

Mr. Harry W. Porter, Provost  
State University of New York  
Albany, New York

January 28, 1964

Eibert K. Fretwell Jr. *EKF*

On November 21-22, a three-man team representing the Division of Higher Education of the State Education Department visited the Graduate School of Public Affairs relative to approving its graduate program for purposes of the Regents College Teaching Fellowship Program and the Scholar Incentive Program. The members of the team were:

Allan A. Kunsisto, Director, Division of Higher Education, Chairman  
Edward F. Carr, Associate in Higher Education  
Frank Piskor, Vice President, Syracuse University (Consultant)

This report is intended to summarize the findings of the team. A separate letter formally specifying the terms of approval is being sent to you by Mr. Fretwell, Assistant Commissioner for Higher Education. The emphasis throughout is intended to be one of constructive criticism. As with all other such visitations, the Departmental team looked on its assignment as an opportunity to ascertain areas for improvement and to suggest possible remedies. If the report, therefore, does not give commensurate weight to strengths, this is not to be taken as evidence that strengths are not evident. Indeed, the Graduate School of Public Affairs has come an incredibly long way in two years. The ensuing comments are organized in terms of the Division of Higher Education's Guidelines for the Review of Graduate Programs which the team used as its "handle".

1. Purpose.

The objectives of the School are adequately stated and conceived for the immediate graduate programs. These objectives will undoubtedly need revision and restatement as the School develops. Some of the particular problems which both the administration and the faculty will have to appraise continuously to maintain the School's graduate objectives are as follows:

a. Service to non-matriculated students. The School's overriding function is to provide a true graduate level operation. Service to non-matriculated students should be so defined as to protect this function. Some evidence is available to indicate that non-matriculated students are being screened as to capacity for graduate-level work. Constant vigilance is necessary to assure that no watering down of courses occurs because of non-matriculated students.

b. Research and Consultation Services to State and local governments. These services are valid functions of the School, but there

is need to keep them in line with the School's efforts to maintain an academic community of scholars free to teach and do research in keeping with the finest traditions of graduate education.

c. Number and scope of programs. At the present, only political science and public administration are actively offered. Economics is authorized but lack of resources has prevented implementation of this program. (The team understands that recruitment of economists is in progress). These three program areas are at the heart of any venture into graduate work in public affairs. But if the premise is accepted that understanding of public policy also depends on the insights from sociology, anthropology, and social psychology, the question must be raised whether the School should not assure its students adequate grounding in these areas.

Whether the School should offer programs or at least courses in the other social sciences or be so coordinated with State University of New York at Albany where these may be available is a moot point. The evaluating team is not prepared to suggest a division of labor between the School and the Social Sciences at SUNY at Albany, but it does suggest the need for a clear understanding by all concerned of the relationship between the two institutions. The team does not find fault so much with the administration of the Graduate School on this as it does with the central headquarters at SUNY. Somebody at the top level must make some fundamental decisions regarding graduate work in the social sciences in the State University. Because of its strong faculty and its active leadership, the Graduate School should play a significant role in the evolution of SUNY graduate work in the public policy areas. One immediate step which the team recommends to SUNY is the appointment of an advisory council for the Graduate School similar in function and scope to the Councils serving other units of the State University.

## 2. Resources.

The Graduate School suffers from a lack of physical facilities. We shall note the library situation, later in our report. The Graduate School clearly lacks adequate physical space. The present policy of the State University apparently is to house the Graduate School in some of the buildings of the State University of New York at Albany when that institution moves to its new campus. There should be more clarity about this. Meanwhile, there is a desperate short-range problem that must be solved. Specific needs include these:

- a. a place for modest gatherings and small convocations
- b. private offices for faculty
- c. class rooms and study facilities for students
- d. adequate lounge to serve as a student center

## 3. Administration.

The team found a good internal administration situation. The

Dean's role is clearly defined and, in the difficult circumstances involved in getting the School established, Dean Conaway has given strong positive leadership. Both of Dean Conaway's assistants, Messrs. Welch and Schaefer, have clearly demarcated functions, which they seem to be fulfilling most creditably.

The role of the faculty in the formulation of educational policies is quite obvious. Study of faculty minutes and interviews with faculty indicate that the faculty is completely conversant with the problems and policies of the School. There is no problem in communication. The only area of criticism regarding administration the team can make is the lack of support for faculty research. There is no doubt that the administration recognizes the significance of research and it provides in theory adequate time for the faculty to engage in research. There may be a need to take a firmer stand vis-a-vis outside pressures for service and consultation which can erode valuable time for research. There is a clear need for internal funds in support of travel, typing, leaves, and other faculty needs. The lack of such support is in good part the result of overall SUNY policies which limit the discretionary authority of unit administrators.

#### 4. Faculty.

One of the strong assets of the Graduate School of Public Affairs is its faculty. Not only are the men qualified for their posts, but their interrelations are such that one finds clear evidence that a good community of scholars is developing. There is obvious need for more staff to avoid overloading. The stated faculty load policy is good. However, the crush of enrollment has compelled retreats in practice. We found several cases where faculty were being involved in more courses and with more students than is justifiable in terms of good graduate-level practice.

Not only do the present staffs in public administration and political science need to be augmented but the economics side of the program needs implementation. We found the Dean's projections for faculty additions well conceived and quite realistic.

As the School shakes down, it should give early attention to the creation of standards for promotion. It should also establish more rank differentiation in the faculty. At present, it is heavily skewed toward full professors. (We are aware of the reasons for this in recruiting a good staff for a new institution).

#### 5. Library.

The School does not have a library commensurate with its purposes and programs as a graduate center. Its library is intended to serve as a corollary reading facility. Normally, this would be unsatisfactory, but the presence nearby of the State Library with its

strong collections in political science, public administration and government generally create a special situation.

Questions to be raised are these:

- a. How adequate is the School's own corollary reading room?
- b. How useable is the State Library?

With regard to the first question, there is no doubt that the facilities are woefully inadequate. The sheer lack of space both for shelving the books available and for reading is such that the team can only recommend that paramount importance be given to a crash program to do something about this. Lack of space has led to a policy of insufficient acquisitions and to a lack of trained library personnel. The only trained librarian is cast in an almost impossible role of being the cataloguer, loan librarian, order librarian, et al., but until additional space is found, there is literally no room for added staff. Even with the presence of the State Library nearby, the School should maintain a library with a fairly complete collection of standard references and periodicals. This it does not now do.

With regard to the State Library, the School has worked diligently at trying to enhance the accessibility of this important facility. There remain numerous problems. Full-time students not in the employ of the State do not find it easy to borrow books from the State Library. Part-time students find the State Library's hours inconvenient. There are no carrels available in the State Library nor in the School's Library.

The School's relationship to the library of SUNY at Albany, is limited mostly because the collection at the latter library tends to be weak in materials of primary importance to political scientists and public administrators.

#### 6. Laboratories and Research Facilities.

The social sciences taught at the Graduate School of Public Affairs are not laboratory sciences. Hence, laboratories do not enter into this evaluation. The School does need to provide libraries, reading space and carrels for student research use, and it needs to provide private offices for faculty.

#### 7. Admissions.

In the initial stages of the School the need to insure a student body of adequate size and to accommodate those students already enrolled in the earlier Albany Graduate Program in Public Administration makes admissions practices up to this time entirely understandable. However, the time now seems ripe to review admissions policies and to consider changes calculated to affect academic quality and the public image of the School.

A review of admissions files revealed that non-matriculated students are not required to file transcripts or statements regarding educational backgrounds. Moreover, the basis of approval by the course instructor is not a matter of record. Thus, a considerable portion of the student body is admitted to classes with, at best, questionable screening. Some 27% of the students enrolled in the fall 1963 semester are non-matriculated, as are over 50% of the 347 students in active status. While it is true that the large majority are enrolled in basic courses in Public Administration, Statistics, and Data Processing, some non-matriculated students are enrolled in Political Science courses. There is a real danger here that a wide range in background preparation, such as students with undergraduate majors in sciences with little or no work in social sciences, might seriously affect the level of graduate instruction. Evidence of unrelated fields of undergraduate concentrations of both non-matriculated and matriculated students (for example, biology, chemistry, English, Latin, music, physics) give rise to fears that instruction might be geared to accommodate persons with insufficient backgrounds.

The loose screening of non-matriculated students also poses risks to the public image of the School. It is conceivable that a student without a degree might earn credits at a graduate level and later enroll at a local undergraduate college. It can easily be seen how misunderstandings might result, particularly should the student seek to transfer his credits. Admittedly the scramble for status can be an empty and distracting business, but perhaps it would be realistic at this time to consider the School's standards of admission in relation to those of other graduate schools.

It is not our purpose here to introduce invidious comparisons, but to make you aware of differences that might seriously affect the public image of the School. The 1.5 (on a 3.0 basis) cumulative average in undergraduate work you indicated as your minimum requirement is not high, relatively speaking. There are, moreover, isolated instances of student records in the files that do not meet this standard. Although the catalog urges students to take the Graduate Record Examination, the files show very few of these examinations actually on record. Regardless of opinion toward these examinations as predictors of success in graduate school, their use, as well as the Miller Analogy Test, by many colleges (including SUNY at Albany) may suggest the need of a considered rationale relative to the use of screening tests.

Since heavy reliance is apparently placed on letters of recommendation, it would seem advisable to check out their sources more carefully. A number of these letters come from persons such as ministers, family physicians, and attorneys who are not always in a position to make valid judgments on the intellectual and professional qualifications of applicants.

In view of increased enrollment and possibly increased supervision in admissions procedures, it may be necessary to provide Mr. Welch with administrative assistance.

### 8. Programs of Study.

The programs now offered at the School are in keeping with its faculty strengths. As indicated in #1, some thought has to be given to the provision of courses in master disciplines that buttress existing programs. This is true across the board, but it is particularly true in the Corrections Administrations program where there is a need for ready access to courses and faculty in sociology, anthropology, and social psychology.

The School needs to bring its students more vitally into the community of scholars that it has developed among its faculty. The lack of institutional seminars, colloquia, convocations, and even semi-social gatherings which would bring faculty and students together in an academic atmosphere was clearly discernible. The Graduate School is sufficiently small in numbers so that it should be fairly easy to establish strong bridges between faculty and students outside the formal classroom situation.

The School lacks a residence requirement for its doctoral students. Normally, a residence requirement of a minimum of a year is standard operating policy for the Ph.D. in graduate schools. The full immersion in scholarly activity with commensurate advantages in terms of cohesive programs, continuing relations with fellow students and faculty, time for contemplation and research, all point to a need for a residence requirement. The School must face this particular problem. Either it should establish such a requirement or, if it does not do so because of the nature of its clientele, it should come up with imaginative substitutes, explicitly stated, which would satisfy even the most vigorous proponent of residence requirements that the School provides its students the same advantages that accrue from a period of residence.

Program-plans seem well conceived for full time students. Part-time students may be victimized by the stretch-out and by incohesive programs. The School should make every effort to get students through their programs as fast as possible. A doctoral program dragged out over ten years is much too long. The program becomes shapeless and incohesive.

On the other hand, programs should meet graduate standards in terms of student loads. The present 15 hours course load for full-time public administration master's students exceeds the normal full-time maximum by three credit hours. The School should establish the same kind of full-time load requirements for its public administration students as it has established for political science students.

The student course load problem is complicated by the

School's failure to recognize the burdens of assistantships in determining loads. While many assistants are involved in only ten to twelve hours of work and some are actually engaged in projects close to their major academic interest, it remains questionable policy not to reduce assistants' course loads to nine hours. The problem is most intense for those assistants carrying fifteen hour course loads. The policy imposed on the School requiring that fellowships be matched by equivalent numbers of assistantships is unfeasible academic policy and completely out of focus with the School's present needs. As a young institution seeking to recruit first-rate students, the School needs more fellowships which would permit students at least for one year to engage in full-time study or research.

The team was impressed by the potential for better than average quality doctoral theses. The good opportunities for faculty supervision and the advantages accruing from close by resource materials in Albany make the School's situation academically exhilarating.

#### 9. Advising.

The team's views on advising are encompassed in earlier sections of the report. Full-time staff is involved in advising and this function is considered an integral part of the faculty members' loads. The institution has not yet reached that point where doctoral dissertation advisement becomes a significant part of faculty loads. This may, in time, involve further adjustment of faculty loads to assure comprehensive advisement.

The stretch-out problem has been previously noted. This is a problem subject in part to management by advisors. Since the School has only recently become involved in doctoral work, it is ideally situated to establish an adequate system for recording student progress toward achievement of degree requirements. As far as the team could ascertain, this recording system is in process of being established.

#### 10. Outcomes.

In the face of the newness of the School, the evidence is too incomplete to warrant conclusions.

#### Overall Views.

While there are a number of loose ends, and we have noted a fair share of these in the above report, we remain impressed by the distance in academic miles the School has travelled since its inception. There is a good, professionally-exciting and intellectually-satisfying air about the School. We hope the School gets the critical problems that may curb its future growth ironed out. This we realize is in part dependant on support from other units in SUNY and in the State government.

Submitted by  
Allan A. Kunsisto

REV. 2/61

STATE UNIVERSITY OF NEW YORK  
MEMORANDUM

To: DR. HARRY PORTER, PROVOST Date: February 25, 1964  
From: Dean O. B. Conaway, Jr., Graduate School of Public Affairs  
Subject:

Dear Harry:

Your secretary told me that you wished me to send a copy of the Gaus-Gulick Report to Van Collins. As this report was made to the Trustees, I do not feel that I have authority to distribute it. However, a copy is enclosed for your use.

As I believe I have told you in our several recent conversations, this report contains a number of major errors and, while not derogatory, adds to our problems rather than clarifies them. With the full support of this faculty, I have drafted extensive comments on the report, a copy of which I will forward to you, as well as to Larry Murray. We most certainly want these comments made a part of the record of this developing situation.

OBC:glg



**STATE UNIVERSITY OF NEW YORK**  
**MEMORANDUM**

To: Dr. Allan Kuusisto, Assistant Commissioner Date: October 28, 1964  
for Higher Education, New York State Education Department  
From: Dean O. B. Conaway, Jr., Graduate School of Public Affairs  
Subject: Review of the Graduate School of Public Affairs by the Division of Higher  
Education, November 21-22, 1963

You issued a report on January 28, 1964 of the review of the Graduate School of Public Affairs by the Division of Higher Education on November 21-22, 1963. In that report you summarized the discussions of the Evaluation Team with this faculty and, as well, your conclusions, criticisms and recommendations. Our discussions with the members of the Evaluation Team and its report have been of great value to us in the development of the School during the past year and in formulating plans for the future. Your comments have stimulated and affected institutional decisions. In the following paragraphs I will summarize the actions we have taken to give effect to your many constructive recommendations. My comments will be organized in accordance with your report.

I. PURPOSE

In discussing the purpose of the School, the Evaluation Team found the objectives of the School "adequately stated and conceived for the immediate graduate programs." However, you raised the following questions:

A. Whether the School was screening non-matriculated students effectively in order to insure that its courses are not "watered down" because of their presence in the same classes with resident students.

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We agree that "the School's over-riding function is to provide a true graduate level operation."

Screening of non-matriculated students.

Non-matriculated enrollees fall into two groups. The first group are persons who register for courses while they are in the process of applying for admission. At the time of registration these persons are screened by a faculty adviser and usually by the instructors of the courses for which they are registering. In most cases, the applications of these individuals are reviewed during the immediate term and the applicant is either admitted or rejected.

The second group of non-matriculated students are enrolled in courses for purposes of professional development and do not intend to matriculate. Again, these students are registered only with the permission of the instructor of the course. The bulk of this category of students are enrolled in the Electronic Data Processing service courses and are involved in data processing programs in various state agencies.

B. The Team noted that research and consultation services to State and local government agencies are valid functions of the School, but that there "is need to keep them in line with the School's efforts to maintain an academic community of scholars free to teach and do research in keeping with the finest traditions of graduate education."

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We certainly agree with the statement that the academic programs of the School are its primary reasons for being. However, we do recognize a responsibility to assist the New York State and local governments through research and consultation to the extent possible. Further, we believe that a strong research program is essential to a professional school. In considering requests for research or consulting assistance from governmental agencies, our policy is, first, to protect the faculty's academic responsibility. That is, we have consistently refused to assign a faculty member to governmental projects to such an extent that they impair his ability to teach effectively and to discharge his responsibilities for research, direction of student research and student counseling. In recognition of our obligations to the governments of the State, we have drafted substantial programs of both research, training and consulting activities which will be put into effect in 1965, subject to financial support. Both of these prospective programs of the School will have assigned staff resources and will utilize faculty members only to an extent appropriate with teaching and other responsibilities.

C. In regard to the number and scope of our programs, you noted that we now offer curricula in political science and public administration through the doctorate and are creating a program in political economy which will lead to the Ph.D. in that field. You then raised the question

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of whether the School should not assure its students in these fields adequate grounding in sociology, social psychology, and anthropology.

We agree wholeheartedly as to the value of incorporating relevant work in sociology, social psychology and anthropology in our current and prospective programs. As the faculty of State University of New York at Albany in these fields is now so over-burdened by the enrollment in that institution (and will be for the foreseeable future) that it cannot supply our very considerable needs, we have asked in our Budget Request for 1965-66 for funds to make appointments in both sociology and social psychology.

D. You discussed at some length with us the relationship of our programs to those of State University of New York at Albany. This is a question which has been considered at length by this institution, by the President's office and by SUNY at Albany. On March 2, 1964, the Acting Chief Administrative Officer of the University chaired a meeting on the subject attended by the Provost, the President of SUNY at Albany and the Dean of the Graduate School of Public Affairs. In that meeting the Graduate School was given responsibility for the University's graduate programs in this area in political science, public administration and political economy. It was further agreed that the two Units in Albany would inform each other of plans for graduate programs, would avoid duplication and make, when possible, joint use of respective resources.

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The relationships of the two units is a somewhat complex question and will continue to receive due attention from the University.

E. You recommended that State University of New York appoint a Local Council for the Graduate School of the kind required by law for all units of the University.

The appointment of a Local Council for the Graduate School was deferred until a new president took office. We have submitted a recommendation to President Gould for the appointment of the required Council. Such an advisory body could be of very great importance to the Graduate School in its development and it is hoped that the Council will be appointed as soon as possible.

## II. RESOURCES

The Evaluation Team emphasized the deficiencies in the physical facilities of the Graduate School and emphasized particularly the condition of the library of the institution which it called "the most painful deficiency aspect of the resource situation."

Since the visit of the Evaluation Team and its report, the Graduate School has arranged for new and quite adequate facilities on the top floor of Building No. 8 of the new State Government Campus. The School will move to these facilities on November 12, 1964. These facilities were designed by the Graduate School and will give it one of the better physical plants of such

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an institution in the country. The new facilities meet all of the requirements for the institution listed in this report. They include exceptionally good library facilities, classrooms, seminar rooms, student lounge, faculty lounge, private offices for the faculty members, and administrative offices.

### III. ADMINISTRATION

The Graduate School appreciates the comment of the Evaluation Team that it found "a good internal administration situation" in the institution.

Since the visit of the Evaluation Team, the roles of the two assistant deans--for academic affairs and for administration--have been further defined. The School also has requested a position of administrative assistant which will further strengthen the Dean's office and meet the recommendation of the Committee that Dr. Welch, Assistant Dean for Academic Affairs, be given substantial assistance.

A. The Team listed only one criticism in regard to internal administration--a lack of support for faculty research. Since the visit of the Team, the School has completed a policy statement on faculty work-load with special reference to research obligations. This policy accords with the policy of the Middle States Association and those of the principal graduate schools in the country. Second, the School requested in its 1965-66 Budget special funds to support individual and faculty research for the purposes listed by the Evaluation Team--travel, stenographic services, and leaves.

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#### IV. FACULTY

A. The Evaluation Team stated that one of the strongest assets of the School was its faculty and said further, "there is obvious need for more staff to avoid overloading." The faculty load policy, it said, is good but added that the crush of enrollments had "compelled retreats in practice."

B. The Evaluation Team reported it found the School's projections for faculty additions well conceived and quite realistic. These projections were incorporated in the School's Budget Request for 1965-66, which provides for a minimum of 10 new faculty positions. These positions will give the institution minimum strength in its academic fields, as well as relieve overloads in certain areas.

C. The Evaluation Team recommended early attention to the establishment of standards for promotion. The faculty established formal standards for promotion subsequent to receiving the Committee's report. These standards now are incorporated in the faculty by-laws.

D. The Evaluation Committee also recommended more rank differentiation in the faculty. In recruitment for 1964-65, the School did make some appointments at other than the rank of full professor. It will attempt to continue to do so although the nature of the institution requires, generally, a senior faculty.

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## V. LIBRARY

The Team devoted much attention to the library of the Graduate School and stated, "the School does not have a library commensurate with its purposes and programs as a graduate center."

The School agrees with this statement and in its plans for the future especial attention has been given to the development of an adequate library. The present lack of physical facilities has prevented the institution from putting these plans into effect. With its move to new facilities, the development of the library will proceed very rapidly.

First, the physical facilities will be very good and will include quite adequate space for advanced student facilities.

Second, a second professional librarian already has been appointed and others will be added in accordance with the development of the library.

Third, the School has requested not only funds for ordinary maintenance and acquisitions for the library but a considerable capital grant for a tremendous expansion of its holdings in the next three years.

Fourth, the hours of the library will be maximum in the sense of making it available almost continuously during the entire week, including weekends.

Fifth, the relationship of the School's library to the State Library will continue to be an important consideration, but the development of the institution's library holdings will reduce this relationship rapidly. The School expects to use the State Library only as a research center.



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## VI. ADMISSIONS

A. The Evaluation Committee recommended the review of admissions policy.

During the past year the admissions policy of the School was reviewed by the faculty and the following rules were adopted:

### Admission Standards and Requirements

#### M. P. A. Students

Prerequisites: (a) at least six credit hours of American Government, introductory political science, or comparable course.

OR

(b) equivalent background to be determined by passing an examination prescribed by the Graduate School of Public Affairs.

Standards: (a) overall undergraduate grade average of B- or better.

OR

(b) outstanding performance on the Aptitude Test of the Graduate Record Examination.

#### M. A. Students

Prerequisites: (a) at least six credit hours of political science courses.

(b) a total of at least 18 credit hours of substantive social science courses.

Standards: (a) overall undergraduate average of B- or better.

OR

(b) outstanding performance on the Aptitude Test and Advance Test in Government of the Graduate Record Examinations.

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B. The Graduate School requires that at least three of the four letters of reference be secured from academic personnel unless previous academic training terminated more than 5 years before application to the Graduate School. The School is now designing a standard form for letters of reference which should insure more uniform and relevant responses.

C. The faculty, however, wishes to reserve discretion in the application of admission standards to part-time students. It is believed that in some cases undergraduate performance may be discounted somewhat when the part-time applicant displays other evidences of capacity to undertake graduate work in a field related to his career.

D. The Graduate School faculty believes that the more reasonable admission policy in present circumstances is to enforce higher admission standards for full-time students than part-time students but to maintain the same high standard for continuing study for both groups.

## VII. PROGRAMS OF STUDY

A. The Evaluation Committee recommended that the School create more "institutional seminars, colloquia, convocations and even semi-social gatherings which would bring faculty and students together in an academic atmosphere."

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During 1963-64 the School did organize a number of faculty-student colloquiums which were successful affairs. The School recognizes that its supporting social program should be strengthened materially. To date, its lack of physical facilities has inhibited adequate programs. With its transfer to new facilities in November of this year, the School will initiate a planned series of special activities of the kind recommended by the Evaluation Committee.

B. The Committee noted that the School does not have a residence requirement for doctoral studies. While it did not criticize this lack, it did recommend that the School create an imaginative substitute for the requirement which should be explicitly stated.

The faculty has and is giving attention to the question of a residence requirement for the doctorate. However, the faculty is not persuaded that a residence requirement should be mandatory in present circumstances. Rather, it is believed that the enforcement of high standards for entrance into doctoral programs should be maintained. Second, that wherever practical, in view of the student's employment situation, at least one term in full-time study should be encouraged. Toward this end, the Graduate School has requested in its 1965-66 budget the establishment of four major fellowships to subsidize a year of doctoral study for two members each of the State career service and the State University faculty.

**STATE UNIVERSITY OF NEW YORK**  
**MEMORANDUM**

**To:** FACULTY MEMBERS (Fred J. Tickner)      **Date:** February 3, 1964  
**From:** Dean O. B. Conaway, Jr.  
**Subject:** Report of the Department of Education

As soon as possible I want to file with Larry Murray and Harry Porter our comments on the review of the School by the Department of Education. Thus, will you please give me your reactions as soon as you can.

OBC: gls

**STATE UNIVERSITY OF NEW YORK**  
**MEMORANDUM**

**To:** FACULTY MEMBERS (Morris Schaefer)      **Date:** February 3, 1964  
**From:** Dean O. B. Conaway, Jr.  
**Subject:** Report of the Department of Education

As soon as possible I want to file with Larry Murray and Harry Porter our comments on the review of the School by the Department of Education. Thus, will you please give me your reactions as soon as you can.

OBC: gls

*OBC -  
 I concur throughout - in view of the way their  
 remarks on non-matric's are qualified - and I go for  
 the "imaginative substitute" for residence requirements,  
 not merely a justification for its absence. MS*

OB.

To give you my comments will probably mean that I only repeat what others have said. Some of the points made in the review were so obviously necessary — the comments on the library for example.

Assuming that the people to whom we are talking accept the premise that the School must be a good school ~~or~~ or not exist at all; that it is not added to the SU because it is a "good thing" for a SU to have such a School, but really is intended to be, in time, a Graduate School of national standing — correspondence with the Budget Office seems to suggest that this premise is not universally held in Albany — my thoughts run along the following lines —

(i) We do not want to lose the initial impetus because in spite the School has got off to an excellent start. Starvation of physical facilities will discourage faculty and students and must lead to a falling off in quality. To those who believe in the educational value of the School this would be a tragedy; to those who have to do with its finances this ought to mean <sup>that it would be a</sup> failure to realize the dividend on the initial investment — in this case an investment of State funds, for which there is no excuse for failure to get full value. The review seems to give many supporting arguments for this reasoning, though it does not explicitly make the point.

(ii) The lack of library facilities also seems to me a failure to get full value for State moneys. Students do not get full value from a cramped library with overworked staff. Here again failure to meet expansion is failure to draw dividends on

initial investment.

(iii) The need for more education physical space for students to meet students and faculty to meet students is also obvious, ~~but~~ and it also seems another failure to draw full dividends.

(iv) The review did make the point that there should be more faculty and more "facilities" for faculty. This I regard as related to making the school <sup>one</sup> of national standing. A faculty must have more "academic leisure" — opportunities to think — than we have. Moreover if the School is to gain standing there must be a margin of time for faculty to accept overseas assignments. Here I am not thinking so much of old hands like me, but of those who would broaden their experience and academic standing by such <sup>assignments.</sup> ~~an experience~~. Allied to this problem is the need for us to get wide consultation work of more than <sup>quality</sup> routine ~~standing~~ — and in my own specific sector, wide area studies — if we are to gain the necessary academic standing for the school.

(v) Some of my colleagues are better able than I am to assess the comments on our standard of admissions, but there seemed to me several good points in that section of the review.

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MEMORANDUM

Use

**To:** Dean O. B. Conaway, Jr.  
**From:** Professor J. A. Riedel  
**Subject:** The Report of the Department of Education

**Date:** February 5, 1964

I do not see how we can do anything but cheer until we get down to 1-C on page 2 where they ask for clarification of the relationship between the Graduate School and Albany State. The report seems to be in our favor, therefore, I would suggest that we take as our point of departure the plain hard fact that this faculty was recruited to teach at an independent graduate school. Most of these people would not have accepted positions even at the same pay at Albany State. I, personally, would have no objection to being physically integrated in an Albany university center providing our lines of control lead directly to the central administration. It could be pointed out that the existence on a common campus of two units having quite different standards for entrance, for faculty, for teaching load, for compensation, etc. only leads to friction and misunderstanding. Since it is unlikely that they can come up to ours and we are unwilling to reduce ourselves to their standard, the two schools should be kept separated. (1)

There appears to be no need to comment on anything more until we get to number 7 - Admissions. I hope we have a formal policy statement somewhere that shows that transcripts and certificates of good standing are required even of non-matriculated part-time students before they can be given grades. It might even be a good idea to introduce a paper regulation that limits non-matriculated students to one course if more than say seven years have elapsed since they were last enrolled in school, or until they established their ability to handle graduate work at a level of "B" or better. We can point out that students whose undergraduate majors did not include much political science are obliged to start out with our survey courses and may be told to fill in their weaknesses at Albany State without graduate credit. I don't know whether you want to put any bars in this but on page 5 where we are criticized for loose screening of non-matriculated students it might be pointed out that one of the greatest risks to our public image stems from disgruntled State employees in critical places who have done badly at the School. (2)

I think we might very well agree on a higher cumulative average index requirement for admission to the School, such as 1.8 or 1.9, with the proviso that other prospective students with lesser records may be admitted provisionally if they can show evidence that their undergraduate standard was not indicative of the work they are capable of doing. Here you might point out that many find undergraduate schools admit a limited number of people with low high school records who star once they get their feet on the ground in college. There is a corresponding argument that students might very well (3)

February 5, 1964

drift through undergraduate college and discover the excitement of study in public affairs only after they have worked for a brief period in government. I believe the concensus of the faculty was that we did not have much faith in college board scores and included the reference in our catalog primarily to leave us an opening when we wanted that score to help us decide a marginal case. I cannot find my catalog to see what we ask for in the way of letters of recommendation, but it would not be too unusual if we asked for three letters of reference, two of which must be academic references.

Section 1 and 8, of course, make very good arguments for doubling the faculty. I take it for granted that you will make the most of this. On faculty-student relations you might mention that several of us have been talking about increasing the frequency of such seminars as you now have with State officials. We thought we might mix in one faculty colloquium in which the students could participate and two discussion sections built on perhaps a film or tape recording adding up to one program each week. One of the difficulties here, of course, is that what we would like to do is handicapped by the facilities we have and, in the case of films and tape recordings, the lack of equipment. My last comment is on advising and it has nothing to do with what the committee wrote. Advising and registering are two quite different functions. The students know at least three or four weeks in advance what courses will be offered in the subsequent semester and have ample time to make up their minds what they plan to do and to see their advisers to frame a suitable program. They could very easily deposit with the adviser, shortly before the beginning of registration, their final selection of courses for him to initial and pass along to Mrs. Jones. I see no need for tying up the entire faculty for the registration period. Last minute adjustments can be made by two, three or four faculty members assigned for that purpose and the chore can be rotated from semester to semester. The big problem involves new students and they can be steered into whatever courses they choose to begin without doing any particular damage to the role of adviser, which can then later be assigned.

JAR:sf



STATE UNIVERSITY OF NEW YORK  
MEMORANDUM

WJ

**To:** Dean O. B. Conaway, Jr.  
**From:** William P. Brown  
**Subject:** Recent Reports on the School

**Date:** February 24, 1964

I have read the report of the Higher Education Committee and I feel that it is positive, sensitive and accurate. I do not find myself in disagreement with any part of this report.

The Gaus-Gulick report seems much more questionable and I think that the main message I received from it is of the necessity to define our position much more carefully.

My further comments apply to the Higher Education Committee Report. The material in the second and third paragraphs on the second page concerning the relationships with the State University at Albany should be considered carefully. The need for a clear expression of this relationship seems to me to be so important and so obvious that we should pay more attention to it. It is a subject that will have a high priority for central administration. The page 3 comment on the pressure for services goes over a point that we have often approached. We need some strong policies here and I guess that the letter to Miss Krone represents something of a first step in this direction.

The admissions policy dilemma noted on page 5 does not appear to me to get to the heart of the problem. There is a real point that has value in the observation that a person with an absolutely mediocre college background will probably not do well in graduate school but it does seem to me that the approach that we use does have value. This is the technique of being relatively strict on the consideration of the record for full-time people just out of college but quite flexible on the part-time people who have usually been away from school for a while. The part-time student may well have changed with maturity and his undergraduate work just isn't as important to his graduate school progress as it is for the young full-time student who has had nothing else. //

WPB:sf

*William P. Brown*

MEMORANDUM

February 11, 1964

TO : Dean O. B. Conaway, Jr.  
FROM ; George H. Deming *GHD*  
SUBJECT : Report of the Department of Education

The following comments concerning the review of the School's program by the Division of Higher Education of the State Education Department are made in accord with your memorandum of February 3, 1964.

Generally speaking, I share the opinion that the comments of the Kuusisto panel are well taken. It is apparent to me, as it will be to others, that some of the suggestions for improvement can be implemented internally; other recommendations clearly involve matters of overall SUNY developmental policy and logistical planning as well as fiscal capability. Succeeding comments are keyed to specific sections of the report.

Ref: Par. 1, a. Service to non-matriculated students.

In the short-run period, the problem of minimizing the watering down of courses because of non-matriculated students can probably be handled by the individual faculty member. Over the longer-run period, however, other related questions may be expected to develop. There is, for example, the problem of teaching to the "mean+" level of ability and capability in a class composed primarily of non-matriculated students. While it is desirable to aim for the same standard of excellence of performance on the part of matriculated and non-matriculated students, there is more than a little evidence to suggest that significant capability differences and motivational forces of varying source and intensity are bound to exist in the two groups.

Ref: Par. 1, b. Research and consultation services to state and local governments.

This paragraph needs to be read in conjunction with the second paragraph of Section 3, Administration, particularly that portion dealing with the extramural activities of the School. From the standpoint of internal administration, I suggest that this reservation may be managed in part by the enunciation of policy with respect to the School's posture on such services. It may be the case that such a statement ought to encompass all of the School's "extension" activities.

Sections 2 and 5, Resources and Library

Here, perhaps more clearly than in any other area, is highlighted the School's immediate and long-range development and the logistical planning of the overall development of SUNY. The interplay of these two related factors becomes a matter of immediate urgency to the School since it does not have a developmental base

of an undergraduate plant from which to more, or adapt. I would agree that the number one question for us is SUNY's decision concerning the development of graduate level facilities in the Albany area. It ought to be one SUNY's major concerns, as well!

OBC

THE UNIVERSITY OF THE STATE OF NEW YORK  
THE STATE EDUCATION DEPARTMENT  
ALBANY, NEW YORK 12224

ALLAN A. KUUSISTO  
ASSISTANT COMMISSIONER FOR  
HIGHER EDUCATION

AREA CODE 518  
GR 4-3871

November 20, 1964

Mr. O. B. Conaway, Jr.,  
Dean  
State University of New York  
Graduate School of Public Affairs  
5 Englewood Place  
Albany 1, New York

Dear O.B.:

Thank you for your report of October 28 in which you comment on our critique memo of last January and inventory the actions the Graduate School of Public Affairs has taken to accommodate our recommendations.

It was most gratifying to see the thorough use that you made of our evaluation. We were much impressed by your thoughtful scrutiny and careful weighing of each suggestion of the team. It was flattering, of course, to see the high percentage of suggestions you were able to agree with, but we were equally impressed by the sturdy independence of your judgments on points you couldn't accept completely.

The list of achievements we are prompted to recognize would make too unwieldy an inventory of plaudits. Suffice to say, however, we applaud your vigorous attack on problems and the energetic and imaginative way you have moved in search of excellence. We look forward to your continued progress. When I get the chance, I'll stop by and visit you in your new quarters.

Sincerely yours,



Allan A. Kuusisto

AAK:ck  
cc: Mr. Gould  
Mr. Porter

THE UNIVERSITY OF THE STATE OF NEW YORK  
THE STATE EDUCATION DEPARTMENT  
ALBANY 1

ELBERT K. FRETWELL JR.  
ASSISTANT COMMISSIONER FOR  
HIGHER EDUCATION

December 10, 1963

Mr. O. B. Conaway, Jr.  
Dean  
State University of New York  
Graduate School of Public Affairs  
5 Englewood Place  
Albany 1, New York

Dear O.B.:

Thanks so much for your December 3 note which I am taking the liberty of sharing with my colleagues who made up the team. In due course there will be a report prepared here and Al Kuusisto may want to get in touch with you about that time before the document becomes official.

All good wishes and many thanks for your helpful advice over the phone the other day.

Sincerely yours,



Elbert K. Fretwell Jr.

EKF:ck

December 3, 1963

Dr. E. K. Fretwell  
Assistant Commissioner for Higher Education  
Department of Education  
Education Building  
Albany 1, New York

Dear E.K.:

We both enjoyed and profited from the visit of your Review Committee on November 21 and 22. The Committee conducted its review in a professional manner and with full consideration for the institution and its individual faculty members. In its discussions with me and the members of the faculty, the Committee called our attention to certain specific problems in the development of this School and assisted us in clarifying our concepts of objectives and programs. We already have acted upon a number of the suggestions of the Committee as presented to me informally in a concluding session. The other recommendations of the Committee are under active consideration.

We are indebted to you for giving us the assistance of these able men.

Sincerely yours

O. B. Conaway, Jr.,  
Dean

OBC:gis

THE UNIVERSITY OF THE STATE OF NEW YORK  
THE STATE EDUCATION DEPARTMENT  
ALBANY, NEW YORK 12201

ELBERT K. FRETWELL JR.  
ASSISTANT COMMISSIONER FOR  
HIGHER EDUCATION

DIVISION OF HIGHER EDUCATION  
ALLAN A. KUUSISTO, DIRECTOR  
AREA CODE 518 GR 4-3871

November 6, 1963


Dr. O. B. Conaway, Jr.,  
Dean  
Graduate School of Public Affairs  
State University of New York  
5 Englewood Place  
Albany 1, New York

Dear O.B.:

Thanks for your letter of November 1 with enclosures.  
Just a casual survey of the material indicates that they will  
serve a most useful purpose in preparing the team for the  
November 21-22 visit.

I think the schedule you have tentatively established for  
us is quite in keeping with what we had in mind. It is  
sufficiently flexible to permit divergences if such prove to  
be necessary. Indeed, if we make the most of our first day in  
your midst, we may be able to close out before 12:30. This  
would be my hope. Meanwhile, let's consider your schedule  
as our modus operandi.

Sincerely,

  
Allan A. Kuusisto

AAK: ck

C O P Y

November 1, 1963

Dr. Allan A. Kausisto  
Director, Division of Higher Education  
The State Education Department  
Education Building  
Albany, New York

Dear Allan:

In accordance with our discussion on October 11, 1963, of the visit of you, Dr. Carr, and Dr. Frank Piskor, of Syracuse University, to this School on November 21, and 22, the following documents will be sent to you under separate cover. I also will send copies of these documents directly to Dr. Carr and Dr. Piskor, together with a copy of this letter.

1. General Bulletin, 1963-64.
2. Academic Summer Programs, 1963.
3. Class Schedules: Fall Semester, 1963; Spring Semester, 1963; Fall Semester, 1962.
4. Fellowship and Assistantship Announcements, 1962-63.
5. Special Announcements, 1962-63.
  - a. Master of Public Administration--Corrections Program.
  - b. Honorable Edwin Samuel, Distinguished Visiting Professor, Spring Semester.
  - c. Seminar in Social Welfare Practice.
6. Newsletters, 1962, and 1963.
7. Annual Report, 1962-63.
8. Statement by Dr. O. B. Conway, Jr., Dean, Graduate School of Public Affairs, State University of New York, on August 16, 1963, to the Committee Established by the Trustees of State University of New York to Review the Organization and Programs of the Graduate School, the Committee being composed of Dr. Luther Galick and Dr. John Gaus.
9. Memorandum, July 18, 1963, "Plan for Adequate Facilities for the Graduate School of Public Affairs."
10. Enrollment Report, October, 1963.



Dr. Allen A. Kuusisto

-2-

November 1, 1963

11. Memorandum on Faculty fields.
12. Memorandum on Faculty teaching loads and salaries.
13. Report on the Corrections Program to the Correction Advisory Committee, September 10, 1963.
14. Projected Development of the Graduate School of Public Affairs, 1963-68.

I understand that you will wish to examine a file of course syllabi, a file of course examinations and the theses submitted to the faculty to date. These materials will be assembled for your use during your visit unless you prefer to have them in advance. If there are other materials that you wish to examine, please call me at your convenience.

During our conversation on October 11, we discussed a tentative schedule for the visit of your Committee. The following schedule is suggested on the basis of that discussion.

November 21, 1963

9:30

Discussion with Dean Conaway, Assistant Dean Welch, and Professor Morris Schaefer. (Dr. Welch is responsible for admissions, approval of degree programs, direction of counselling, student recruitment, and direction of student services, as well as for assistance in program planning and faculty recruitment. Dr. Schaefer has served since his appointment--in effect--as an assistant dean for institutional management).

12:00

Luncheon with the Faculty

2:00-4:30

Discussions with Faculty and Staff members.

4:30

Tea with students. (We have planned this affair to give the Committee an opportunity to meet and talk with a representative group of our full-time and part-time students. Neither faculty nor staff will participate.)

November 22, 1963

9:30-12:00

Further discussions with Faculty and Staff members. (I suggest, particularly, that during this period the Committee meet with our Librarian.)

12:30

Concluding meeting with Doctors Conaway, Schaefer and Welch.

Dr. Allen A. Kuusisto

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November 1, 1963

If, in addition to these proposed activities, the Committee wishes to visit any of the seven classes scheduled on November 21, we will be glad to make the arrangements. If this proposed schedule is not satisfactory, we will change it as you wish. To say the least, we are looking forward to the pleasure of the coming discussions with you and your colleagues of the Committee.

Cordially yours,

O. B. Conaway, Jr.  
Dean

OBC:glg

November 1, 1963

Dr. Frank P. Piskor  
Vice President  
Syracuse University  
Syracuse 10, New York

Dear Frank:

We are very much pleased that you will be a member of the Committee of the New York State Department of Education that will visit this School on November 21 and 22. The faculty joins me in looking forward to the coming discussions of this School with you, Dr. Kuusisto, and Dr. Carr.

I will enclose a copy of my letter of November 1 to Dr. Kuusisto, which contains a tentative agenda for your visit. Copies of the materials listed in that letter also are enclosed.

Cordially yours

O. B. Conaway, Jr.,  
Dean

OBC: gls  
Encs.

November 1, 1963

Dr. Edward F. Carr  
Associate in Higher Education  
Department of Education  
Education Building  
Albany 1, New York

Dear Dr. Carr:

A copy of my letter to Dr. Kuusisto in regard to the visit of your Committee to this School on November 21 and 22, is enclosed. Also enclosed are copies of the various publications and memorandum that we have assembled for your use.

I know that you expect to visit our Registrar next week and, if there are other arrangements that you would like us to make, I hope you will not hesitate to inform us at your convenience.

Cordially yours

O. B. Conaway, Jr.,  
Dean

OBC: gls  
Encs.

September 16, 1963

Dr. E. K. Fretwell, Jr.  
Assistant Commissioner for Higher Education  
State Education Department  
Education Building  
Albany, New York

Dear E. K.:

We are very much pleased by your announcement in a letter to me on August 29, 1963, that the Division of Higher Education would visit this institution on November 21 and November 22 to evaluate our qualifications for continued participation in the Scholar Incentive Program. The proposed dates are quite satisfactory to us.

You stated that Dr. Allan Kuuisto, Director of the Division of Higher Education, would be in charge of the visit and will indicate to me well in advance both the schedule he wishes to follow and the materials he would like us to prepare. We will be very glad to discuss these matters with Dr. Kuuisto.

I am sure that the review of the institution by the team from the Division of Higher Education will be very useful to us, as well as to State University, in appraising our programs to date and planning our future programs.

Cordially yours

O. B. Conaway, Jr.,  
Dean

OBC:glb  
cc: Dr. Harry Porter, Provost

THE UNIVERSITY OF THE STATE OF NEW YORK  
THE STATE EDUCATION DEPARTMENT  
ALBANY 1  
12201

ELBERT K. FRETWELL JR.  
ASSISTANT COMMISSIONER FOR  
HIGHER EDUCATION

August 29, 1963

*Answer - cc Port Jeps  
Murray?*

Mr. O. B. Conaway, Jr.  
Dean  
Graduate School of Public Affairs  
5 Englewood Place  
Albany 3, New York

*What we want  
facilities/faculty  
of st.*

Dear O.B.:

We are now making up our schedule for visits by the Division of Higher Education to certain colleges and universities for the academic year 1963-64. We propose to visit you November 21-22.

The basic objective of our visit is to consider approving your graduate program for continued participation in the Scholar Incentive Program. *Reply* *(OK)* If these dates do not appear to be convenient, I wish you would let me know.

In the near future you will be hearing direct from Allan A. Kuusisto, Director of the Division of Higher Education, who will be in charge of the visit. It is anticipated that he will be assisted by Frank P. Piskor, Vice President for Academic Affairs, Syracuse University, who will be serving the Department on the dates in question, and Robert W. Frederick, Jr., Supervisor in Higher Education. Mr. Kuusisto will indicate the kind of information he will wish to obtain in advance and will outline in general what he and his colleagues will plan to accomplish while on your campus. He will also work out with you the exact time of meetings with you and your people. Should you have reports of any other visiting teams to your institution *get* (for example, the Middle States Association of Colleges and Secondary Schools), you might call these to the attention of *Public* Mr. Kuusisto when he gets in touch with you. *RPT.*

Mr. O. B. Conaway, Jr.

-2-

August 29, 1963

We in the Department like to consider these visits as opportunities to provide useful and constructive counsel to the various higher institutions of the State. We look forward to this visit with you and your staff.

Sincerely yours,



Elbert K. Fretwell Jr.

EKF:ch

cc: Mr. Porter

Mr. Kuusisto

Mr. Frederick