

M E M O R A N D U M

April 5, 1971

To: Dean Cowan ✓  
Professor Balk, Chairman, Committee on Committees

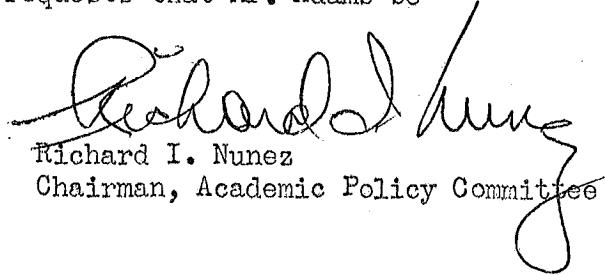
From: Richard I. Nunez

Subject: Academic Policy Committee

Pursuant to Walter Balk's memorandum, dated March 16, 1971, a meeting of the Academic Policy Committee was held on March 29, 1971, at which Richard I. Nunez was elected to serve as permanent chairman.

The committee members expressed the wish to meet with the dean at his request, preferably within a month.

Professor Bers noted that Charles Adams, a student, was recommended for student representation on this committee and the committee requests that Mr. Adams be appointed.

  
Richard I. Nunez  
Chairman, Academic Policy Committee

cc: D.Wrighton            M.Bers  
D.Abarms                C.Tarlton  
R.Stout                 L.Stelzer  
L.Hawkins               File

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

M E M O R A N D U M

DATE: March 16, 1971

TO: Dean Cowan

FROM: Walter Balk

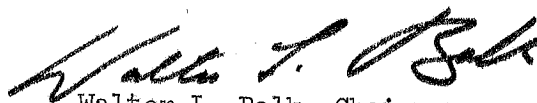
SUBJECT: Reconstitution of the Academic Policy Committee

The old membership has elected to resign, so the Committee on Committees has appointed the following new members:

Students: Don Wrighton  
David Abrams

Faculty: R. Stout  
L. Hawkins  
M. Bers  
C. Tarlton  
L. Stelzer  
R. Nunez

By copy of this letter, R. Nunez is requested to act as temporary chairman and call the newly-appointed members together in order to elect a permanent chairman.



Walter L. Balk, Chairman  
Committee on Committees

WLB:kms

cc: D. Wrighton      M. Bers  
D. Abrams            C. Tarlton  
R. Stout              L. Stelzer  
L. Hawkins            R. Nunez

MEMORANDUM

To: Deans and Associate Deans of Schools Offering Graduate Programs  
From: Edgar W. Flinton, Dean of Graduate Studies  
Date: November 19, 1969  
Subject: State Education Department Program Registration Visit --  
January 8, 9, 1970

We have been notified by the State Education Department that the Bureau of College Evaluation of the Division of Higher Education will visit the campus January 8 and 9, 1970, to evaluate all master's degree programs for registration or re-registration with the Department. We have been asked to furnish some 47 items of information in advance.

The Office of Graduate Studies has been assigned responsibility for coordinating the visitation and for providing most of the necessary information. We have asked the help of the chairmen of departments offering master's programs. A copy of our memorandum to them is attached.

When the evaluation team makes its visit on January 8 and 9, the Bureau has asked that we have available for inspection (a) the minutes of the various Curriculum Committees and (b) the minutes of Admission Committees. Please tell the chairmen of these committees in your school or division that these records will need to be available to the visitation team at that time.

Thank you for your help. We'll keep you informed of developments.



E. W. F.

EWf/pk

M E M O R A N D U M

TO: Chairmen of Departments Offering Graduate Programs  
FROM: E. W. Flinton, Dean of Graduate Studies *EWF*  
SUBJECT: State Education Department Visitation and Questionnaire  
DATE: November 13, 1969

We have been notified by the State Education Department that a visitation to this campus is scheduled by the Bureau of College Evaluation on January 8 and 9, 1970, to evaluate all master's degree programs. We have been asked to furnish some 47 items of information in advance.

The Office of Graduate Studies will assume responsibility for providing most of the necessary information. However, we shall need your help and that of your department in supplying the responses to five of the Bureau's requests:

1. Vitae of individual faculty members on the form attached: Please duplicate the form and have each member of your department fill out his own form and return it to you for your inspection. After collecting one from each member of the department, please forward them directly to my office (AD 225). We need to receive them by November 25.
2. For master's degree students in your department, the Bureau requests you to describe briefly the counseling and academic advisement procedures from admissions to degree conferral. Indicate the number of academic advisors who have this responsibility and the number of students assigned to each, on the average. Also, describe how students are kept informed about their progress toward completing the degree requirements. Please submit this information as a separate statement.
3. Briefly list the details of how the workloads of full-time faculty are computed, including number of class hours, number of students advised, number of theses directed, and any other factors that are counted toward the workload. Show differences between the computation of undergraduate and graduate workloads. Please submit this information as a separate statement.
4. Please indicate briefly what allowances are made in the teaching loads of graduate faculty for their own research and for keeping informed of work being done in their fields. Please submit this as a separate statement.
5. Please distribute the enclosed "Student Questionnaires" to a sample of your master's degree students. Ask that each questionnaire be completed by November 25 and returned to the Office of Graduate Studies (AD 213) in a sealed envelope. The Bureau has asked the Graduate Office to serve as a collection point.

Thanks for your help and my apologies for the inconvenience this may cause. However, we have only recently been informed of this visitation, and we thought it best to go forward without delay. Please return the material to the Office of Graduate Studies by November 25.

Incidentally, the Bureau has requested that departments have course syllabi or outlines available during its visit on January 8 and 9.

Report of the Educational

Policies Committee

April 28, 1969

The EPC is charged with two major functions - current curriculum review and long-range planning. In connection with the former it periodically undertakes to assess the health of the school, review its progress and estimate the impact of its set-backs.

During its recent deliberations it concluded that one possible reason for a malaise among some members of the faculty was a lack of historical perspective, information gap - call it what you will. Any discussion about where we are or where we might go from here depends in large measure for relevance on where we were and where we expected to be....and what happened to alter those expectations.

As a foundation for consideration of any future plans, and the likelihood of their successful fulfillment, the committee believes that all present members of the faculty should read relevant parts of two documents that are a significant part of our recent past.

1. Academic Plan of the GSPA, 1965-1974 - a ten-year projection required by Central Administration and the state Budget Division.
2. Projection to 1975 - an up-dating of this long-range plan two years later.

With these as background, the committee will make an oral presentation at the Faculty Meeting April 28, relating what has happened to our previous expectations to what we hope for the future. This combination can become the basis for the discussion sought in the resolution of February.

J. Riedel, Chairman.

(Excerpts from)  
ACADEMIC PLAN  
OF THE  
GRADUATE SCHOOL OF PUBLIC AFFAIRS  
STATE UNIVERSITY OF NEW YORK  
1965-1974

Nov. 3, 1965

I. HISTORICAL DEVELOPMENT

The Graduate School of Public Affairs was established by State University in 1962 for three specific purposes: to provide educational preparation for academic careers in political science, public administration and economics and public service careers in administration; to undertake research on significant public problems and issues; and to assist in the continuing professional development of government executives, especially those of New York State.

In the three years following its establishment the Graduate School of Public Affairs attracted successive record enrollments that made it in 1965 one of the major institutions of its kind in the United States. The current full-time student body is 80 per cent larger than that of 1964-65 and the School's present public administration program is believed to be the largest in the country. In 1965 the Graduate School conferred 26 degrees including more than 10 per cent of all of those in public administration granted in the country. The development and operation of its academic programs has required approximately 90 per cent of the institution's resources in the past three years.

The academic programs of the School have required so much of its resources that only now is it becoming able to give adequate attention to its responsibilities for research and executive development. In 1962 the School created a Local Government Studies Center as a means of carrying on organized research programs. Until the present fiscal year the Center was supported by private funds. The financing of the Center by appropriation in 1965 has enabled the

School to proceed with its development. While presently small, with a staff of only three professionals, it is expected to grow substantially in the next year. Research in the Graduate School also includes the projects of individual faculty members. Since the establishment of the School its faculty has produced each year books, monographs and journal articles.

While the Graduate School has not yet met its full obligation for assistance in the executive development programs of New York's governments, neither has it ignored that responsibility. During the past two years it has presented four special programs for New York State executives and two others will be offered in 1965. Its faculty also has assisted in the planning and presentation of a number of the executive development programs of New York State agencies. The School now proposes to organize as a constituent unit a New York State Staff College. The Staff College would be concerned entirely with research on the executive development needs of the officials of New York's governments--state and local--and with the presentation of programs designed to meet those needs.

In the past three years the Graduate School of Public Affairs has come to play an important role in the government of New York State. It now supplies a high proportion of the State's annual class of public administration interns. The presence of the institution in Albany has facilitated recruitment generally to the New York State Service. The School's research in public administration has become increasingly significant to agencies of the State. The proposed New York State Staff College is expected to become the focus of executive development in New York State Government.

While the School's record in public administration is extensive, more than half of its resident students and a substantial number of its part-time students are matriculated in political science and political economy. The

institution already has placed several of its political science graduates in college and university teaching positions. Despite its youth, the School has received far more requests for teachers than it has been able to fill. The School's program in political economy, which is unique in the country, promises to meet a growing need for a distinctively trained teacher and public servant.

The Graduate School of Public Affairs presently is engaged in attempting to design a feasible means of integration with State University of New York at Albany. While the details of integration are yet unsettled, the process should strengthen its programs present and future.



DISTRIBUTION OF F.T.E. INSTRUCTION LOAD

PART I: BY PROGRAM, BY YEAR, BY LEVEL OF STUDENT\*

PROGRAM IN POLITICAL SCIENCE

	<u>Lower Div. FTE Students (Fall)</u>	<u>Upper Div. FTE Students (Fall)</u>	<u>Masters FTE Students (Fall)</u>	<u>Doctoral Students (Fall)</u>	<u>Total FTE Students (Fall)</u>	<u>Number and % of Total FTE Students (Fall) Enrolled in Evening Division</u>
1964 (Actual)	xx	xx	48.00	8.00	56.00	xx
1970 (Est.)	xx	xx	64.00	27.00	91.00	xx
1974 (Est.)	xx	xx	90.00	38.00	128.00	xx
	<u>Lower Div. FTE Students (Annual)</u>	<u>Upper Div. FTE Students (Annual)</u>	<u>Masters FTE Students (Annual)</u>	<u>Doctoral Students (Annual)</u>	<u>Total FTE Students (Annual)</u>	<u>Percent of Total FTE Students (Annual) Enrolled in Evening Division</u>
1964-65 (Actual)	xx	xx	48.00	8.00	56.00	xx
1970-71 (Est.)	xx	xx	64.00	27.00	91.00	xx
1974-75 (Est.)	xx	xx	90.00	38.00	128.00	xx

\*The Graduate School of Public Affairs does not have instructional departments, therefore enrollments are distributed by academic degree program. Enrollments have been projected by semester rather than by three term experimental calendar now in use.

DISTRIBUTION OF F. T. E. INSTRUCTION LOAD

PART I: BY PROGRAM, BY YEAR, BY LEVEL OF STUDENT\*

PROGRAM IN POLITICAL ECONOMY

	Lower Div. FTE Students <u>(Fall)</u>	Upper Div. FTE Students <u>(Fall)</u>	Masters FTE Students <u>(Fall)</u>	Doctoral Students <u>(Fall)</u>	Total FTE Students <u>(Fall)</u>	Number and % of Total FTE Students (Fall) Enrolled in <u>Evening Division</u>
1964 (Actual)	xx	xx	xx	xx	xx	xx
1970 (Est.)	xx	xx	65.00	30.00	95.00	xx
1974 (Est.)	xx	xx	95.00	40.00	135.00	xx

	Lower Div. FTE Students <u>(Annual)</u>	Upper Div. FTE Students <u>(Annual)</u>	Masters FTE Students <u>(Annual)</u>	Doctoral Students <u>(Annual)</u>	Total FTE Students <u>(Annual)</u>	Percent of Total FTE Students (Annual) Enrolled in Evening <u>Division</u>
1964-65 (Actual)	xx	xx	xx	xx	xx	xx
1970-71 (Est.)	xx	xx	65.00	30.00	95.00	xx
1974-75 (Est.)	xx	xx	95.00	40.00	135.00	xx

\*The Graduate School of Public Affairs does not have instructional departments, therefore enrollments are distributed by academic degree program. Enrollments have been projected by semester rather than by three term experimental calendar now in use.

DISTRIBUTION OF F. T. E. INSTRUCTION LOAD

DISTRIBUTION OF F. T. E. INSTRUCTION LOAD

PART I: BY PROGRAM, BY YEAR, BY LEVEL OF STUDENT\*

PROGRAM IN PUBLIC ADMINISTRATION

	<u>Lower Div. FTE Students (Fall)</u>	<u>Upper Div. FTE Students (Fall)</u>	<u>Masters FTE Students (Fall)</u>	<u>Doctoral Students (Fall)</u>	<u>Total FTE Students (Fall)</u>	<u>Number and % of Total FTE Students (Fall) Enrolled in Evening Division</u>
1964 (Actual)	xx	xx	78.00	25.00	103.00	xx
1970 (Est.)	xx	xx	136.00	28.00	164.00	xx
1974 (Est.)	xx	xx	207.00	30.00	237.00	xx
	<u>Lower Div. FTE Students (Annual)</u>	<u>Upper Div. FTE Students (Annual)</u>	<u>Masters FTE Students (Annual)</u>	<u>Doctoral Students (Annual)</u>	<u>Total FTE Students (Annual)</u>	<u>Percent of Total FTE Students (Annual) Enrolled in Evening Division</u>
1964-65 (Actual)	xx	xx	78.00	25.00	103.00	xx
1970-71 (Est.)	xx	xx	136.00	28.00	164.00	xx
1974-75 (Est.)	xx	xx	207.00	30.00	237.00	xx

\*The Graduate School of Public Affairs does not have instructional departments, therefore enrollments are distributed by academic degree programs. Enrollments have been projected by semester rather than by three term experimental calendar now in use.

DISTRIBUTION OF F. T. E. INSTRUCTIONAL LOAD

PART II: FOR TOTAL CAMPUS, BY YEAR, AND BY LEVEL OF STUDENT

	<u>Fall F. T. E. Student Load</u>		<u>Annual FTE Student Load*</u>	
	<u>Student Credit Hours</u>	<u>F. T. E. Students</u>	<u>Student Credit Hours</u>	<u>F. T. E. Students</u>
<u>1964-65 (Actual)</u>				
Lower Division	xx	xx	xx	xx
Upper Division	xx	xx	xx	xx
Masters	1512.00	126.00	3150.00	126.00
Doctoral	xx	33.00	xx	33.00
<u>1970-71 (Est.)</u>				
Lower Division	xx	xx	xx	xx
Upper Division	xx	xx	xx	xx
Masters	3180.00	265.00	6360.00	265.00
Doctoral	xx	85.00	xx	85.00
<u>1974-75 (Est.)</u>				
Lower Division	xx	xx	xx	xx
Upper Division	xx	xx	xx	xx
Masters	4704.00	392.00	9804.00	392.00
Doctoral	xx	108.00	xx	108.00

\*Undergraduates: semester and trimester campuses divide "SCH" column by 30 for "Average Annual FTE Student" whereas quarterly campuses divided by 45.

Master's: Four-year general colleges and University Centers on semester basis divide "SCH" column by 24. Quarterly campuses divide by 36.

Doctoral: University Centers use head count (graduate majors).

(2) Admissions and Counselling Policies and Challenges

The number of applications for full-time study admission to the Graduate School of Public Affairs nearly doubled from the last to the current academic year. The quality of the average applicant, in terms of past academic performance and future promise, also rose significantly. These factors account for an increase of approximately 80 per cent in full-time student body from 1964 to 1965.

Thus, the critical factor limiting future growth of full-time enrollment at the Graduate School of Public Affairs is not expected to be a lack of qualified applicants, assuming adequate faculty resources, but the availability of fellowship funds to attract outstanding students in the acute competition among graduate schools. Fellowship resources of the Graduate School of Public Affairs must be enlarged in correspondence with its enrollment projections if student quality standards are to be maintained.

B. Faculty

(1) Workload, Student-Faculty Ratios and Staffing Needs

The Graduate School must be able to accept substantial research and service assignments while maintaining its instructional programs if it is to reach the objectives for which it was established. Thus, its basic teaching load is two courses in the Fall and Winter Terms and one course in the Spring-Summer semester. In addition, each member of the faculty must be concurrently engaged in a substantial research project or have major administrative duties in the School. This workload policy enables the institution to make significant contributions to the knowledge of public affairs while maintaining instructional programs of good quality. In the event a faculty member is not inter-

ested in major research during an academic year, he may assume a teaching load of nine hours in the Fall and Winter Terms, a policy which accords with the standards of the Middle States Association.

Since the establishment of the School its faculty-student ratio has been much higher than desirable. In 1965 the instructional ratio is 14.9 to 1. In the 1966-67 academic year the School anticipates a reduction in the ratio of 8 per cent to 13.7 to 1. This ratio is greatly in excess of the University-recommended 1 to 8 ratio for graduate programs. The School has had to service its large enrollments by voluntary teaching contributions, larger class sizes, and through a summer tutorial program.

For 1966-67 the School needs an additional twelve faculty members distributed among its three programs of public administration, political science, and political economy. In addition, it will require a substantial increase in the basic staff of the Local Government Studies Center and additional staff for its proposed Staff College.

In public administration the School specifically needs specialists in the fields of systems analysis and management, administrative behavior and personnel, managerial economics, organization theory, administrative law, politics and administrative finance. In political science it needs additional specialists in the fields of international and comparative politics, American politics and political behavior and political theory. In political economy it needs specialists in the fields of quantitative analysis, economic organization and social control and development economics. It is important to note here that the Graduate School needs faculty members who have developed an interest and competence in a particular subject specialty rather than a broad academic discipline.

It is obvious that staff needs will mount in direct ratio to student body growth. However, other developmental factors also will have a major effect on staff requirements. As academic-related functions of the School increase in number and scope--institutional research, executive development, possible overseas programs, and consulting services--the staff resources must be augmented accordingly in order to maintain the integrity of the academic programs. The initiation of the new academic programs suggested in Section III also will create new staff requirements not envisioned in the growth projections of present program responsibilities.

(2) Recruitment and Retention of Faculty

The objectives and programs of the Graduate School of Public Affairs have made faculty recruitment especially difficult. As a graduate institution, the School had first to recruit a core faculty of senior men in its academic fields. Given the shortage of senior professors in political science, public administration and economics, as well as the development of State University, the recruitment of this faculty was a difficult undertaking. However, the School has been successful in attracting senior men to plan and initiate its major programs and during the past two years has added young specialists in its respective disciplines.

There is and has been for many years a national shortage of teachers of public administration and economics. An effective teacher of public administration usually is a man with a doctorate in one of the social sciences and, as well, substantial administrative experience. Not only are such individuals few in the United States at present but they command exceptionally high salaries.

The Graduate School's unique program in political economy requires

economists with a definite interest in a multi-disciplinary program and preferably with substantial governmental or research experience. As the supply of economists is notably short in this country, the recruitment of a sufficient number of economists to initiate and maintain the School's programs in political economy has required a particularly intensive effort.

The Graduate School of Public Affairs has been able to recruit faculty of high quality because if offered, above all, opportunities to participate in a major academic experiment. The interdisciplinary organization of the faculty has created a congenial atmosphere for the development of individuals and has been a major factor in retaining them. The School also has offered teaching loads which permit specialization and make possible substantial research. The retention and expansion of this faculty will require maintenance of this environment.

C. Existing Programs

(1) Campus-Wide Institutional Programs

The Graduate School of Public Affairs currently operates on a year-round academic calendar. A ten-month cycle of three terms beginning in early September and ending in late June of the following year was designed to permit the completion of master's degrees on an intensive basis during that period. In addition, a tutorial program for advanced students and a directed readings program for beginning and continuing students are operated through the summer, commencing in mid-April and concluding in late August. These latter programs provide a desirable element of individualized direction as well as flexibility, at the same time permitting continuity and acceleration in the completion of degree programs.



(2) Graduate and Professional Programs

The Graduate School of Public Affairs offers work through the doctorate in political science, political economy and public administration and, as well, the M.A. in Public Affairs.

The School's programs in political science, designed for persons interested in undertaking careers in teaching, research, and public service, were reformulated in 1964-65 and reflect the substantial changes in this field during the past ten years. These programs do not stress any single conceptual framework or analytical method but rather attempt to incorporate elements of the various approaches: philosophical, historical, descriptive, institutional, and rigorously empirical. As they were initiated in 1965, the institution does not have yet a basis for evaluation.

The formulation of programs in public administration is an especially difficult problem of conceptualization. The needs of the country's public services have changed rapidly and in the past fifteen years the interest of social scientists in public administration has increased to such an extent that traditional theories, courses and programs have had to be re-evaluated in the light of a large body of new teaching materials as well as development of certain new techniques of analysis. During 1964-65 the faculty of the Graduate School now offers the M.P.A. with six options for concentration: administrative management, public finance, urban development, human resources, public information and international affairs.

The School has had sufficient experience with its programs in public administration to know that its degrees are viable. The recipients of the Graduate School's M.P.A. have been highly employable or, if employed,

the degree has facilitated their career development. The doctorate in public administration is a professional degree formulated especially for experienced administrators, teachers, consultants and researchers who wish to deepen and synthesize their understanding of public administration through formal study. Due primarily to its location in a major capital, the Graduate School of Public Affairs has attracted one of the larger groups of D.P.A. students in the United States. The majority of these candidates are senior civil servants of New York State while others are foreign students.

The programs of the Graduate School leading to the M.A. and Ph.D. in political economy are unique in the country. Initiated in 1965, they constitute one of the substantial experiments of the institution and already have evoked considerable attention in the country. Like the other programs of the School, those in political economy are designed for persons interested in one of several possible careers--teaching, public service, research, consulting. The programs in political economy are designed to produce professionally trained economists but ones who have an understanding of the political and administrative environment of the modern public economy. Persons with professional training of this kind have been especially effective in economic development both domestic and foreign, in the administration of governmental economic programs and in teaching contemporary economics.

There are clear indications of a tendency in the United States, already pronounced in some universities, to modify the standard graduate economics offerings by reducing emphasis on virtuosity in abstract mathematical formulation in favor of a no-less disciplined but more empirically and institutionally oriented basis for professional compe-

tence in dealing with complex social problems and practical policy issues. The Graduate School is exceptionally well situated for leadership in this incipient reorientation. Its public affairs mandate, and the close working relationships it encourages with active professionals in the companion disciplines of political science and public administration, create a fertile context for the rapid development of new and useful concepts in economics. That development will, of course, depend upon the strength and character of the faculty's research involvement. In this connection, crucial advantages to the program reside in the proximity of the State offices, important equally for the data resources they can provide faculty-originated research, and for the impetus and direction they offer by their own needs in the realms of analysis, policy, and administration.

The School envisions a growing involvement by graduate students, particularly those in the Ph.D. programs in research activity with faculty members. Such student work, in association not only with the political economy faculty, but others as well, will focus on comprehensive approaches demanded by the supra-disciplinary problems which, in the final analysis, define the Graduate School's functions and justify the public affairs aegis. As staffing needs are met, and the initial burdens of recruiting and curriculum development are reduced, there will be increasing opportunity for joint instruction of key courses, a device which with proper support may be expected to infuse a special vitality into the political economy, and other, graduate training programs.

The Graduate School's program in political economy requires faculty members well-schooled in the traditional tools of economic analysis, seasoned by substantial governmental or research experience, and oriented

by interest to the new complex of issues being generated by the growing importance of the governmental sector of the economy and the shifting patterns of interaction between government and market processes.

As economists are notably in short supply in this country and as those with the demonstrated skills and research interests most suited to the School's needs are especially scarce, recruitment of faculty to initiate and advance the program in political economy has been particularly demanding.

The Graduate School of Public Affairs will not have a basis for evaluating this program for some years. However, it has attracted a substantial number of students in its first year, though announced late in May, and attracted the interest of many economists, universities and governmental agencies. This interest is reflected in the number of inquiries the School has received in 1965 from economists interested in teaching positions.

The Graduate School's program leading to the M.A. in public affairs was designed to meet the special needs of persons requiring individualized graduate curricula. Admission to the program is highly selective. Specific programs, designed in accordance with individual requirements, are multi-disciplinary in order to permit the utilization of several social and behavioral sciences in the analysis of major questions of social processes or public problems. The School's experience with this degree has been satisfactory although enrollment has been restricted by its special purpose.

A major source of the strength of the academic programs of the Graduate School of Public Affairs is the inter-disciplinary nature of its faculty and the absence of departmental barriers. This environment

has stimulated the program formulation process and also has enhanced the professional development of the faculty by sensitizing each member to the strengths, weaknesses and distinctive contributions of the several associated disciplines in the study of public affairs. Program development, individual and organized research undertakings, as well as teaching methods and approaches have been subjected to cross-disciplinary examination and discussion.

A major shortcoming in the programs of the Graduate School of Public Affairs is the lack of allied support from and of opportunity for fruitful cooperation with related academic and professional fields. The comprehensive study of public affairs requires the resources of a fully-developed university. The programs in public affairs would be measurably strengthened by the initiation of appropriate teaching, research and program relationships with academic departments in the other social sciences, in the humanities and even in the sciences, as well as with professional schools of business, education, social welfare, criminal justice, and law. The Graduate School of Public Affairs assumes that it will be strengthened in these respects by integration with State University of New York at Albany.

#### D. Research Facilities and Research Support

One of the three major responsibilities of the Graduate School of Public Affairs is research. The research program of the School includes both individual and organized research projects. The School's responsibility for research has influenced basically its policy on faculty workloads described earlier. This policy on workloads has greatly encouraged faculty research and been a major factor in the recruitment and retention of faculty members. It has made possible during the Schools' brief history a substantial number of individual and organized research projects. These projects have now given

the School a basis for planning its long-range research program.

In 1965-66 the School has, for the first time, a small fund of \$5,000 for research support. This money is available to faculty members for specific research costs, including travel, data collection, and employment of assistants. The funds presently available for research support are not at all adequate to the special needs of a School of this kind which depends ultimately upon original field research. The future of research in the institution will depend in large part upon substantial increases in research support funds, a decision reflected in the School's budget request for 1966-67.

During the current year the Graduate School has developed a comprehensive publications program to support its research program. This program includes a reprint series, a monograph series, and an annual public affairs papers volume.

A fourth element in the institution's research program is its developing Local Government Studies Center. This unit of the School, still not staffed appropriately, publishes the nationally known Metropolitan Area Problems: News and Digest. This publication relates the School to current research on metropolitan area problems. The Center also maintains an extensive library of government documents. As noted above in this report, the Local Government Studies Center is the School's agency for organized research. Its staff eventually will include a director, research assistants and editors. Its programs will be conducted with the assistance of faculty members and in cooperation with public and private institutions.

A successful research program is dependent on adequacy of library resources. While the School has gone far in three years toward the creation of an appropriate library for a professional school, it still lacks a large body of the documentation required by its faculty and students. Although

some of these materials are available in the New York State Library, they are not always accessible to the School. Thus the acquisition of these resources is a major responsibility of the University in the next five years, and fiscal plans have been made accordingly.

Research in the Graduate School also has been restricted by lack of adequate data processing facilities. During the present year the School will acquire certain data processing equipment and is cooperating in planning the Computer Center of State University of New York at Albany.

#### E. Library Resources

The Library of the Graduate School of Public Affairs, which now includes 15,000 volumes, has doubled its holdings in the past two years. It adequately supports the course offerings of the curriculum. Reflecting as it does the scope of the School's programs, it is a respectable collection of currently published and documentary materials in the fields of public administration, political science and political economy. In the area of political economy, current materials have been supplemented by background and historical works, and acquisition in depth of the more significant contributions to the bibliography of this segment is in progress. The library book collection is augmented by 250 periodicals currently received and by complete files of several significant journals. Even limited to a working collection, it may be anticipated that the holdings of the library will almost double in the next two years and reach more than 25,000 volumes.

Broader goals, larger and more fully developed doctoral programs, increased faculty research, the establishment of the executive development program, and the requirement that M.P.A. candidates write on-campus a major research paper make imperative the expansion of the School's library. It must acquire more background and historical materials in all disciplines,

purchase back files of periodicals and newspapers either in hard copy or on microfilm, and collect significant early and current publications of the Federal government, New York and other state governments, and governmental research bureaus. As the School's commitment to research and specialization becomes too great for it to depend on other libraries, it will become increasingly necessary to expand its collection of general reference materials, such as periodical and newspaper indexes, handbooks, statistical sources, bibliographies, and the like. A library of over 50,000 will be needed within five to seven years to service the specialized needs of the Graduate School of Public Affairs and its programs.

Volume count alone does not assure an effective library. Resources, even if accumulated, cannot be exploited without adequate personnel to guide and perform technical processing, and to provide bibliographical assistance in support of the research activities of faculty and students. Although the library staff has doubled in the past year, further additions of professional librarians and clerical assistants will be necessary to keep pace with anticipated growth and demands. The possibilities of inter-unit cooperation and the application of data processing techniques made possible by the purchase of new equipment and the establishment of the University computer center will be explored to increase further the library's potential for service.

#### F. Public Service Programs

The Graduate School of Public Affairs obviously is in substantial part a public service institution of State University of New York. It properly is considered the institution of State University with a particular interest in the governments of New York. These facts do not depreciate its value as an academic institution but, rather, enhance its resources.



One of the reasons for the establishment of the School was to enable State University to assist the governments of New York through the preparation of prospective public servants, through research, and through the presentation of executive development opportunities. The School already supplies in large part New York State's need for new administrative personnel and its location in Albany has enabled the State to recruit administrative and other personnel more readily. Each year several hundreds of New York State's officials continue their education in the School. Further, as discussed below, the School proposes to create a New York State Staff College which will be devoted entirely to the continuing development of the executives of the State's governments.

In addition to its teaching and training programs, the Graduate School is heavily committed to assisting in research on the problems of New York State government as well as those of governments in the U.S. generally and of international political and economic development.

The contribution of the Capital District Region and of the State generally to the institution is great. The Graduate School of Public Affairs has one of the two most advantageous locations in the United States for the study of public affairs. Its relations to the State government and to many of the major local governments in the State have been of inestimable value in the development of its programs. Not only do these governments provide a ready employment market for the School's graduates but they give the institution essential means of supplementing its programs of instruction, research and training. The School expects to extend its relationships with the governments of the State. It also can assist other units of the University in developing appropriate relations with governmental institutions in their areas. The State's Local Government Study Center and the proposed New York State

Staff College are expected to be especially useful as agencies of increasing public service by the School and the University.

### III. UNITY THROUGH DIVERSITY

#### A. Experimental Approach

The Graduate School of Public Affairs has plans to explore the possibility of several experimental innovations in its existing academic and professional programs. Among them is the prospective development of integrated work-study programs in public administration, political science and political economy in cooperation with agencies of New York State and local governments and the New York State Legislature. Such programs might provide a mutually-reinforcing combination of academic work and professional experience over a period of two years to produce master's degree sequences which profitably and meaningfully integrate study and experience. The close physical and organizational relationships of the Graduate School of Public Affairs with New York's governments will facilitate distinctive work-study arrangements which are not feasible where governments and universities are geographically separated.

#### B. Proposed New Institutional Programs

The Graduate School of Public Affairs hopes to develop opportunities for teaching assistantships for its doctoral students planning careers in college teaching. The present organizational situation of the School does not permit this necessary feature of teacher training to be realized. It is hoped that the prospective association of the Graduate School of Public Affairs and SUNY at Albany will facilitate this development. Parenthetically, this cooperative arrangement would also add an incremental teaching resource to the undergraduate program of the University Center.

### C. Proposed New Fields of Specialization

The Graduate School of Public Affairs has under consideration the formulation of two new professional master's degree programs--one in urban and regional development and the second in public planning. Both prospective programs would be university responses to the amply documented need for trained manpower in these fields as well as to anticipated needs which will be generated by the increasingly greater governmental involvement in area development and resource allocation. Each of the two new programs being considered would be broadly social science oriented and would emphasize the social, economic, political and administrative aspects of development and planning. Certain technical and professional elements would also be incorporated in these programs.

With the association of the Graduate School of Public Affairs with State University of New York at Albany several interdisciplinary programs, especially at the master's level, may become feasible. Among these are programs in political sociology, political and social psychology, and political and economic geography. The Graduate School of Public Affairs also is interested in participating in area studies programs within the University Center. To date the School has not emphasized area specialties since area studies require the resources of a fully developed university. However, several faculty members have specialized competences in Latin America, South Asia, and Africa, which could be contributed to appropriate area studies programs.

The Graduate School of Public Affairs also plans to study the desirability of developing a program designed to prepare persons for college-level teaching in traditional disciplines and in combined fields. This program would emphasize the development of teaching competence in a field but would preserve for the Ph.D. degree the demonstration of scholarship through major

research. It might be either terminal or transitional depending upon the professional needs of the student.

D. Proposed New Organized Research Programs

As noted above, the Graduate School incorporates a Local Government Studies Center. From August 1962 until April 1, 1965, the Center was supported by private funds. With the assumption by the State in fiscal 1965 of the costs of the Local Government Studies Center, a substantial expansion of its programs became possible. A primary task of the School is to relate the organized research program of the Center to those of certain State agencies including, especially, the New York State Division of the Budget, the Office of Local Government, the Department of Audit and Control, the Department of Taxation, the Department of Health, and that of the New York State Legislature. While the Local Government Studies Center of the Graduate School will render some routine research service, its major programs will be ones of basic research. That is, it will not attempt to engage in operational research but rather to undertake certain fundamental and long-term studies needed by the governments of the State. It is expected that some of these projects will be carried on by the School alone while others will be conducted in cooperation with state agencies and local governments.

E. Proposed Public Service Opportunities

One of the explicit and principal responsibilities of the Graduate School of Public Affairs is to assist in the professional development of New York's governmental executives. During the past three years the School has offered certain special programs for the State's public executives but they have not been sufficient in numbers and extent to meet the State's needs. The Graduate School now proposes to reorganize and expand its executive training programs by creating a special unit for the purpose which it believes

should be titled The New York State Staff College. The staff of the proposed unit will include a director, assistant director and clerical personnel. It will be responsible for program research and planning, liaison with State agencies, special publications and management of programs. The faculty of the proposed Staff College will be drawn principally from the faculty of the Graduate School of Public Affairs.

The New York State Department of Civil Service estimates 5,000-7,000 employees of State agencies should participate in the programs contemplated for the proposed Staff College. They will be useful, it is believed, to, as well, several hundred executives of local governments. The projected program of the proposed Staff College obviously could become one of the major activities of the Graduate School which would require very extensive faculty resources.

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(Excerpts from)

Long-Range Planning Questionnaire  
Office of Institutional Research,  
SUNYA

108 Draper Hall  
Nov. 9, 1967  
Tickner to Fiser

Political Science

At the present time, the range of specialties covered by the political science department fall within the categories of (1) Political Theory, (2) American Political System, (3) Foreign and International Political Systems, (4) Public Law and (5) Public Administration.

We would expect these fields to continue to be covered in 1975, but as the department grows, and in response to trends in the discipline, a further subdivision or addition of more specialized fields may well take place, as follows: (1) Political Philosophy, Theory and Methodology; (2) American Governmental Systems; (3) Political Parties and Processes; (4) Foreign and Comparative Government and Politics; (5) International Law, Politics and Organization; (6) Public Law; (7) Public Administration.

Public Administration

Public Administration will in 1975 encompass the specialties of administrative management (budgeting, personnel, organization and planning) administrative law, politics and administration, organization theory, the nature of bureaucracy, comparative administration (including development administration), management science (including research methods, operations research, systems, analysis, and information systems), public finance, behavioral aspects administration, and public policy fields such as transportation policy, housing policy, policy relating to unborn problems. The program's specialties are characterized by a concern for public policy and the public sector and thus may be distinguished from those in the business administration's program.

Political Economy

A program in applied economics, designed for persons interested in undertaking careers in governmental service, achieved through teaching, research and consulting; bringing to bear in integrated fashion the theoretical concepts and techniques of analysis of economics, political science and public administration.

Planning

A program including the following: Politics and Planning, Physical Planning, Planning Law and History, Planning for Community Services, Area Economic Development Planning, Inter-governmental Programs and Fiscal Relationships.

Policy

We have authorization to develop a program in the substantive areas of Public Policy, but no preliminary work has so far been undertaken in this field.

1975 Concentration of Instructional Activity

(For majors and degree program candidates only)

Level	<u>Percentage Distribution</u>			
	PS	PA	PE	Planning
Lower Division (100- and 200-level courses)	6			
Upper Division (300- and 400-level courses)	51	5	5	5
Beginning Graduate (500- and 600-level courses)	33	75	75	80
Advanced Graduate (700- and 800-level courses)	10	20	20	15

Service Courses: (A "service" course is defined as one you would not ordinarily offer if your instructional responsibilities were limited to your own majors).

Political Science will probably offer essentially the same courses as

now offered, since we do not anticipate expansion of such offerings. Primary service courses include:

- POS 121 a and b, Introduction to American Government
- POS 222 New York State and Local Government
- POS 151 a and b, Introduction to Government
- POS 722 New York State and Local Government

Other courses which we probably would keep in our catalog for our own students, but which are also used to aid persons in other departments or the General Studies Program:

- POS 233 Public Administration
- POS 649 Seminar in Political Science
- POS 689 Seminar in Political Science

Service course offerings in the public administration program largely depend upon the relationships developed by public administration with other professional programs. It is quite probable that the program could provide numerous course offerings in the administrative field for such programs as social welfare, criminal justice, nursing education and others concerned with governmental programs.

The Planning Program may have similar ramifications.

Faculty requirements.

1. FTE faculty positions required to cover adequately the instructional aspects of the range of specialties described. "Service" course instruction needs and prospective organized research and public service activities, will be factored in separately.

Political Science	-	45
Public Administration	-	25
Political Economy	-	10
Planning	-	15

2. Present standard of a "normal full-time teaching load" in terms of credit hours of instruction.

The present standard normal full-time teaching load is 5 courses per year for 12 month appointments, 4 courses for 10 month appointments. It is also



expected that all faculty will be available for dissertation supervision and to give readings courses to small numbers of graduate students - in addition to the regular teaching load. It is assumed that faculty engage in a major research project. If they do not, the normal load is 7 or 6 courses.

3. Anticipated changes in that standard by 1975.

The major change anticipated is a conversion of most, if not all, appointments to a 10 months basis. To date we have not given credit for dissertation advisement, but the increased number of doctoral candidates may necessitate this.

In anticipating changes in the standard described above, comparison with other institutions would show a trend toward six hours as being the norm or standard, with reduction to three hours when the person is carrying on a major research effort. Some undergraduate colleges offer their faculty a load of nine hours one semester, six the next semester, without nearly the research output expectancy of graduate schools.

Although not used as "models", consideration was given to such institutions as Yale and Berkeley, with particular attention to graduate work in political science, and Williams and Princeton for undergraduate work, with the idea that clues as to such matters as percentages of students majoring in political science, and number of faculty in relation to students could be obtained from such institutions. Yale and Berkeley were selected as representing two distinct graduate patterns; Yale stresses a relatively smaller number of graduate students admitted, and a more intimate approach, while Berkeley has a large entering graduate student body, with the expectancy that the competitive process will reduce the total numbers. Again the reason both of these universities were considered, as well as Williams and Princeton, is that all four institutions have well known and strong political science depart-

ments.

The public administration program at Albany is significantly different from those in most other universities. It includes considerable work outside the political science area - thus distinguishing it from most schools. Moreover, it is not limited to the traditional management subjects of budgeting, etc., as some schools are. The Albany program is, and will be, concerned with policy issues and this follows in part the pattern of Harvard and Berkeley. However, it includes a major concentration in management science and behavioral research not generally available elsewhere. The program here already has some unique aspects and has been used as a model by others.

Auxiliary teaching requirements.

1. The Political Science Department does not anticipate expanding its service course offerings beyond those listed above. We would anticipate that the demand would be proportionately the same by 1975.

In the public administration field, it is hoped that there will be a substantial increase in general studies courses -- or executive development courses. Presently the program gives a number of courses of interest to civil servants on a non-degree basis. Many of these subjects should be dealt with in executive development courses as well as in the degree programs. Subjects include budgeting, personnel, systems analysis and other management courses. (See next item)

2. Needs for other types of instruction by 1975--i.e., short courses and institutes, as distinct from the regular term instruction offered through the General Studies program.

Executive Development Program

This is at present a training activity conducted for New York State civil service staff by a full-time director, assisted by members of the regular faculty, as required. Courses are usually held at a hotel in Glens Falls.

By 1975 we may assume a wider range of activities for which we may need:

- 1 Program Director
- 1 Administrative Assistant
- 5 Full-time staff members
- 3 Secretarial and clerical staff

We should provide for 2 large classrooms (say 60 students) and one conference room for 30 with an ante-room, providing coffee-break facilities; and some kind of student lounge.

The possibility of a small sub-library should be provided for.

There is also a strong possibility of an extension of this kind of training into the field of further education, but details are at present highly speculative. (See also above)

The program should be prepared to offer numerous institutes and short courses to civil servants who are not interested in degree work. With regard to both this question and the above question, it is anticipated that the demand for these courses will rise sharply. There is a high probability that a major federal program will be enacted soon to upgrade the education and skills of state and local governments' employees. The lack of professional capabilities by these persons is one of the primary management concerns of government today.

speculative. (See also

Local Government Studies Center

The program

These activities are likely to expand and a reasonable projection to 1975 would be:

to both this question and

Director

for these courses will

Associate Director

major federal programs

3 offices for 6 Assistant Directors

of state and local

2 offices for 4 Editorial Assistants

abilities by these persons

4 offices for 7 Research Assistants

and today.

3 offices for Secretarial Staff

3 file rooms

3 storage rooms

1 statistics laboratory

Comparative Development Studies Center

The future of this activity, at present in the initial planning stages, is highly speculative, as details are not yet available.

It would be reasonable to assume that there would be a full-time director, with an associate director, and necessary supporting clerical staff.

Six research groups, each consisting of a full-time faculty member, two research assistants and clerical support, would be a conservative estimate.

The Program might also involve up to ten full-time faculty members.

Legislative Institute

This also is at the initial planning stage, but minimum requirements for 1975 would be:

1 Director

1 Associate Director (responsible for training)

2 Executive Assistants to the above

6 Full-time faculty members

Legislative Institute (continued)

6 Full-time teaching staff

12 Research Assistants

Supporting clerical and secretarial staff.

Other activities which may develop before 1975 are:

(i) Institute of Federalism

(ii) Washington Study Center: An undergraduate semester in Washington, open not only to political science majors, but also to public administration, economics and other interested social science majors could be established to serve SUNYA and other units of SUNY. Facilities for graduate student research also would be a logical development.

(iii) Albany Study Center: A program similar to the Washington undergraduate semester, but located in the State Capital, is a distinct possibility. It also could provide facilities for political science in other SUNYA units wishing to study state government.

3. Inter-disciplinary degree programs or special concentrations anticipated by 1975 co-sponsoring with other departments or schools on this campus.

In addition to the Washington and Albany Study Centers mentioned above, the Political Science Department may be involved in co-sponsoring interdisciplinary degree programs or special concentrations in such areas as:

- a. Philosophy and Political Philosophy -- Political Science and Philosophy Departments.
- b. Political Sociology -- Political Science and Sociology Departments.
- c. Political Communications and Social Psychology -- Political Science and Psychology Departments.

4. What impact -- favorable or unfavorable -- would new areas of study, such as law, medicine or engineering, have on GSPA? To what extent would they require support beyond the scope of instruction described above? What new areas of study would be desirable?

The establishment of or taking over of the existing Albany School of Law would have a favorable impact upon the Graduate School of Public Affairs because of various mutual interests; a School of Medicine, if it contained a public health education program, would also have a favorable impact. No great demand would be placed on the disciplines of the School but profitable reciprocal arrangements for certain types of courses could be profitably arranged. A School of Engineering with two (Union and RPI) already in the area seems redundant.

5. Anticipated involvement in international programs by 1975, in terms of curriculum, students, study and public service abroad.

In addition to its own curriculum in Foreign and International Political Systems, which is expanding, and the anticipated involvement of faculty in the Comparative Development Studies Program of the GSPA, the Department of Political Science anticipates involvement in such areas as student exchange, i.e., both our students studying abroad and students from abroad studying in our department. It is hoped that contacts can be made to encourage faculty exchange (e.g., this has already been done with the Irish Institute of Public Administration). The various training institutes which the GSPA Centers develop may well be focal points for foreign students or officials' studies. It is hoped that funds may be obtained to subsidize graduate student research in dissertations abroad.

The public administration program is already involved in teaching and research in the development field as well as international and comparative administration. This will continue. In addition the program should plan to accept a number of foreign students annually. Presently the number is 4 or 5 and could steadily be increased to a dozen. Changes need to be made in the masters degree program to provide a course of study more useful for foreign

students.

6. Assuming continuation of the present two-semester-plus summer-session instruction format, anticipated summer session curriculum by 1975.

Political Science

If it should become possible to budget for 12 month fellowships and assistantships, so that students could count on the award of such grants to cover two terms of the academic year plus summer school, the Political Science Department might well wish to expand its summer school participation.

Public Administration

Summer school needs to be expanded to provide a significant choice of courses for both part-time and full-time students, especially in the masters program. Next year two core courses and one elective will be offered. A reasonable program might include six or eight courses as well as readings and tutorials by 1975. At least a major part of these should be available after 4 p.m. for part-time students.

Creative activities, scholarship and organized research.

1. Extent of creative activities, scholarship and organized research will be financed separately from your instructional budget by 1975.

We anticipate increased research activities financed separately from institutional budget. For example, at present one of the staff is engaged in a Carnegie endowed study of role perceptions of Constitutional Convention delegates.

2. FTE faculty engaged in such organized activities by 1975. At least 30.

Public service activities.

The very nature of the School involves close association with the State of New York in training, examinations and consultant work. This also applies in lesser degree at the federal level.

Summer school needs.  
Auxiliary space and equipment needs.

courses for both part-time

1. The nature of the School will necessitate expansion of the use of program. Next year two to  
computers.

manageable program which

2. GSPA use of computer-aided-instruction by 1975.

and materials by 1975. A

They will be used in research and administrative analysis courses.

after 4 p.m. for part-time

Certain courses, and research work of the political science department could also make use of such facilities. In addition, certain research effort of the political science department will require this expansion of equipment already in the School. See iii above.

It is anticipated that the public administration program will wish to use computers with remote terminals for instructional purposes by 1975. The major objective will be to give students enough experience with computers so they will be able to use them in future jobs.

3. The library needs will continue as they are today in the separate school library. The School's needs overlap with those of a good many other departments so it is difficult to estimate our needs separately. Acquisitions in the school library are at present not keeping pace with new publications in our fields. Public Administration has substantial unmet needs in the comparative field. If these are to be met, numerous acquisitions are necessary in foreign areas. So far no collection has been started in foreign language publications. In addition to these, foreign documents and publications not in book form need to be collected. If the development administration center is to function adequately, major collections should be started.

In the urban area a beginning has been made at collecting "fugitive" materials in the Local Government Studies Center. However, that Center is not able to develop a library for these documents. Such a library collection is needed in the urban field to support both public administration and planning.



parative field. If these

4. Space requirements other than classrooms, offices and other space needs by 1975?

The Planning Program will need drawing office type classrooms.

A "model village", constructed for the 1965 New York Fair has been acquired by the University and is presently stored in Fuller Road. It will eventually have to be brought into School premises for teaching use.

side to develop a U. S.

needed in the urban field