MEMORANDUM

TO: President Ray M. Bowen

FROM: Thomas E. Wehrly
Speaker, 1999-2000

SUBJECT: Independent Bush School Recommendations

At its regular meeting on July 12, 1999, the Faculty Senate approved the attached report recommendations on the independent Bush School.

We would appreciate your consideration of this item. Please let us know your action on this item.

Enclosures

cc: Dr. Ronald G. Douglas, Executive Vice President & Provost
Dr. Janis Stout, Dean of Faculties

Approved:

Ray M. Bowen, President

Date 8/3/99

Thanks for the help and cooperation of the Senate.
The attached faculty senate item has been approved and is returned for further handling.

Ray M. Bowen

cc: Dr. Ronald G. Douglas
    Dr. Janis Stout
B. Despite its small size, the Bush School has become an active node for multidisciplinary activity at Texas A&M University in research, instruction and outreach. Not only does it involve faculty from a substantial number of departments in the College of Liberal Arts, but also from the Colleges of Agriculture, Architecture, Business, Engineering, and Veterinary Medicine as well as such system units as the Health Sciences Center, Sea Grant Program, TAES and TEES.

C. In the academic year 1999-2000, the Bush School’s instructional faculty, including the Associate Director for Academic Programs, will be drawn as in the past from a variety of other departments on a released-time basis from the College of Liberal Arts and elsewhere. The Bush School will also recruit instructional faculty from outside Texas A&M University to begin service in the academic year 2000-2001.

D. A plan to expand enrollment gradually, as the quality of applications warrants, is on track as is the growing geographical diversity of the admitted students in the Masters in Public Service and Administration degree program. (Class of 1999 = 18; class of 2000 = 20; admitted class of 2001 = 22)

II. CHANGES IN BUSH SCHOOL ADMINISTRATIVE STRUCTURE

Recommendation 1: The chief executive and operating officer of the School should be designated as an academic dean and report to the Executive Vice President and Provost.

Recommendation 2: The School’s director of academic programs should be designated an associate dean and the chief fiscal officer should be a Senior Academic Business Administrator.

Designation of the dean is widespread among independent schools of public affairs including the John F. Kennedy School at Harvard, the Woodrow Wilson School at Princeton, the Hubert Humphrey Institute at Minnesota, and the Lyndon Baines Johnson School at Texas. The title is used even in schools of quite modest size such as the Goldman School of Public Policy at the University of California, Berkeley and the School of Public Policy at Pepperdine University, which started the same year as the Bush School. Within the Texas A&M University System, we note that the new School of Rural Public Health in the Medical Science Center is headed by an academic dean.

The Committee is aware of the difference between the Bush School and University Colleges in size and scale. Yet the scope of responsibilities and the academic functions of the Bush School are essentially the same:

- independent academic units
- degree-granting programs
- multiple internal units (in the case of the School, the MPSA degree, research centers and public service programs)
tenure-granting to appropriate faculty
multidisciplinary faculty
allocation of resources to multiple internal units

Thus, the designation of dean seems most appropriate.

As an independent academic unit, the Bush School will need to establish one associate dean with immediate responsibility for the graduate instructional program. In addition the School will require as its chief fiscal officer a Senior Academic Business Administrator (SABA).

III. RELATIONS WITH THE UNIVERSITY'S ADMINISTRATIVE STRUCTURE

Recommendation 3: The Dean of the Bush School should participate in the Academic Program Council and the Council of Deans.

Recommendation 4: Faculty representatives of the Bush School should participate in the University Senate, Graduate Council, Graduate Operations Council, University Research Council, Council of Principal Investigators and other such bodies within the University as may be appropriate.

Recommendation 5: The Senior Academic Business Administrator should be a member of the Academic Business Operations Council.

The councils, committees and other University networks in which the dean of the Bush School should participate requires consideration. When the Bush School was part of the College of Liberal Arts, the head of the School served on the College Executive Council. The members of the Council, which includes all department heads in the College as well as the Dean and his staff, have been major sources of counsel, information, and sounding boards for administrative issues. Because this option is not open to the head of an independent school, alternatives are necessary. Bilateral meetings with the Provost and/or his designee cannot substitute for a collegial forum. Nor should the dean of an academic unit become a member of the Provost's own staff and participate in their meetings.

After consultation with University administrators, the committee recommends membership on the Academic Program Council and the Council of Deans as the most logical alternative for the School dean. It appears inescapable that the head of an independent, degree-granting academic unit with its own faculty and students be part of the same communication net as the heads of all other such units at Texas A&M. Moreover, the dean of the school needs to network on a regular basis with the academic administrators in the University who have an overview of instruction and research policy, plans and opportunities of the colleges. This point should not be minimized. At some other institutions, schools of public affairs have become quite isolated from other academic units in their universities. A major objective of any new structural arrangement for the Bush
School should be to encourage its integration into the total university as a collaborating partner on matters of research and education involving civic and public affairs.

As noted above, one of the dangers that could arise in the creation of a relatively small, independent School is that it becomes isolated from other parts of the University and fails to contribute or benefit from participation in the intellectual life of the total university community. This applies to the networking of the School’s faculty and other administrators as well as its dean. The Bush School can be a vital partner in many areas of the campus particularly when there is a concern with the analysis of civic or public policy or associated public management. To play this role as well as to fulfill its functions properly and effectively as a degree-granting unit with a faculty of its own, the Bush School must be connected to the relevant planning, governing, coordinating and information elements of the University. Among the existing bodies on which it should be represented are the following:

**Academic Program Council:** The dean of the Bush School should serve on this body chaired by the Provost that includes his staff, deans of colleges, and several other senior academic administrators.

**Council of Deans:** With the consent of the deans of the University colleges, the dean of the Bush School should participate in this regular meeting of all the University deans with the Provost.

**University Senate:** The Bush School should be represented on the University Faculty Senate in accordance with the rules of the Senate.

**Graduate Council:** Because the Bush School offers a master’s degree, it should be represented on the Graduate Council, which considers curriculum policy matters pertaining to graduate education.

**Graduate Operations Council:** Similarly, the Bush School should be represented on the body responsible for the implementation and operation of policies pertaining to graduate education.

**University Research Council:** The Bush School has two research centers and a research program as well as the individual scholarly activities of its faculty and, therefore, needs representation on the University Research Council.

**Council of Principal Investigators:** As Bush School faculty, who are not also members of other academic units, become principal investigators of research grants and contracts, they should be represented on this body.

**Academic Business Operations Council:** As previously noted, an independent Bush School will need to have a Senior Academic Business Administrator (SABA) who participates in the Academic Business Operations Council.
IV. FACULTY STRUCTURE

Recommendation 6: The governing faculty of the Bush School will consist of tenured and tenure-track faculty, including Directors of Research Centers.

Recommendation 7: Five categories of individuals (Non-tenured Contract Lecturers, Post Doctoral Fellows, Visiting Scholars, Distinguished Visiting Policy Makers in Residence, and Research Associates) who contribute to the instructional or research functions of the school are not considered governing faculty.

We make certain assumptions about the nature of the Bush School faculty as follows:

1. The faculty will be a partner in governance with the Dean of the Bush School and other administrators.

2. The faculty will include both tenured and tenure-track individuals as well as a smaller number of nontenured lecturers appointed for fixed-term contracts who will provide enrichment from their extended experience in public service.

3. The faculty will be drawn from multiple disciplines that offer expertise and different perspectives regarding public management and the public policies.

4. The faculty will be committed to professional education and to generating significant scholarship that intersects their disciplines with the field of public affairs.

5. The faculty will endeavor to bridge between the School and other parts of the University through their teaching and research and will participate actively in the intellectual life of the University.

The faculty of the Bush School will be a partner with the administrative leadership of the School in its governance. The faculty will bear fundamental responsibility for maintaining the highest standards of excellence in teaching and scholarship, and will make recommendations on hiring, tenuring (where appropriate), and promoting other faculty. Bylaws for the School, written in accordance with University rules and procedures, should detail the role of the faculty in governance including its role in faculty personnel matters.

There will be two categories of faculty who participate in the governance of the Bush School: tenured faculty (including Directors of Research Centers) and tenure-track faculty. In addition to the above categories of faculty, the Bush School anticipates five categories of individuals who contribute to the instructional or research functions of the School without participation in the governance of the School: nontenured contract lecturers, post doctoral fellows, visiting scholars, distinguished visiting policy makers in residence and research associates.

Tenured and Tenure-Track Faculty. Individuals in either the tenured or tenure-track positions are well-understood categories of faculty in the University community. The general procedures
for their selection and promotion are described in the next section of our report. The category of tenured and tenure-track faculty includes those who have this standing in the Bush School or who are tenured in another academic unit at Texas A&M and (a) hold a compensated joint appointment in the Bush School and (b) are designated by the School Dean as substantially involved with the intellectual life of the School.

It is important to recognize that a major mission of the Bush School is to provide professional education, and that its graduates will leave the university to assume positions of responsibility in the civic and public sectors as well as the private sector. The faculty, and the program of instruction they offer, must be directly relevant to this use of knowledge for application to the public good. Not all scholars committed to advanced education may be oriented toward this need for professional preparation, but faculty participating in the Bush School must keep this requirement fully in focus. Some new faculty, vital to the professional education mission, will have significant experience outside the academy in careers relevant to those which graduates of the School will pursue.

Directors of Research Centers in the School. Each of the Bush School’s two research centers is led by a distinguished faculty member who devotes a very substantial portion of his time and talent to the operation of the center. The centers are integral parts of the Bush School for the pursuit of scholarship and outreach. It is essential, therefore, that the center directors participate in the overall governance of the School and its intellectual life.

Contract Lecturers. Although not tenured, contract lecturers are recognized as members of the University community, and special attention should be given to their role in schools of public affairs in general and the Bush School in particular. New faculty, who do not have the background and scholarship essential for awarding tenure in accordance with the recognized standards of the University, should be offered contract appointments with the rank of lecturer appropriate for their knowledge and experience (e.g., Assistant Lecturer, Senior Lecturer, Distinguished Lecturer). They should participate fully in the intellectual life of the School and University, but without involvement in the governance of the School—as is the usual practice with lecturers elsewhere in the University.

Contracts for such faculty may be for multiple years and be renewable. Lecturers on contract appointments, like all other faculty, should be subject to periodic reviews. The bylaws of the Bush School should specify specific criteria to be used in such reviews and in considerations for reappointment at the conclusion of the contract period. Clear written performance criteria and expectations for their fulfillment should exist for all faculty. It should be noted that while universities typically have adopted such criteria for tenured and tenure-track faculty, they have not always been as explicit about expectations for contract faculty. The absence of such criteria has posed a special problem for some schools of public affairs when contract renewals for lecturers are considered. The Bush School must avoid this error by establishing clear and explicit criteria and evaluation procedures for all its faculty—contract lecturers as well as tenured and tenure-track personnel.
Post Doctoral Fellows and Visiting Scholars. The Bush School may from time to time appoint post doctoral fellows or visiting scholars, who in addition to furthering their research in areas relevant to the mission focus of the School, may be invited to teach a course in an area where they have special experience. Post doctoral fellows and visiting scholars who will be present for only one or two years will not be regarded as faculty in the Bush School with respect to governance.

Distinguished Visiting Policy Makers in Residence. Further the Bush School may invite government officials, whose experience has particular relevance to the school’s students, to be in residence for a maximum of one or two semesters. These persons will be known as Distinguished Visiting Policy Makers in Residence. These individuals will share their expertise and experience with students and faculty in various ways, but will not be regarded as faculty in the School with respect to governance.

Research Associates. Research Associates at the Bush School are individuals appointed by the directors of the School’s Centers or Research Program to undertake some scholarship initiative. They may or may not be faculty in other academic units of the University, but their relationship with the Bush School is with regard to its research efforts and therefore they are not designated instructional faculty at the School. Research Associates will not participate in the governance of the School except on matters pertaining to the Centers or where the Dean has determined representation from the members of the School’s Centers is desirable.

V. SCHOOL GOVERNANCE & PROMOTION AND TENURE

Recommendation 8: Bylaws for the Bush School, consistent with the rules and procedures of the University, will be prepared once the minimum number of School faculty has been appointed. The document will detail the role of the faculty in the School’s governance and establish explicit criteria for periodic review of all categories of faculty.

Recommendation 9: The Dean of the School and the governing faculty of the appropriate rank will each make recommendations on a candidate for promotion or tenure in the School and the Dean of Faculties will establish an outside review committee to make an independent assessment.

Governance. Those faculty designated above as participating in the governance of the School will be regarded as partners with the Dean and other School administrators in establishing policies and operating procedures for the School. The governing faculty will establish and approve the bylaws of the School in accordance with the rules and regulations of the University that shall include sections on faculty rights and responsibilities as well as the criteria and procedures for promotion and tenure and for the periodic review of all faculty. The governing faculty will participate in the hiring of new School faculty. The Dean will consult with them regularly on School policies and operational practices. They will provide the Provost a detailed assessment of the Dean at the time of that individual’s hiring or consideration for reappointment.
Promotion and Tenure. Once a minimum number of tenured faculty have been appointed in the School (as described in the following section on Interim Arrangements) and School bylaws have been written and approved, then promotion and tenure will proceed according to the criteria and procedures set forth in that document, which will establish the academic standards for each rank. After the appropriate review, all tenured, governing faculty at or above the rank for which a candidate is being considered will make a recommendation by formal vote. The Dean of the School will also make a separate recommendation and shall convey his/her recommendation and the vote of the faculty to the Dean of Faculties and the Provost. Upon receiving the promotion file and recommendations from the Dean of the Bush School, the Dean of Faculties shall appoint an appropriate faculty committee from outside the School to review the promotion file and make an independent recommendation on the candidate. This Review Committee appointed by the Dean of Faculties is intended to provide an approximate equivalent step for the School to that performed by a dean’s advisory committees in colleges of the University.

The School’s promotion and tenure review process to be followed prior to the completion of the School’s transition are set forth in the following section.

VI. INTERIM ARRANGEMENTS AT THE SCHOOL

Recommendation 10: The Bush School should make as a high priority the addition of senior faculty drawn from two groups—existing faculty at Texas A&M who would be hired in the School on joint appointments and faculty hired from outside the University who will be tenured in the School.

Recommendation 11: Until a minimum number of senior faculty are appointed in the School and they adopt bylaws, the Dean of the School should be assisted by an appointed Executive Committee and an Advisory Panel of key department heads.

The Bush School’s current faculty are appointed annually and participate in the School on a part-time basis. (They are hired on a released-time basis from their home department to teach a single course in the School.) We believe that to be an effective independent unit, the Bush School must have a faculty of its own committed to the basic values of Texas A&M University and the mission of the School. Until such a time as the Bush School has a certain number of faculty of its own, the committee believes it should be regarded as in an interim period. We believe that a specific strategy might be useful in moving through this transition. Moreover, the committee anticipates that several temporary groups could usefully be established during the interim period. Both the proposed transition strategy and the interim structures are described below.

Interim Development of Faculty.

Special challenges may arise because the School is relatively new, involves a multidisciplinary faculty, and will include a small number of lecturers who may be less familiar with the standards and essential values of the academy. Moreover, the Bush School seeks to create a network
connecting it with other parts of the University. Therefore, it will be important that Bush School faculty have a reputation for excellence that encourages other colleagues in the university to form collaborative relationships.

Therefore, as a transition strategy, the Bush School should move quickly to acquire a small group of senior faculty. By senior faculty we mean individuals who either are tenured in the Bush School or are tenured elsewhere in the University, but who have a multi-year, joint appointment for part of their time in the School. We anticipate, and regard as desirable, that this core faculty would be a combination of new senior hires and other senior faculty currently at Texas A&M University. They would be drawn from multiple disciplines as appropriate to address the instructional needs of the School.

The School should begin by seeking joint appointments for a few of the University’s most distinguished scholars in fields applicable to the Bush School mission. These individuals can help with recruiting of new faculty and inculcating the best values of the University. They will provide the symbolic assurance of the School’s commitment to excellence and to building links to units throughout the University.

With respect to new hires from outside the University, the Bush School should give priority to acquiring faculty of recognized academic stature who can be tenured at the University as either Associate or Full Professors. It would be desirable to attract some faculty who would be attractive to one or more other departments in the University and for whom joint appointments with those other units would be possible. Obviously, not all new senior faculty in the Bush School can or should be joint appointments, but seeking some such individuals would serve a valuable purpose. Joint appointments for a few new faculty will further the linkage of the Bush School with other parts of the University. We recognize that the School will also need to proceed with the hiring of contract lecturers but it may be wise to defer seeking younger, tenure-track faculty until the School has some key senior personnel in place.

The exact number of senior faculty who must be part of the School to conclude the interim phase is necessarily arbitrary. Our recommendation is that the transition could end when there are a minimum of six tenured faculty (in addition to the head of the School and any lecturers) provided that at least two be new hires and at least three be from inside the University. Assuming the budget resources are available, it should be possible to achieve this number of senior faculty within one or two years.

The School already has faculty who have generously agreed to teach a course in the School on a release time basis from their home departments. These faculty should be assured that their commitment to the School in these formative years is valued. They should be given the opportunity to participate in the School’s governance. We believe their dedication will be reinforced by the School’s determination to add quickly to their ranks additional senior faculty in the transition.
Interim Structures.

Interim Executive Committee: In the interim period, the Bush School needs a transition mode of operation that provides committed faculty advice to the head of the School particularly with respect to curriculum, hiring (including senior faculty) and promotion and tenure issues. Accordingly, an executive committee that consists of eight tenured faculty from several departments currently participating in the Bush School should be recommended by the Dean of the School and appointed by the Provost. At least half should have the rank of full professor. If the Dean of Faculties agrees to this interim arrangement, the appointed Executive Committee will make recommendations on hiring, tenuring and promoting faculty in the Bush School. The Executive Committee will determine its recommendation by a formal vote of all members of the same rank or higher than that for which the candidate is being considered. The Dean of the Bush School will forward their recommendation and his/her own to the Dean of Faculties and the Provost. The Dean of Faculties will appoint a review committee of University faculty outside of the School to review the promotion file and make an independent recommendation. This interim procedure will continue until the minimum six senior tenured faculty members have been appointed in the Bush School and they have drafted and approved bylaws for the School. At that time, these senior faculty become a committee of the whole replacing the appointed Executive Committee.

This group of senior tenured faculty (i.e. multidisciplinary and a combination of existing A&M faculty and new hires) will then be responsible for establishing the permanent norms and practices of the School. They would constitute the personnel committee that makes important decisions on hiring and promotion. Because it includes faculty already familiar with A&M, the group as a whole could be expected to move quickly and smoothly into academic governance.

Interim Advisory Panel: As part of the transition structure, the committee recommends the creation of an Advisory Panel of key department heads. The academic units represented would be those who have faculty that participate in the Bush School or units with which the School seeks to hire new faculty with joint appointments. The proposed panel is modeled on a similar structure established for the Institute of Food Sciences and Engineering to facilitate the coordination within that multidisciplinary research and education unit. The purpose of the Advisory Panel would be to assist the head of the School in adopting practices to network the School in the University and to facilitate joint appointments. This advisory panel would terminate when the interim period for the School ended (i.e., the appointment of a minimum of six senior tenured faculty in the School) unless the Dean determines that it should continue.

VII. RESOURCE IMPLICATIONS OF INDEPENDENT STATUS

Recommendation 11: The Executive Vice President and Provost should confer with the Dean of the College of Liberal Arts concerning the financial effects on the college and several of its departments resulting from the Bush School's separation from that college.
Recommendation 12: The Executive Vice President and Provost should be aware of certain oversight responsibilities that will accrue to that office as a result of the change in the reporting line for the Dean of the Bush School.

Recommendation 13: The Executive Vice President and Provost should confer with the Dean of the Bush School concerning the possibility of continuing the financial support of the Office of Academic Affairs for new initiatives during the School's transition period.

Separating the Bush School from its current organizational location in the College of Liberal Arts and establishing it as an independent academic unit has resource implications for both the College and the Bush School.

Implications for the College of Liberal Arts. From its inception the School has been envisioned as part of the College of Liberal Arts, and the College invested in the School accordingly. Please refer to Attachment 1 for a detailed description of College of Liberal Arts budget commitments to the Bush School. In addition the School has entered into agreements with departments in the College, under the supervision of the College Dean, for the provision of instructional faculty. Please refer to Attachments 2 and 3. Departments were encouraged to believe that these would be ongoing arrangements and in at least one case, new faculty have been hired by a department using annual funds transferred by the Bush School. Although these instructional commitments were formally for a fixed period of years, the department had clear expectations that they would continue for an indefinite future.

The College and associated departments clearly have entered into agreements and taken actions based upon their expectation of the School's continued participation as a part of Liberal Arts and the continued adoption of Princeton University's Woodrow Wilson School model in which all school faculty hold tenure in another department. The Committee recognizes the uncertainty created by the relocation of the School and by the decision to develop a faculty of its own. It is our understanding, however, that the Bush School will continue to seek the participation of faculty from Liberal Arts and elsewhere in the University to assist in the School's instructional endeavors. Whenever possible long-term commitments to specific faculty should replace annual agreements. With regard to other possible resource consequences to the College of the School's move, our committee acknowledges them and regards their further exploration as most appropriately discussed between Dean Woodrow Jones, Jr. and Provost Ronald Douglas.

Implications for the Bush School. The Committee also recognizes that the Bush School will experience resource and support dislocations from the proposed independent status. For example, the College currently contributes a portion of the salary of a Texas A&M Foundation development officer assigned to the Bush School, transfers $50,000 a year for fellowship support, contributed to certain building remodeling costs, allocates a portion of its equipment fee receipts for computer purchases, etc. There will be an immediate loss of funds directly transferred by the College to the School totaling $71,000 in the current year. If to this amount were added funds received from the Office of Graduate Studies and Office of Academic Affairs, an additional $160,000 would be reduced from the School's existing budget.
As significant as are these resource allocations, it is important to recognize the future implications of moving from membership in a large organizational unit to status as a small, separate unit. Being part of a larger unit allows for intra-unit transfers that will no longer be available to the Bush School. Consider the following examples: The College has shared with the School a portion of the student fees it has received. Also the Dean of the College has served as a "broker" in establishing and interpreting agreements between the School and departments on purchases of faculty released time, merit salary increases, merit pool resources, etc. Space allocation is another illustration. It is anticipated that the Bush School will grow substantially in the next few years and space allocations will become a critical issue.

A danger may exist that the exceptional item created by the legislature will be viewed as a means for resolving any dislocations that can be represented as financial costs. We understand that the exceptional item for the Bush School was intended to build a faculty and support staff necessary for a high quality independent unit. If instead it is earmarked to replace ongoing commitments used in the School’s present operation or to cover possible losses experienced by other units, then the opportunity to create an exceptional School will be harmed. In particular there may be some reason for encouraging the Bush School to implement proposed initiatives during its transition period that would be supported by maintaining the $100,000 allocation from the Office of Academic Affairs. Among such initiatives might be the School’s proposals earlier this year for multidisciplinary activities or the further development of the proposed international affairs degree.

VIII. CONCLUSION

The establishment of the George Bush School of Government and Public Service as an independent academic unit within Texas A&M University affords the School a significant opportunity. It is imperative that the new organizational arrangements promote the academic excellence of the Bush School. The creation of an independent School in a responsible way becomes more challenging given the absence of an existing full time faculty within the School with whom a covenant can be reached regarding the standards that will make it nationally recognized as a leader in public service education and scholarship.

Our committee has given considerable attention to these issues as well as those pertaining to the successful integration of the Bush School into the total intellectual community of the University. Independence should not lead to the creation of a "stand alone" school isolated from the remainder of Texas A&M. Throughout our recommendations, we have sought to propose a series of initiatives that we believe can effectively address these important issues.

Leonard Bierman, Department of Management

Timothy Gronberg, Department of Economics
Charles Hermann (chair), George Bush School

Howard Kaplan, Department of Sociology

Jan Leighley, Department of Political Science

Linda Putnam, Department of Speech Communication

Arnold Vedlitz, George Bush School and Department of Political Science
APPENDIX I

The Texas Higher Education Coordinating Board approved in April 1995 the plan to establish the Bush School in the College of Liberal Arts at Texas A&M University. The approved plan called for the School to offer a Master’s Degree Program in Public Service and Administration as a successor to a master’s in public administration degree granted by the Department of Political Science. Dean Woodrow Jones, Jr. appointed Dr. Charles Hermann as the Director of the proposed school in August 1995.

In addition to the new master’s degree program, the Bush School acquired two research centers that had been part of the Department of Political Science. One, the Center for Public Leadership Studies, was organized by Professor Arnold Vedlitz, who serves as its Director. The other is the Center for Presidential Studies directed by Professor George Edwards. These research centers, which became part of the School in the fall of 1995, receive budgetary support from the School and their Directors report to the head of the School.

Since that time both Centers have grown substantially. The Center for Presidential Studies currently supports programs in American Politics, the Presidency and Foreign Affairs, and Presidential Rhetoric involving research activities of faculty and graduate students in Political Science, History, and Speech Communication. It hosts a series of national conferences and seminars, sponsors a national competition for the best dissertation on the presidency, and is the editorial home of a major journal on the presidency. The Center for Public Leadership Studies carries out programs in Interdisciplinary Research and Civic Leadership Education. Currently, research teams include faculty from the Departments of Political Science, Sociology, Speech Communication, Psychology, Wildlife and Fisheries Sciences, Agricultural Engineering, Agricultural Economics, Civil Engineering, Business and Information Management, and the Texas Transportation Institute among others, and have been awarded external grants in excess of $3 million. The Civic Leadership Education (CLE) Program brings civic leaders, scholars, and policy professionals together in seminar, workshop, and conference settings, which have been underwritten by $500,000 in support through grants and contracts.

In addition to the external research grants and contract funding, the Bush School has been successful in attracting private gifts from individuals and organizations in a relatively short period of time. Currently development gifts and pledges total over $12 million. It has been able to secure commitments in the current Bright matching campaign for three $1 million endowed faculty chairs. An aggressive development campaign continues. Because of the multidisciplinary nature of the School, Bush School funding has been shared with other parts of the University. In the current fiscal year, for example, the College of Liberal Arts has transferred $101,000 to the School and the School in turn has paid $527,095 to departments, individual faculty, and graduate students in that College (not counting Professors Deere, Edwards, or Vedlitz, who are all employed over 50% time in the Bush School).

In 1995 Dean Jones appointed a faculty committee to work with Dr. Hermann in the design of a multidisciplinary curriculum that would prepare students for careers in public service. The
current 54 credit hour master's degree program resulted. It is under the immediate supervision of Dr. Donald Deere, a member of the Economics Department who is presently on a 75 percent time appointment in the Bush School. The School, including the two research centers and the master's degree program, moved to the Academic Building West in August 1997 and admitted its first class of 19 students that same month.

In May 1999 the inaugural class graduated from the Bush School. That same month a second class departed for their required summer internships and preparations were underway for a third class admitted for fall semester 1999. The students in the Bush School take 11 required courses and select one of 5 seminars designed to introduce them to a chosen field of specialization or track. In addition to these 12 courses, students take four other courses in their track from an approved list of courses offered throughout the University, although some are electives offered in the School.

Presently all the instructional faculty in the Bush School have been hired to teach a single seminar in the School on a released time basis from their own academic department. The academic departments of faculty teaching in the Bush School include Political Science, Economics, Speech Communication, Sociology, Philosophy, History, Agricultural Economics, Agricultural Education, Management, and Urban Planning. In addition, the School instructors include a Visiting CIA Officer in Residence and in fall 1999 will include several Lecturers hired on a contract basis from outside the University (e.g., Houston Foundation, Texas State Government, Bush Library Foundation). Although this use of released time faculty has enabled the School to begin with an enormous diversity of intellectual perspectives, it has been determined that the School must supplement this talent with a small group of faculty devoted full time to its operation. In the fall of 1998, the Bush School was approved as a tenure-granting unit and subsequently a search has begun for appropriate individuals. No hires have been made to date.