The Bush School of Government and Public Service is a nationally recognized and rapidly developing graduate professional school preparing principled leaders for public service. Its strategic plan calls for substantial growth in students, faculty, programs, and support services in response to national needs for a highly educated public and international affairs workforce. The School is at a critical point in its history, where the availability of appropriate facilities will be a determining factor in its long-term success as a top tier school and its ability to serve the nation and the world.

Originally inaugurated as an academic “program” in the College of Liberal Arts in 1995, the School has expanded its academic mission, the organization and talent to support that mission, and its footprint within a few short years. New academic programs were added and housed in a separate graduate-only college, the School developed a faculty of its own and was no longer dependent on faculty contributed by other colleges, and the School added research programs and institutes where none existed previously. These developments all transpired after the School occupied a new building shared with other departments – a building that was based on the Bush School having no faculty of its own, a single academic program, and a small student body.

Space Needs
Through creative space reallocation, the Bush School has been able to grow its full-time student body to over 200; its full-time faculty to thirty; and its programs to two signature degrees, complemented by five certificates and four sets of dual-degree programs. As a consequence, all space allocated to the School is fully utilized and is deficient by 5400 square feet, according to university standards. The School has only two formal classrooms; very limited special use space; no reception, gathering, or orientation spaces; and limited office space.

An array of key developments drives the need for additional space. Growth alone requires additional classrooms, faculty offices, larger classroom and seminar spaces, additional staff offices, graduate assistant spaces, assembly areas, additional technology service spaces, and more storage. Student and faculty growth are central factors, but they are accompanied by qualitative developments important for the stature of the School and Texas A&M University. These change drivers include the recruitment and development of a distinguished interdisciplinary faculty, highly competitive and talented students, a growing complexity of academic offerings, and expanding research activities. These academic programs are increasingly characterized by innovative and diverse instructional styles that require specialized space and technology as well as the need for student and faculty support services and facilities to enable enhanced engagement, outreach, and conferencing activities. The emergence of new and more complex programs requires qualitatively different spaces, such as those for specialized instruction, simulations, leadership development, team research, executive and extended education, presentations, media events, public lectures and conferences, organized research, and outreach, as well as space for separate academic departments and state-of-the-art laboratories.

Gift Opportunities
In light of current deficiencies and projected growth, a formal assessment of usages and shortages was conducted and a preliminary program to meet future needs was developed on the basis of official standards. The results support the longer-term growth of the School to 400 full-time graduate students enrolled in a rich array of academic and support programs facilitated by an expanded and distinguished faculty, complemented by a professional staff. Utilizing the School’s existing footprint and adding space for current unmet needs and future growth requires approximately 94,608 gross square feet. To address the School’s long-term space needs, preliminary cost estimates for new construction range from $33 to $38 million, enabling many donor naming opportunities for these facilities. Alternative scenarios involve acquiring and renovating additional space within the current building. This less costly option would also enable donor recognition for support of selected spaces.

The Bush School’s strategic plan requires heightened public and private support for programs and facilities. A substantial proportion of facilities funding must come from private sources. Only with this gift support for additional space will the Bush School be able to prepare the principled leaders demanded by a changing world.