the work of individual faculty on issues as varied as civil and human rights, criminal justice, welfare reform, sustainable cities, and the environment.

SUPPORTING THE INSTITUTIONS OF DEMOCRACY AND CIVIC LIFE

Institutions of public life—governments, legislatures, and civic and other non-governmental organizations—play critical roles in formulation, development, and implementation of policies and programs that dramatically impact the lives of citizens, yet public confidence in the institutions of governance is, by most accounts, very low. Public and government understanding of complex scientific issues is also critical in managing rapid change. The Humphrey School has a multifaceted role to play in supporting and strengthening the efforts of the broad array of individuals and institutions that are engaged in governance. First, we serve as a forum where legislators from different political parties can engage in civil dialogue (for example, through the One Minnesota Conference); and where individuals and organizations of diverse perspectives can meet to discuss and debate important issues. Second, we promote more fair and effective policy implementation, building on efforts such as our Future Services Institute and the Election Administration program. Finally, through our distinguished programs in Leadership and Management, in Science, Technology, and Environmental Policy, in Urban and Regional Planning, and in other areas, we to engage external stakeholders in co-producing knowledge and addressing complex public policy problems, and serve as vital resources to our students and to the broader community.

EXPANDING OUR GLOBAL REACH AND IMPACT

Today, there are fewer and fewer boundaries between domestic and global affairs, and this is especially true in the Twin Cities. With dozens of thriving nonprofit organizations involved in global issues, a growing and vibrant community of immigrants and refugees, and 17 Fortune 500 companies in the area, our Minnesota communities are connected to the world outside our state.

In recent years, our scholars and scholar-practitioners have been at the center of developing policy solutions to climate change, international development, international economic policy, humanitarian and refugee policy, nuclear non-proliferation, and human rights in the Global South. We are hosting an increasing number of international exchanges through our International Fellows Program and the Washington Mandela Fellowship for Young African Leaders, and we are becoming a leader in the knowledge-sharing community through a repository of learning materials used by partners worldwide. We are pursuing a range of initiatives with academic partners in China, including Humphrey faculty leadership in professional associations involving Chinese and U.S. scholars, conditional admission programs, and coursework for students from China. All of our master's degree programs provide opportunities for engagement in global issues, including a new Master of Human Rights degree. In addition, we have increased our engagement with Washington, DC, institutions involved in global issues, reflected, for example, in our partnership with the Stimson Center and work with the United Nations and other international organizations.

STRENGTHENING THE PIPELINE OF TALENTED AND DIVERSE LEADERS

Our country and our world need exceptional leaders who reflect the diversity that characterizes our changing communities. We have made substantial progress in increasing assistance to our students, and in diversifying our student population. Our successful effort to serve as the national secretariat for the Public Policy and International Affairs (PPIA) program, a national pipeline diversity initiative, as well as our decision to host a summer PPIA training institute at the Humphrey School, reflects this commitment, but there is much more to be done. We are expanding our recruitment efforts generally, as well as expanding targeted efforts to recruit in communities of color. And, more than one-half of our planned \$20 million campaign goal through 2021 is focused on student scholarship support, including support for promoting diversity.

We have also increased dramatically our course offerings to undergraduates at the University of Minnesota, based on a strategy developed in 2013, with the following goals: 1) to increase University-wide awareness of the Humphrey School mission and programming; 2) to offer undergraduate courses to enrich the baccalaureate experience by exposing students from a wide range of majors to the study of public policy, public affairs, civic engagement, and planning; 3) to strengthen existing interdisciplinary undergraduate degree program partnerships (e.g., Urban Planning major, Public and Nonprofit Management major and minor, undergraduate Leadership minor); 4) to increase awareness among UMN undergraduate students of public affairs graduate school and career opportunities; and 5) to create potential training opportunities for our PhD students through the teaching of public affairs courses. We have succeeded in these efforts and now teach more undergraduate courses and students than ever before. When we started upon this road, we agreed to consider future directions for the School in undergraduate education, and, with many of our peer institutions instituting undergraduate programs and interest in our undergraduate offerings at an all-time high, now is the time for such a review.

III. THE WAY AHEAD—IMPLEMENTATION

This strategic “refresh” process largely reaffirms directions in which we have already been moving, but we are eager to set ambitious objectives and articulate actions that will ensure forward progress on our priorities without unduly compromising the ongoing and sustained work of the School. The initiatives described below do not represent the sum total of planned efforts, but are indicative of broader measures we will undertake over the next several years.

The School’s executive council will serve as a steward for the strategic development of our institution over the next several years, informed by this document. In particular, prior to the winter budget/compact meeting with the University’s central administration, the council will engage and work with the dean a program review and formulation of the School’s presentation in this annual priority setting exercise. The council will also be responsible for considering any outstanding issues resulting from our community consultation process that have yet to be resolved but, in the council’s view, merit resolution.

THEME 1: PROMOTE HOPE, OPPORTUNITY, AND INCLUSION IN A CHANGING AMERICA AND A CHANGING WORLD

OBJECTIVE	ACTION [S]
<p>Increase capacity and deepen our efforts, our collective understanding of <i>how</i> to advance hope, opportunity, and inclusion and reduce disparities domestically and internationally</p>	<ul style="list-style-type: none"> • Launch Gender Policy Report with collaborators nationwide • Strengthen support for Humphrey School centers, programs, and scholars addressing issues of social and economic opportunity, such as the Future Services Institute, the Roy Wilkins Center and the Human Capital Research Collaborative, the Sustainable Healthy Cities Network, the State and Local Policy Program, and research on policy on work, pay, and regulation • Host World Conference on Health Disparities • Host a conference with U.S. cities on infrastructure transition planning for sustainable and healthy cities • Strengthen Humphrey School engagement in global human rights and sustainable development efforts; co-sponsor grand challenges research and support broadened engagement with human rights issues and organizations in the Global South • Augment community partnerships with immigrant communities and communities of color, through the MURP program, the Humphrey relationship with UMN Extension, the Humphrey Initiative for Engagement with Tribal Communities, the Equity Works! Network and Leadership Institute, the Humphrey neighborhood committee, and the Policy Fellows program, among others; and augment partnerships with communities in greater Minnesota • Sustain and increase measure designed to promote diversity and inclusion at the Humphrey School, through continued implementation of diversity plan and related initiatives such as recruitment of staff, faculty, and students, and review of curriculum

THEME 2: SUPPORT INSTITUTIONS OF DEMOCRACY AND CIVIL LIFE

OBJECTIVE	ACTION [S]
Expand capacity of democratic institutions within the U.S.	<ul style="list-style-type: none"> • Launch and sustain annual Bowhay Institute for Legislative Leadership Development (BILLD) • Build national network of election administration training and support • Sustain and strengthen support for the State Leadership Institute • Support faculty engagement with public institutions, through scholar-in-residence and similar programs • Provide incentives and resources to faculty disseminating key research findings through civically-focused IGOs and NGOs (including Stimson Center, UN, World Bank, WHO, WTO), as well as legislative bodies
Encourage civil discourse on critical issues in public life	<ul style="list-style-type: none"> • Continue to host public fora that provide stakeholders with varying perspectives the chance to come together for productive dialogue, such as the One Minnesota Conference
Broaden knowledge-sharing opportunities with stakeholders within and outside of higher education	<ul style="list-style-type: none"> • Launch the multimedia CIVIOS platform to translate policy research into user-friendly formats for policy advocates and leaders worldwide (podcasts, video briefs, photo essays) • Share and further develop multimedia open-source teaching materials focused on democracy and civic life via the Hubert Project
Increase Humphrey School support for and engagement with targeted civil society organizations in the United States and overseas	<ul style="list-style-type: none"> • Augment community partnerships with civic institutions involved in governance issues in Minnesota and with human rights and related institutions in the Global South (see Theme I, above)

THEME 3: EXPAND GLOBAL REACH AND IMPACT

OBJECTIVE	ACTION [S]
Expand and sustain international exchange programs between Humphrey School and institutions in Africa, Asia, and the Global South	<ul style="list-style-type: none"> • Sustain and identify additional support for Mandela Washington Fellowship for young African leaders • Sustain augmented Humphrey International Fellows Program • Sustain and strengthen engagement with Chinese institutions; and sustain existing and develop new agreements with governments to train mid-career public leaders (e.g. India, Mexico, South Korea) • Increase number of early admissions and student/faculty exchange programs with targeted institutions globally
Expand opportunities for training, research, and engagement on global issues with Washington, DC-based institutions	<ul style="list-style-type: none"> • Build partnership with Stimson Center, relating to capstone opportunities for students, research collaboration, and outreach • Sustain and strengthen capstone and internship opportunities with organizations with the United Nations, the State Department, and NGOs such as Human Rights Watch and the Center for Victims of Torture

THEME 4: STRENGTHEN PIPELINE OF TALENTED AND DIVERSE LEADERS

OBJECTIVE	ACTION [S]
Expand Humphrey School engagement with undergraduate students statewide, nationally, and globally	<ul style="list-style-type: none"> • Determine feasibility of launching undergraduate degree program • Increase HHH faculty engagement in UMN multidisciplinary undergraduate leadership minor • Launch and sustain PPIA Junior Summer Institute • Offer undergraduate courses with targeted global partners in China and other targeted countries
Ensure public affairs education is accessible to students from a diversity of backgrounds	<ul style="list-style-type: none"> • Undertake targeted scholarship funding efforts designed to ensure a substantial majority of Humphrey students can receive support

ADDITIONAL IMPLEMENTATION MEASURES:

- **Convene the Humphrey School curriculum committee** to determine whether, in light of the four key themes advanced in this strategic refresh, there are revisions we need to be making in common learning objectives and/or core skills in all of our degree programs (including our PhD program). (As members of the curriculum committee, the directors of graduate studies for all the degree programs will play a key role in this review. While we envision this as an ongoing process, the graduate faculty will receive a preliminary report from the curriculum committee by March 31, 2017.)
- **Convene an ad hoc committee** appointed by the dean to examine and provide a report on the viability and desirability of an undergraduate public affairs degree, the programmatic options, and faculty recommendation on the way ahead.



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UNIVERSITY OF MINNESOTA

