

Resources

Cross-College School of Public Policy Model	College of Public Policy Model
<p>The dean of the School of Public Policy should have a budget commensurate with the number of faculty, staff, and students engaged in public policy. This level of control over resources is necessary to achieve excellence in policy under the cross-college school model. The proposed policy entity vision would include all of the lines (full-time equivalents [hereafter "FTEs"]) currently in PAM (29) plus an additional number of joint FTE lines for the rollout of "traditional" policy programming, drawing mostly from the Department of Government in CAS (but also possibly from other interested units on campus such as ILR and Law), and an additional number of lines for the rollout of more cutting-edge programming covering a range of areas and new hiring. The total number of FTEs should be commensurate with teaching needs at both the graduate (e.g., masters' programs) and undergraduate levels, and in line with projected new areas of strength in policy. The proposed School would be likely moderate in terms of size (of FTEs) relative to peer institutions.</p>	<p>The dean of the college would have a budget commensurate with the number of faculty, staff, and students currently in the college. The total number of lines in the College of Public Policy (~104 now plus additional FTEs shared with Government, plus other relevant units across campus such as ILR and Law), in addition to new hiring, could make the College one of the largest policy entities in the country. (These additional FTEs outside of CHE would still be needed under the College model, as the faculty expertise to teach a number of the core courses required for accredited public policy degrees are currently located outside of CHE.) Although this designation would depend on the total number of College FTEs, some number of these FTEs would be only indirectly related to policy.</p>
<p>Advantages</p> <ul style="list-style-type: none"> • A large share of the resources already needed to start a policy school exist, and much of the additional hiring would be relatively simple (i.e., adding more political scientists and in other disciplines as needed to fulfill the mission) • If policy-minded faculty across the university choose to negotiate FTE involvement in the School, their home units could be compensated with FTE replacements. This would provide an opportunity to build in areas across Cornell that are not policy related, while still retaining the expertise of the policy faculty 	<p>Advantages</p> <ul style="list-style-type: none"> • The college already has a budget for ~104 faculty plus staff and infrastructure. Because of this, much of the additional hiring and undergraduate curricula would be relatively simple in terms of adding or sharing lines (i.e., adding more political scientists and in other disciplines as needed to fulfill the mission) and adding majors. No need to share the majority of lines across two other independent units, as would be the case in the School model • College would be seen externally as having a large number of FTEs (second largest policy entity in the country)
<p>Challenges</p> <ul style="list-style-type: none"> • If the desired number of lines or replacement FTEs are not possible, the school would be small and hence limited in both its impact and its visibility (hence, will need clarity and assurance of extra FTEs beyond PAM faculty) • Units sharing faculty FTEs to the School face adjustments in how they are characterized to constituents in home colleges 	<p>Challenges</p> <ul style="list-style-type: none"> • Would have to figure out how to fairly spread resources across areas directly and indirectly engaged with policy • Although number of FTEs likely would make it very large policy entity externally, not all FTEs are directly related to policy and this could undermine branding and external and internal comprehensibility

Unresolved Issues <ul style="list-style-type: none">The key unresolved issue when thinking about resources is where the lines would come from. Given the university's planned increases in undergraduate enrollment and the substantial increases in masters training that a school would lead to, these could be truly new lines. The lines could also be seeded through a radical collaboration around public policy approaches to inequality, health, data and other identified issues.	Unresolved Issues <p>The largest unresolved issue with this model of the College of Public Policy is that there is a tension around resources needing to be distributed in line with the policy vision but also in a way that supports all faculty.</p>
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