

GRADUATE SCHOOL OF PUBLIC AFFAIRS
State University of New York
at Albany

M E M O R A N D U M

September 29, 1975

TO: Phillip Sirotkin, Executive Vice-President

FROM: L. Gray Cowan, Dean

Herewith the Administrative Self-Study
as requested in your memorandum of July 29, 1975.

LGC/mpw

GRADUATE SCHOOL OF PUBLIC AFFAIRS
State University of New York
at Albany

ADMINISTRATIVE SELF-STUDY

OFFICE OF THE DEAN

INTRODUCTORY NOTE

The format of this administrative self-study follows the question numbers of the guidelines for a self-study of administrative departments, attachment 1 of Vice-President Sirotkin's memorandum of July 29, 1975. For the purposes of this study, the administrative unit is defined as the Office of the Dean and the classified staff assigned thereto. The Comparative Development Studies Center and the Public Executive Project, while under the administrative supervision of the Office of the Dean, are not included in the present study, since they operate under their own respective budgets, with a substantial degree of administrative autonomy. It will be readily apparent that, given the size of the Office of the Dean (three professional employees), several of the questions posed in the guidelines have little direct relevance to the activities of this office.

Questions:

1. The functions of the Office of the Dean are generally to provide administrative supervision of the operation of the School, to handle admissions, record-keeping and degree clearance for students in the School, and to assist the departmental chairmen by coordinating scheduling, classroom space and general services to the faculty. The Office is responsible for a large part of the external contacts of the School and for overall relationships with Federal, State and local government agencies. A substantial part of the function of the Office of the Dean is devoted to development of the School.

2. An organizational chart and a listing of positions dependent on the Office follow. (pps. 2a, 2b.)

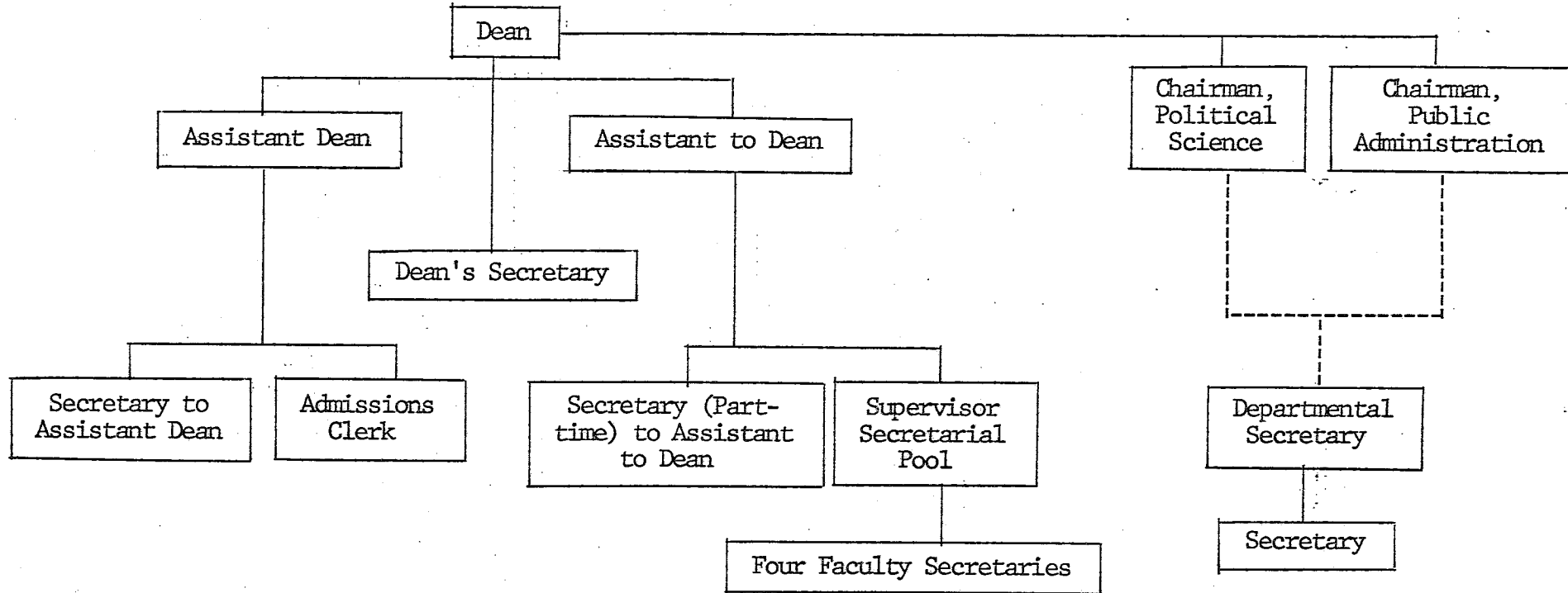
3. In addition to the Dean, two professional staff members are employed in the Department.

(a) Assistant Dean for Academic Administration

The Assistant Dean is responsible for:

- Overall control of admissions procedures
- Degree clearance
- Student placement, both full-time and part-time
- Non-academic student advisement and counseling
- Student records
- Coordination of all financial aid awards, both internal and external

2a. ... Organizational Chart
 Graduate School of Public Affairs
 State University of New York at Albany
 September 15, 1975



2b. Position Descriptions

<u>Incumbent</u>	<u>Campus Title/ Budget Title</u>	<u>Grade</u>	<u>Salary (6/30/75)</u>
L. Gray Cowan	Dean and Professor	--	\$ 38,369
Sandro Barone	Assistant Dean	PR 3	17,136
Richard Tastor	Assistant to the Dean, Technical Specialist	PR 1	11,660
Mary Warburton	Secretarial Stenographer	SG12	11,853
Donna Parker	Senior Stenographer	SG 9	10,223
Ann Wright	Senior Stenographer	SG 9	10,223
Addie Napolitano	Stenographer	SG 5	8,547
Michael Vayo	Admissions Clerk	SG 5	8,757
Maxine Morman	Stenographer	SG 5	7,060
Crystal Smith	Stenographer	SG 5	8,280
Helen Ecker	Dictaphone Machine Transcriber	SG 4	8,416
Ada Bradley	Typist	SG 3	7,644
Edith Connelly	Typist	SG 3	8,424
Betty MacIntosh	Typist	SG 3	7,521

- Gathering and making available institutional data for the Office of the Dean and Departmental Chairmen
- Coordination of special projects, such as the development of off-campus courses
- Alumni relations

The Assistant Dean, Mr. Sandro Barone, graduated from the Graduate School of Public Affairs in 1971, with an MPA degree. Prior to entering the School, Mr. Barone spent more than twenty years in military service, retiring with the rank of Lieutenant Colonel.

(b) Assistant to the Dean

The Assistant to the Dean is responsible for:

- Financial administration of the School, including account control, record-keeping, and budget preparation
- Liaison activity with all University business and service offices, including purchasing and rapid copy
- Direct supervision of all classified personnel and personnel relations
- Coordination of office and Tower classroom space
- Coordination of information on outside research and fellowship opportunities, and institutional support grants
- Administrative aspects of individual faculty and school grants
- Coordination of class scheduling
- Supervision of clearinghouse for volunteer internships in the Legislature and in State agencies

- Development and coordination of day-to-day relationships with the State Legislature and other State and local government organizations
- Assistance to the Dean in preparation of development projects for the School and, in particular, is responsible for preliminary drafting of project budgets
- Preparation of the School Bulletin

The Assistant to the Dean, Mr. Richard Tastor, is a 1974 graduate of the School, with a Master of Arts in Public Affairs. Prior to his appointment, Mr. Tastor was Administrative Assistant to State Senator Donovan. He received his undergraduate degree from Utica College of Syracuse University.

4. Funding and Staffing Patterns, 1973-74 - 1975-76

a) State Funding

	<u>FY 1973-74</u> <u>Expenditure</u>	<u>FY 1974-75</u> <u>Expenditure</u>	<u>FY 1975-76</u> <u>Allocation</u>
Salaries & Wages	\$886,996*	\$946,285*	\$1,021,829*
Temporary Service	11,648	6,826*	10,600
Supplies & Expense	31,024*	18,631*	23,000
Equipment	4,925*	1,500*	625
	<hr/>	<hr/>	<hr/>
TOTAL State	\$934,593	\$973,242	\$1,056,054

	<u>FY 1973-74</u> <u>Expenditure</u>	<u>FY 1974-75</u> <u>Expenditure</u>	<u>FY 1975-76</u> <u>Allocation</u>
b) Non-State Funding			
IFR 91288 (T/S)	0	\$ 11,400**	0
IFR 91289 (T/S)	0	11,077**	\$ 13,866**
Research Grants:			
"Land Use Planning" [86096(F)]	--	--	300***
"Public Service Fel- lowships"	--	--	9,000***
TOTAL Non-State	\$ 0	\$ 22,477	\$ 23,166
TOTALS	\$934,593	\$995,714	\$1,079,220

*Figures received from Budget Office, 9/15/75

** Used for faculty replacement, released-time

***Used to provide supplies or institutional development support

c) FTE Staffing

	<u>FY 1973-74</u>	<u>FY 1974-75</u>	<u>FY 1975-76</u>
Professional	36.36	36.92	36.38
Classified	11	11	11
TOTAL	47.36	47.92	47.38

5. Workload Indicators
Graduate School of Public Affairs
Departments of Political Science and Public Administration
and Program in Public Affairs
(Figures are from Office of Institutional Research)

<u>Workload Measurement</u>	<u>1973-74</u>	<u>1974-75</u>	<u>1975-76</u>
1) Total Course Enrollment (Graduate and Undergraduate) ¹	2268	2511	2653
2) Total FTE's ¹	631	572	660
3) Total Head Count	558	605	N.A.
4) Total Applications Processed	459	738	560 ²
5) Amount of External Funding Re- ceived (Used for Research and Fellowships) ³	\$301,600	\$244,660	\$520,184 ²

¹Fall Session.

²Includes applications received as of August 31, 1975 only. The Graduate School of Public Affairs Admissions Office currently processes over 2000 inquiries, applications and admissions procedures per academic year. Each admission requires 16 individual actions by the office.

³Exclusive of CDSC; PEP; includes Research Contract, Office of Aging.

6. The general objectives of the Dean's Office have been indicated in the previous questions. With reference to the overall administration of the School, the basic objective continues to be the improved services to both faculty and students in order to allow faculty members to devote as much as of their time as possible to teaching and research, with a minimum of attention to administrative detail.

Beyond this overall objective, this Office is engaged in three further specific objectives: 1) to improve the School's relations with its alumni body, many of whom work in State or local governments, 2) to improve our relationships with the Legislature and with State agencies. This is an area which has been neglected in past. The School must prove to be of direct assistance to both the Legislature and to the Executive agencies, and 3) to improve the School's visibility within the community of Schools of Public Affairs and Administration, and particularly, through contact with undergraduate departments of Political Science to attract to the School from a national pool, the highest possible calibre of student. No external evaluations of the Office have been done, but the Office is constantly assessing its own activity internally.

7. The Department relates directly to the Office of the Vice-President for Academic Affairs in budgetary and personnel matters. It interacts with the other professional schools and the Division of Arts and Sciences through the medium of membership in the Council of Deans. In the normal course of business, there is intermittent interaction with the Office of Graduate Studies, the Personnel Office and the Budget Office.

8. Computerized admission procedures play a continuing role in the operation of the School's Office of Admissions. The Office is at present considering the development of a computerized student records system, primarily to locate students with specific training and experience for job and internship placement.

9. The strength of the Department is most clearly evident in its ability to absorb a continuously growing workload. Over the past four years, the Office has been reduced by two professional positions (Associate Dean and Registrar), and one classified secretarial position. In the intervening period, the Office assumed full control of its own admissions and degree clearances, previously carried out by the Office of Graduate Studies; and, in addition, the overall registration in the School has tripled. Inevitably, the additional burden of work has meant that the professional staff has not been able to carry forward all of the projects which it might have been desirable to do, and administrative inefficiencies have crept in. Recent reorganization and rationalization of work assignments have gone some distance toward solving some of these problems, and have resulted in higher individual productivity. It would be desirable if the Dean's Office could relieve the Departmental Chairmen of more of the minor and routine administrative tasks in order to allow the Chairmen to participate with the Dean to a greater degree on the long-range development of educational policy and goals for the School.

Appendix -- External Funding
1975-76

<u>SOURCE</u>	<u>PROGRAM</u>	<u>AMOUNT</u>
Federal H.U.D. and State Department of State	Work-Study Fellowship	\$ 13,000
U.S. Office of Education	Public Service Fellowship	37,500
Ford Foundation/NASPAA	Minority Fellows	34,900
U.S. Office of Education	Improvement of Public Service Education	53,784
Jane H. Todd Memorial Fund	Internship	2,000
Jean Poletti Internships	Endowment for Internships	26,000
Various Executive Agencies	External Agency Assistant- ships	78,000
NYS Office for Aging	Agency Research Project Stage 1: \$145,000 Stage 2: \$130,000	275,000
		<hr/>
TOTAL		\$520,184

STATE UNIVERSITY OF NEW YORK AT ALBANY
ALBANY, NEW YORK 12222



Executive Vice President

M E M O R A N D U M

TO: L. Gray Cowan
FROM: Phillip L. Sirotkin *Phillip Sirotkin*
DATE: July 29, 1975
SUBJ: Administrative Self-Study and Evaluation

As you know, the report of the Select Committee on Academic Programs has been completed. Some of its recommendations have been implemented, others are still under study. It is now time for us to move to the administrative areas of the University and to make similar evaluations with the objective of allocating the University's diminishing resources in ways that serve the University best. We want excellence and strength in administrative support just as we want excellence and strength in academic programs.

We are starting the assessment of administrative areas by asking each department to prepare its own self-study. Guidelines for preparation of the self-study are provided in Attachment I. It is expected that completion of the self-study can be made conveniently and with minimum effort by drawing upon such materials as annual reports, budget requests, performance programs and evaluations, already at hand. We are asking each Dean to participate in the administrative self-study by focusing on the administrative aspects of the office of the dean and by refraining from dealing with the academic programs, since they were reviewed by the Select Committee.

We ask that your report be prepared and submitted to my office by October 15. Visits by outside evaluators will be arranged for the late Fall in areas of organization which may benefit especially from an external point of view.

The self-study should be limited to ten pages plus any attachments or exhibits. For assistance in assembling data for your self-study, Harold Brink and Leon Calhoun may be consulted on matters of budget and personnel respectively.

PLS/ms

Attachment I: Guidelines for a Self-Study of Administrative Departments

STATE UNIVERSITY OF NEW YORK AT ALBANY

Guidelines for a Self-Study
of
Administrative Departments

1. Prepare a brief description of the functions performed by the department and a short narrative history of the department if it is pertinent.
2. Make an organizational chart showing all positions in the department and their reporting relationships. Prepare a separate listing indicating for each position: catalog and budget title, professional or civil service grade, and salary as of June 30, 1975.
3. Provide a brief job description and background data on education and experience of professional staff members in the department.
4. Prepare a three-year report on the funding and staffing pattern of the department in the format shown below:

	<u>State Funding</u>		
	<u>FY 1975-76</u> <u>Allocation</u>	<u>FY 1974-75</u> <u>Expenditure</u>	<u>FY 1973-74</u> <u>Expenditure</u>
Salaries & Wages	\$ _____	\$ _____	\$ _____
Temporary Service	_____	_____	_____
Supplies & Expense	_____	_____	_____
Equipment	\$ _____	\$ _____	\$ _____
Total	_____	_____	_____
	<u>FTE Staffing</u>		
Professional	_____	_____	_____
Classified	_____	_____	_____
Total	_____	_____	_____

If there are sources of funds other than State funding such as IFR accounts, research grants, or FSA Agency Accounts, indicate the annual amount of such funds, the source of the funds and how the funds were used, i.e., to support FTE positions or to provide additional supplies and equipment.

5. Provide workload indicators over the past three to five years which will give a clear but uncomplicated measure of the level of activity of the department and whether these activities are increasing, decreasing, or holding level. For example, the Admissions Office might want to use applications and registrations as an indicator, Purchasing may want to use purchase requisitions processed.

6. Prepare a statement of the principal objectives of the department and submit a brief but comprehensive and candid appraisal of the extent to which these objectives are being met. Cite any internal or external evaluations completed in the last several years.
7. Describe the relationships of the department with other departments and the nature of the interaction among the various departments outlining particularly those relationships which are critical to essential operations of the university.
8. Outline the ways in which technological methods such as computer processing applications or automation play a part in the operations of the department and review any problems which have developed. Project how such methods may be expanded in the future or how the problems may be solved.
9. Prepare an objective assessment of the strengths and weaknesses of the department.
10. Make any additional comments which will help give a more complete evaluation of the department.


HMW/ms

July 29, 1975

GRADUATE SCHOOL OF PUBLIC AFFAIRS
State University of New York
at Albany

M E M O R A N D U M

May 3, 1973

TO: FACULTY
FROM: L. Gray Cowan, Dean 

It has occurred to me that you might find
of interest the enclosed material which was prepared
for the Administrative Review recently, held by the
Vice President.

LGC/mpw

DISCUSSION NOTES FOR ADMINISTRATIVE REVIEW

GRADUATE SCHOOL OF PUBLIC AFFAIRS

DISCUSSION NOTES FOR ADMINISTRATIVE REVIEW

Introduction

The Graduate School of Public Affairs this year celebrates its 25th anniversary. The fact that the School has almost a 20-year history preceding its incorporation into the State University at Albany has had a profound effect both on its development and on the conception of the future mission of the School.

The School was designed under the joint sponsorship of New York University and Syracuse University initially to provide training in public administration particularly for future State executives, and for the larger part of its early years it served this function specifically. A large number of senior State executives are either graduates of the School or had contact with the School at this early period. The present composition of the School, comprising two Departments, Public Administration and Political Science and the Programs, Public Affairs and Political Economy, is essentially the product of the amalgamation of the School with the University. Joining with the University brought to the School an entirely new element in the form of a substantial undergraduate component in political science.

The result of this early history has been to provide a kind of bifurcation in the conception of the School's mission which has meant a continuing stress within the faculty and student body of the School. On the one hand, there is the clear consciousness of the relationship of the School in the past to State government and of the service role which the School was expected to play in the eyes of State agencies. This role was to a certain degree blurred after the amalgamation of the School with the University.

The other element of this bifurcation derives from the mission of the School within the University and within the general structure of the academic disciplines as a whole. The establishment of graduate degrees in Political Science and Political Economy, combined with the addition of a substantial variety of undergraduate courses constituting a major in political science required the School to devote substantial attention to graduate and undergraduate academic training which had little, if any, reference to its previous function as a training center in public administration. Thus, over the past six or seven years the School has felt itself drawn in two divergent directions which have made much more difficult the task of delineating the mission of the School with sufficient clarity to permit pursuit of a single clearly defined goal.

Clearly, the responsibility of the School falls both within the academic and the service component. The failure of the School to provide service to the State agencies at the level provided before amalgamation had the effect of alienating some of the support it enjoyed within the State bureaucracy in its earlier years. One of the major objectives of the School at the present time should be to restore this previous level of confidence. I believe that this is slowly being accomplished by increasing the visibility and availability of the School as a training and research facility for State government agencies. In part, this is being assisted through the Public Executive Project now attached to the School. It will, however, require a continuing period to build confidence before the previous level of acceptance of the School can be attained. Inevitably, the degree to which the School directs its attention towards research and service specifically for the State detracts from the attention which can be paid by the faculty to the broader needs of national administration and to abstract research within the disciplines. This division of the School's attention has caused, and will continue to cause, a certain tension within the faculty; some degree of such tension need not be harmful, provided it does not reach a point where it becomes disruptive to the major function of the School--teaching at the graduate and undergraduate levels.

Again, because of its history, the School has hitherto tended to lack national visibility within the larger grouping of Schools of Public Affairs and Administration. Greater visibility can be attained from publication by faculty members, by placement of students and by the uniqueness of the programs of graduate study which the School is able to offer. Progress, albeit slow, is being made on all these fronts, but it cannot be expected that the inherent parochialism born of concentrated attention on the government of one state can be overcome in a short period of time. Our faculty members are increasingly directing their attention to research problems of a wider nature; an excellent opportunity is provided through the extensive contacts of the Comparative Development Studies Center within the international area.

As the attached Tables indicate, enrollment in the School, even in a period of declining graduate enrollment, continues to rise at a modest rate. Hopefully, some of the newer programs outlined in succeeding pages, will serve to recruit a large number of students in more diversified fields. Understandably, the emphasis in past recruitment has been from the surrounding area of New York State. One of the major benefits to be derived from greater national visibility will be to cast the recruitment net more broadly nationally. It cannot at this present time be assumed that student assistance will be substantially increased; therefore incentive to enroll in the Graduate School will have to come in large part from the attractiveness and uniqueness of the programs it offers.

There is little question that the effectiveness of the School has been decreased by the frequent moving and by its physical separation from the main campus. This has been particularly difficult for undergraduate students, but it has also meant that there has been less interaction between members of the School's faculty and faculties of other departments than might have been desirable. The physical move of the School to the upper campus in the coming months will undoubtedly serve to alleviate this problem.

The preceding paragraphs are meant to provide something of a setting for a discussion of the more specific problems and future plans of the School, which are raised in the following pages.

Administrative Reorganization

It has seemed clear to me since assuming the Deanship that the present administrative organization of the School is not the most effective in terms of the combined mission discussed above. The combination of a substantial undergraduate program combined with the strong element of a professional school creates in itself inherent difficulties. In addition, there is, because of the nature of the disciplinary departments within the School, an overlap of Departmental interests which leads to a duplication of courses offered. Moreover, the changing nature of the fields of Political Science, Public Administration and Public Affairs blurs traditional disciplinary divisions to a point where they are no longer as clearly defined, or as clearly recognized, as they have been in past. New vocational demands from the students require combinations of disciplinary offerings which have hitherto not been available. These must be created if the School is to meet the changing needs of the fields which it is intended to serve.

Meeting these needs will require, ultimately, a number of substantial administrative readjustments in the School. The methods by which these adjustments can be attained are not yet clear, but substantial discussion is under way within the faculty regarding them. A variety of methods have been suggested, such for example as the elimination of Departmental designations to create a single faculty of the Graduate School of Public Affairs; alternatively, recruitment of new faculty may be carried on in such a way that Departmental distinctions will gradually no longer be necessary. A further alternative may be to return at least part of the undergraduate segment of the School to the College of Arts and Sciences, and, the faculty of the Graduate School might broaden to include joint appointments with a variety of other graduate departments. This might promote a much wider spectrum of specialized offerings in addition to the overall programs in Political Science, Public Administration, Political Economy and Public Affairs.

It should be stressed, however, that these or other alternatives cannot at this time be regarded as more than merely suggested forms of administrative reorganization, and adoption of these or any others will require lengthy exploration by the faculty before any final decision can be taken.

Clarification of the School's mission will not be accomplished merely by administrative restructuring; this will only facilitate the carrying out of the mission as it is conceived by the School faculty. However, an immediate step will be taken during the coming year with the reorganization of offerings within the present Departmental framework to offer doctoral programs which will be broader in concept than those now available. Thus, for example, task forces have been at work during this spring to develop a program in American politics, administration and public affairs, which will utilize the offerings of various Departments in ways not hitherto attempted. Responding to specific requests outside the School, a Doctorate of Arts in Public Affairs is in process of development, which will be aimed specifically at the upgrading of faculty members of the Community Colleges. This program is designed to offer broader acquaintanceship with new developments in the social sciences in general, with an emphasis on public policy formulation and will have within it a required internship element. Increasingly, this element of internship will be required for other programs in the School; the DPA degree will require internship beginning in the fall of 1973, and opportunities for internship will be available to doctoral candidates in political science. An indication of the importance attached by the School to internship is the housing of the State Senate Internship Program within the Graduate School of Public Affairs, beginning in 1972.

Development of New Programs

In addition to the programs mentioned above, which will be the result of curriculum revision within the present offerings of the School, a number of new tracks are being developed within the Master of Arts in Public Affairs. This degree, which has been offered by the School for some years, has never received the development it merited. Within the past two years, the requirements for the degree have been entirely revamped, with the intention that the School should provide opportunities for training in a number of fields of public affairs and public policy for which career opportunities are only now becoming visible. These include such specialized training as preparation of administrators of programs for the aging; administrators of programs of environmental studies at various levels in government; preparation of public information officers; and training of a limited number of students to work in legislative and executive staffs dealing with questions of technology and public policy. Inevitably, training of students in these fields will require substantial departures from the traditional disciplinary models. So, for example, the training in gerontology will require the close cooperation with the School of Social Welfare; and the training

in technology and public policy is now being worked out in cooperation with the Atmospheric Sciences Research Center. The Public Affairs Program also envisages the development of a program in advanced training of professional journalists in public policy, provided some outside support for this can be attained.

At the undergraduate level, new second fields have been developed in Public Affairs and Public Administration, which will go into operation in the autumn of 1973. It has become clear that undergraduates are now seeking more direct vocational outlets for their undergraduate training, and it is hoped that the combination of a major in political science and minors in the other two fields will provide some direct career outlets. As part of the curricular reorganization in the School, plans are being developed to foreshorten the period in graduate school by combining certain requirements for graduate degrees within the undergraduate curriculum, so that the present two-year course for the MPA may ultimately be reduced to a 9 to 12 month period, in combination with specific satisfaction of requirements at the undergraduate level.

External Working Relations of the School

It has already been mentioned that the School has substantial working relations with a variety of State agencies. In addition to its normal inter-agency training programs, the Public Executive Project has operated executive training programs for such agencies as the Department of Parks and Recreation. Individual faculty members maintain close contact with agencies and the School operates the academic portion of the Senate Internship Program.

The School takes seriously the efforts of the University system to develop regionalism. We have for some years past had a continuing cross registration with the Albany Law School and with other schools in the area. This will be extended with the new cross registration plans coming in next year. The School has been working closely with the Community Colleges in developing the Doctoral of Arts in Public Affairs and we anticipate that this program, which will involve schools other than GSPA, will provide continuing close contact and service to the Community Colleges, not only within the region but within the system as a whole.

The School has not hitherto made an extended effort to remain in contact with its alumni. It is clear, however, that the alumni may be able to provide types of support and guidance for the development of the School's programs which cannot be found elsewhere. Accordingly, during 1973 substantial efforts have been made by the Office of the Associate Dean, to assemble complete lists of the alumni and it is anticipated that a meeting of the alumni will take place in the fall of 1973.

The School has actively taken the lead to developing a consortium of schools within the region to provide joint membership in the Inter-University Consortium for Political Research. This membership will provide colleges which are members of the Consortium with access to a wide variety of political data assembled at the University of Michigan.

Research Activities within the School

If the School is to gain the national visibility which it deserves, the research activities of the faculty must be extended beyond their present level. While individual faculty members have, of course, carried on the normal academic research, comparatively little effort has been made hitherto, except in Comparative Development Studies Center, to promote team research within the School. Nor, until recently, has sufficient effort been made to secure outside funding resources for research. A Research Center has now been established within the School which will act as the nucleus for cooperative faculty research. Applications are now pending for research and development programs before the Federal Administration for the Aging, the Innovation in Higher Education Fund in the Department of Health, Education and Welfare, and before the National Endowment for the Humanities. It is hoped that these modest efforts will lead to greater availability of research funds within the School. Plans are also being made to seek funding for a Center for the Study of Productivity in state governments.

Governance Procedures

The normal governance procedures of regular faculty and departmental meetings have been established in the School for many years. Within the faculty as a whole, curriculum development and planning is entrusted to the Committee on Academic Policy. Since there is no departmental faculty for the program in Public Affairs, this program is administered by a Faculty Committee on Public Affairs, chaired by the Director of the Public Affairs Program, Associate Dean Speckhard. The Graduate School of Public Affairs early established the principle of student participation in the decision-making process. The student body is represented at faculty and departmental meetings and on the principal committees of the faculty. A regularized student grievance procedure has been established within the By-Laws of the Faculty, but there has been, as yet, no use made of the machinery. Student input is a normal part of recommendations on tenure and promotion and the new data of student evaluations of faculty members has customarily been available to student committees making recommendations on faculty promotions. Students are consulted on recruitment and are expected to meet with candidates who are on campus.

Assessment of Faculty

The present faculty of the Graduate School of Public Affairs divides itself essentially into two major groups. The first is that group of more senior faculty members who were carried over from the School at the time of the amalgamation. For the most part, the younger members of the faculty were hired during the period since the School was joined with the University.

Apart from the normal differences which might be expected from the generation gap, a peculiar difficulty has been created by the fact that 15 faculty members out of 39 are on 12 month obligation. Efforts have been made over the years to regularize these appointments to the normal 10 month obligation, but this has not been possible without a substantial sacrifice of income for the faculty member concerned. It would be highly desirable if some equitable method of regularizing the 12 month appointments could be found, not only in the interests of equality but in the interests of greater flexibility. At the present time, for example, faculty members on 12 month obligation are required to teach in the summer session, thereby freezing in some degree the variety of courses which may be offered during the summer. Courses in fields other than those covered by these faculty members are badly needed by the students in the summer, but there is limited capability of changing the offerings.

The original terms of appointment of faculty members in the Graduate School of Public Affairs prior to amalgamation, were on the understanding that two-thirds of their time was to be devoted to teaching and one-third to research. In theory, therefore, faculty members of the School under this arrangement (which carried on for new faculty members hired after amalgamation), taught two courses each semester. In practice, however, as the attached documents indicate, the average faculty credit load in GSPA is 7.15 hours per week. In view of the fact that most of the GSPA faculty are actively engaged in University service and many are supervising dissertations, it would not appear that the faculty load in the School is seriously under the standards for the University as a whole. Nevertheless, I am not satisfied with the research production of a majority of members of the faculty. Obviously, workload requirements are based on averages, so that the share of workload will be under the standards for some members of the faculty. Such members who, for one reason or other, neither engage in productive research nor supervising extensive numbers of dissertations, would be expected to accept higher course loads.

The School has instituted this year a continuing annual review of the non-tenured faculty members in order to provide greater background documentation for eventual tenure and promotional considerations. We are further considering the possibility of similar evaluations for promotions, at least for those tenured members of the faculty who will come up for promotion in future years. In addition, it has become clear during the past year that the instruments used for student evaluation of teaching by the faculty are by no means satisfactory and we hope during

the coming summer to devise new instruments which will provide substantially fuller and more useful material for evaluation purposes.

One aspect, in particular, of faculty use deserves comment. The present restrictions on faculty expansion presents equally serious restrictions on course offerings. In order to provide a wider variety of course offerings, a much wider use of adjunct faculty would be of substantial advantage. In many cases, the type of course offered by adjunct faculty members is one for which there is only sporadic demand and for which the use of a full time faculty line would not be possible. While it is theoretical, at the moment, to hire adjunct faculty members on split one-half lines, to do so depends on the availability of such lines in the first instance and the Departmental priorities concerned. I am convinced that the University would save money and, in addition, be able to offer a wider educational experience, if a small percentage of the funds now allotted to instruction were freed from the line item budget and made available to the units of the University specifically for this type of hiring. Temporary service funds from which such hiring has also been done in past, are now severely restricted and cannot now be used as freely as heretofore. The practice of making available to Departmental Chairmen small amounts of "free money" for adjunct hiring is common in other State universities and substantial advantage could be derived from application of this method to SUNYA.

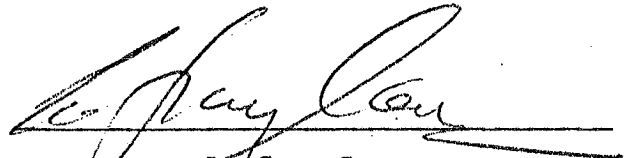
Administrative Considerations

The School has in past followed the normal University practice of publishing an annual catalog. This has grown to be exceedingly costly and is neither necessary nor effective. We propose to publish a full catalog biennially or even triennially, with annual supplements of course changes. In addition, in order to attract students to particular programs, brochures would be published, featuring these programs, for distribution to undergraduate schools generally. They are much more likely to be read by prospective students who have an interest in the fields with which the brochure deals. An example of this type of brochure is attached to these discussion notes.

The School has not for the past few years engaged in specific student recruiting, except in the case of minority students. We propose, in the coming academic year, to engage in a series of specific recruiting efforts tied in so far as possible with appearances at other campuses both inside and outside the State, of faculty members delivering lectures. The small amount of money involved in pursuing recruiting efforts directly through personal contact of faculty members, would pay off handsomely in bringing the School to the attention of high quality graduating seniors.

Conclusion

The points raised in the preceding pages are intended only to sketch some of the problems now facing the School and to give indications of ways in which we are hoping to cope with some of them. For the sake of brevity only, a few of the many problems have been touched upon in these pages, but it is hoped that they will provide both background and a springboard for discussion.



E. Gray Cowan
Dean
Graduate School of Public Affairs

April 23, 1973

GRADUATE SCHOOL OF PUBLIC AFFAIRS - ADMISSIONSMasters and Non-Degree, 1970-73Public Administration

	<u>1970-71</u>		<u>1971-72</u>		<u>1972-73</u>		<u>Summer</u>	
	<u>Fall</u>	<u>Spring</u>	<u>Fall</u>	<u>Spring</u>	<u>Fall</u>	<u>Spring</u>	<u>1971</u>	<u>1972</u>
Total Admissions	138	70	133	55	148	70	20	24
Masters	75	28	86	30	110	25		
Doctorate	11	4	13	2	10	0		
Non-Degree	52	38	34	23	28	45		

Enrollments

Total Enrollment	187	170	167	146	170	176	68	85
Masters	116	116	110	104	111	109		
Doctorate	18	18	23	18	26	22		
Non-Degree	53	36	34	24	33	45		

Political Science

Total Admissions	75	9	74	17	72	19		
Masters	51	5	51	5	53	10		
Doctorate	15	1	19	5	10	1		
Non-Degree	9	3	4	7	9	8		

Graduate Enrollments

Total Enrollments	77	80	71	71	54	79		
Masters	43	41	33	24	23	21		
Doctorate	24	24	23	26	23	20		
Non-Degree	10	15	15	21	8	38*		

*Largely composed (31 out of 38) of additional enrollment in one course by students in Albany Law School.

Table (2)

GRADUATE SCHOOL OF PUBLIC AFFAIRSMasters and None-Degree New Applications per Month

1970-Mar '73

Total No.
of Appli-
cations

<u>Year</u>	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	
1972-73	12	22	46	47	84	68	35	-	-	-	-	-	(to 314 Mar 1)
1971-72	13	17	23	39	47	59	33	17	20	7	10	7	292
1970-71	8	15	25	35	53	62	30	23	11	15	8	4	279

Table (3)

Comparison of Doctoral Application Increases or Decreases

1972-73	1	0	4	7	11	15	5	-	-	-	-	-	(to 43 Mar 1)
1971-72	3	4	5	10	6	12	3	5	6	1	5	4	64
1970-71	5	8	11	9	6	20	9	-	4	2	4	4	82

Table (3)

GRADUATE SCHOOL OF PUBLIC AFFAIRSGraduate Enrollment Analysis 1970-73

	<u>Fall '70</u>	<u>Spring '71</u>	<u>Fall '71</u>	<u>Spring '72</u>	<u>Fall '72</u>	<u>Spring '73</u>
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A) Non-Degree

1) Pub. Admin.	57	36	31	22	24	94
2) Pol. Sci.	<u>12</u>	<u>15</u>	<u>5</u>	<u>21</u>	<u>8</u>	<u>7</u>
Total	69	51	36	43	32	101

B) Part-Time

1) Pub. Admin.

MPA	77	75	68	55	63	58
Doctoral	<u>12</u>	<u>13</u>	<u>11</u>	<u>6</u>	<u>8</u>	<u>6</u>
Total	89	88	79	61	71	64

2) Pol. Sci.

Masters	22	16	20	7	5	5
Doctoral	<u>3</u>	<u>10</u>	<u>8</u>	<u>5</u>	<u>3</u>	<u>1</u>
Total	25	26	28	12	8	6

C) Full-Time

1) Pub. Admin.

Masters	40	44	42	48	63	51
Doctoral	<u>6</u>	<u>5</u>	<u>12</u>	<u>12</u>	<u>17</u>	<u>18</u>
Total	46	49	54	60	80	69

2) Pol. Sci.

Masters	21	21	32	20	24	25
Doctoral	<u>15</u>	<u>28</u>	<u>26</u>	<u>21</u>	<u>18</u>	<u>20</u>
Total	40	49	58	41	42	45

GRADUATE SCHOOL OF PUBLIC AFFAIRSFTE Equivalent Enrollments, 1970-1973Fall and Spring Averages

	<u>Lower Div.</u>	<u>Upper Div.</u>	<u>Beginning Graduate</u>	<u>Advanced Graduate</u>	<u>Average Total</u>
1970-71	131.0	179.7	125.4	43.8	479.7
191-72	90.4	204.5	143.8	48.1	508.4
1972-73	97.9	198.3	165.5	47.3	512.9

Enrollment Projection

1979-80	110.0	240.0	220.0	65.0	625.0
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Figures include projected undergraduate programs in Public Administration and Public Affairs.

DEPARTMENTAL WORKLOAD ANALYSIS (FALL SEMESTER 1972-73)

Unit: SCHOOL OF PUBLIC AFFAIRS

FACULTY ANALYSIS

Rank	Head count of Departmental Personnel (a)	FTE Value of Personnel Budgeted to I&DR Department Account (b)	Instructional FTE Value Charged to Department (c)
TOTAL	53	36.40	36.35
Professor	17	14.90	14.45
Associate Professor	10	8.50	8.90
Assistant Professor	5	5.00	5.25
Instructor	1	1.00	1.00
Lecturer	5	3.50	3.25
Teaching Assistant	14	2.50	3.50
Non-Instructional	1	1.00	0

ENROLLMENT ANALYSIS

	Total	Lower Div.	Upper Div.	Grad.	NOTE: Data concerning Graduate Sections, Loads and Contact Hours includes enrollments of Advanced Doctoral students; Graduate Student Credit Hours includes Beginning Graduate students only.	
Number of Sections Taught	84	20	29	35	Advanced Doctoral Credit Hours:	
Total Student Enrollments	2,082	610	941	531	518	
Average Section size	24.8	30.5	32.4	15.2	Advanced Doctoral Head Count	
Median Section size	22.0	29.0	30.0	11.0	Full-time	Part-time
Number of Section Credits	260	51	69	140	35	11
Total Contact Hours	229.5	53	73.5	103	x 1.0	x 0.75
Additional Load Students	109	0	46	63	35.0	8.3
Additional Load Contact Hours	48	-	16	32		
Student Credit Hours	7,085	1,641	3,024	1,902		
FTE Students	512.9	$\div 15$ 109.4	$\div 15$ 201.6	$\div 12$ 158.6		

Departmental Workload Analysis, 1972-73

Average Faculty Section Load: (Total Sections Taught, divided by Total Instructional FTE Value)	2.31 Sections	(84 \div 36.35)
Average Faculty Credit Load: (Total Section Credits, divided by Total Instructional FTE Value)	7.15 Credit Hours	(260 \div 36.35)
Faculty/Student Ratio: (Total FTE Students divided by Total Instructional FTE Value)	1 : 14.11	(512.9 \div 36.35)
Faculty Load/Student Ratio: (FTE Students/FTE Faculty divided by average Faculty Credit Load)	1 : 1.97	(14.11 \div 7.15)

DEPARTMENTAL WORKLOAD ANALYSIS (FALL SEMESTER 1972-73)

Unit: PUBLIC ADMINISTRATION 77078

FACULTY ANALYSIS

Rank	Head count of Departmental Personnel (a)	FTE Value of Personnel Budgeted to I&DR Department Account (b)	Instructional FTE Value Charged to Department (c)
TOTAL	12	11.00	11.35
Professor	6	5.00 (1)	5.85 (2)
Associate Professor	4	4.00	4.00 (3)
Assistant Professor	0	0	0
Instructor	0	0	0
Lecturer	2	2.00	1.50 (4)
Teaching Assistant	0	0	0
Non-Instructional	0	0	0

ENROLLMENT ANALYSIS

	Total	Lower Div.	Upper Div.	Grad.	NOTE: Data concerning Graduate Sections, Loads and Contact Hours includes enrollments of Advanced Doctoral students; Graduate Student Credit Hours includes Beginning Graduate students only. Advanced Doctoral Credit Hours: <u>278</u> Advanced Doctoral Head Count Full-time Part-time	
Number of Sections Taught	23	1	1	21		
Total Student Enrollments	444	34	7	403		
Average Section size	19.3	34.0	7.0	19.1		
Median Section size	16.0	34.0	7.0	16.0		
Number of Section Credits	90	3	3	84		
Total Contact Hours	69.5	3	3.5	63		
Additional Load Students	28	0	0	28		
Additional Load Contact Hours	17	-	-	17	Full-time	Part-time
Student Credit Hours	1,874	102	21	1,473	17	8
FTE Students	154.0	$\div 15$ 6.8	$\div 15$ 1.4	$\div 12$ 122.8	x 1.0 17.0	x 0.75 6.0

Departmental Workload Analysis, 1972-73

Average Faculty Section Load: (Total Sections Taught, divided by Total Instructional FTE Value)	2.03	Sections	(23 \div 11.35)
Average Faculty Credit Load: (Total Section Credits, divided by Total Instructional FTE Value)	7.93	Section Credit Hours	(90 \div 11.35)
Faculty/Student Ratio: (Total FTE Students divided by Total Instructional FTE Value)	1 : 13.57		(154.0 \div 11.35)
Faculty Load/Student Ratio: (FTE Students/FTE Faculty divided by average Faculty Credit Load)	1 : 1.71		(13.57 \div 7.93)

DEPARTMENTAL WORKLOAD ANALYSIS (FALL SEMESTER 1972-73)

Unit: POLITICAL SCIENCE 77077

FACULTY ANALYSIS

Rank	Head count of Departmental Personnel (a)	FTE Value of Personnel Budgeted to I&DR Department Account (b)	Instructional FTE Value Charged to Department (c)
TOTAL	37	25.40	22.40
Professor	11	9.90 (1)	7.65 (5)(6)
Associate Professor	6	4.50 (2)	4.50
Assistant Professor	5	5.00	5.00
Instructor	1	1.00	1.00
Lecturer	3	1.50 (3)	1.75 (7)
Teaching Assistant	10	2.50 (4)	2.50
Non-Instructional	1	1.00	0

ENROLLMENT ANALYSIS

	Total	Lower Div.	Upper Div.	Grad.	NOTE: Data concerning Graduate Sections, Loads and Contact Hours includes enrollments of Advanced Doctoral students; Graduate Student Credit Hours includes Beginning Graduate students only.	
Number of Sections Taught	47	15	19	13		
Total Student Enrollments	1,382	450	811	121		
Average Section size	29.4	30.0	42.7	9.3	Advanced Doctoral Credit Hours:	
Median Section size	18.0	29	39.0	10.0	240	
Number of Section Credits	154	45	57	52	Advanced Doctoral Head Count	
Total Contact Hours	140	45	56	39	Full-time	Part-time
Additional Load Students	78	0	46	32	18	3
Additional Load Contact Hours	28	-	16	12	x 1.0	x 0.75
Student Credit Hours	4,627	1,350	2,646	391	18.0	2.3
FTE Students	319.3	90.0	176.4	32.6		

Departmental Workload Analysis, 1972-73

Average Faculty Section Load: (Total Sections Taught, divided by Total Instructional FTE Value)	2.10	Sections	(47 ÷ 22.40)
Average Faculty Credit Load: (Total Section Credits, divided by Total Instructional FTE Value)	6.88	Section Credit Hours	(154 ÷ 22.40)
Faculty/Student Ratio: (Total FTE Students divided by Total Instructional FTE Value)	1 : 14.25		(319.3 ÷ 22.40)
Faculty Load/Student Ratio: (FTE Students/FTE Faculty divided by average Faculty Credit Load)	1 : 2.13		(14.25 ÷ 6.88)

DEPARTMENTAL WORKLOAD ANALYSIS (FALL SEMESTER 1972-73)

Unit: PAF 77001

FACULTY ANALYSIS

Rank	Head count of Departmental Personnel (a)	FTE Value of Personnel Budgeted to I&DR Department Account (b)	Instructional FTE Value Charged to Department (c)
TOTAL	11	/	2.60
Professor	4		.95 (1)
Associate Professor	2		.40 (2)
Assistant Professor	1		.25 (3)
Instructor	0		0
Lecturer	0		0
Teaching Assistant	4		1.00
Non-Instructional	0		0

ENROLLMENT ANALYSIS

	Total	Lower Div.	Upper Div.	Grad.	NOTE: Data concerning Graduate Sections, Loads and Contact Hours includes enrollments of Advanced Doctoral students; Graduate Student Credit Hours includes Beginning Graduate students only. Advanced Doctoral Credit Hours: 0 Advanced Doctoral Head Count Full-time Part-time	
Number of Sections Taught	14	4	9	1		
Total Student Enrollments	256	126	123	7		
Average Section size	18.3	31.5	13.7	7.0		
Median Section size	12.0	22.5	14.0	7.0		
Number of Section Credits	16	3	9	4		
Total Contact Hours	20	5	14	1		
Additional Load Students	3	0	0	3		
Additional Load Contact Hours	3	-	-	3		
Student Credit Hours	584	189	357	38	-	-
FTE Students	39.6	15 ÷ 12.6	15 ÷ 23.8	12 ÷ 3.2	x 1.0	x 0.75

Departmental Workload Analysis, 1972-73

Average Faculty Section Load: (Total Sections Taught, divided by Total Instructional FTE Value)	5.38 Sections	(14 ÷ 2.60)
Average Faculty Credit Load: (Total Section Credits, divided by Total Instructional FTE Value)	6.15 Credit Hours	(16 ÷ 2.60)
Faculty/Student Ratio: (Total FTE Students divided by Total Instructional FTE Value)	1 : 15.23	(39.6 ÷ 2.60)
Faculty Load/Student Ratio: (FTE Students/FTE Faculty divided by average Faculty Credit Load)	1 : 2.48	(15.23 ÷ 6.15)

(Table 6)

GRADUATE SCHOOL OF PUBLIC AFFAIRS

Department of Political Science

Undergraduate Headcount Enrollment

Fall Semester 1969-72

	Lower Div.	Upper Div.	Total
<u>1969</u>			
Sections	36	17	53
Enrollment	1038	466	1504
<u>1970</u>			
Sections	37	26	63
Enrollment	1223	1079	2302
<u>1971</u>			
Sections	17	25	42
Enrollment	487	1058	1545
<u>1972</u>			
Sections	15	19	34
Enrollment	450	811	1261

Dean Cowan

STATE UNIVERSITY OF NEW YORK AT ALBANY
ALBANY, NEW YORK 12222



Executive Vice President

December 18, 1972

MEMORANDUM

TO: Academic Deans
FROM: Vice President Sirotkin

Phillip Sirotkin

In line with previous discussions, my office is currently in the process of setting up individual meetings with each of you to assess existing strengths and weaknesses in our academic programs. The object is to provide a basis for planning future development and to work out priorities in the allocation of resources.

Questions of program scope (present and planned) and program quality may serve as useful areas to begin the discussions. The question of program scope would cover proposed rationales for new or revised areas of study, or research concentration, new special programs, or new areas of faculty specialization. Also included could be questions relating to School and departmental organization and emphasis. The question of quality could cover the present and anticipated nature of faculty, students and programs. Against the background of scope and quality, as they describe present circumstances and plans for the future, the discussion can turn to the economics of the future: what will be the nature of enrollment change, what will happen to faculty resources, what changes can be expected in budget support.

My office will soon be consulting with you to establish a date and time for our conversation. Meanwhile, I would encourage you to continue your present efforts at self-examination, utilizing (as appropriate) any documentation or assessments that you may find available in the office of either undergraduate or graduate studies. In advance of our meeting, you will receive from the Office of Institutional Research some present and historical data concerning enrollments and resource allocations on campus that will provide a context in which we can look at the economics of the future. I also would appreciate having in advance any key issues and questions you would like to have on the agenda.

Academic Deans
December 18, 1972
Page 2

I trust that you will include other members from your faculty and staff in these sessions. From our side of the administration, we plan to have the following staff present:

Justine Davidson
John Hartigan
David Martin
Robert Morris
Louis Salkever and/or Paul Saimond
Dwight Smith and/or Wendell Lorang
Phillip Sirotkin

PS/dp

Chm of Fac
Dir grad. Progs