

File

Graduate School  
(Aspa Evaluation)

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STATE UNIVERSITY  
OFFICE OF  
VICE PRESIDENT FOR BUSINESS AFFAIRS

MEMORANDUM

December 27, 1965

Personal

TO: Mr. Ellis T. Riker  
FROM: Daniel Klepak  
SUBJECT: Evaluation of the Graduate School of Public Affairs

As you requested, Charlie Foster and I did our best to evaluate the Graduate School of Public Affairs within the brief time and meager resources available to us. You know, of course, that Phil Hagerty was a member of the task force also, but the pressure of his work did not permit him to participate in any way. I am hopeful that the attached assignment adequately fulfills the job you gave us.

Incidentally, the report mentions that your letter to Dr. Gould and his letter to you are attached. I am not sending these to you since you are in the best position to supply copies because you have Dr. Gould's original letter. If we can help in any other way, please let us know.

Attachment

cc: Mr. Charles Foster

AMERICAN SOCIETY FOR PUBLIC ADMINISTRATION  
Capital District Chapter  
Professional Training Committee

TASK FORCE REPORT ON THE  
GRADUATE SCHOOL OF PUBLIC AFFAIRS

I. Introduction

The Capital District Chapter of the American Society for Public Administration, among its other objectives, has long sought to improve the caliber of potential professional administrative personnel entering State service and to enhance the qualifications of those already employed by the State of New York. It has attempted to accomplish these objectives by a variety of means including the encouragement of in-service training within the State, the creation of a management development program and the establishment of the Graduate School of Public Affairs as part of the State University of New York.

Recently the Professional Training Committee, under the chairmanship of Ellis T. Riker, decided to look at some of the programs it had helped foster and evaluate their effectiveness from the viewpoint of the Capital District Chapter. Among the task forces organized for this purpose was one composed of Charles Foster, Philip Hagerty and Daniel Klepak (Mr. Hagerty was unable to participate) which was charged with evaluating the Graduate School of Public Affairs. This report summarizes the work of this group.

II. Summary of Findings

A. In a report dated June 5, 1956, the Professional Training Committee (then headed by Milton Musicus) recommended the establishment of a graduate school with the following objectives:

- "1. To provide training to persons planning to enter state or municipal service.

- "2. To provide advanced courses for State and local government employees who wish to continue their training in government and administration and become equipped to assume greater responsibilities.
- "3. To conduct courses and institutes to meet State and local needs for specialized education in government administration.
- "4. To conduct research in State and local government."

B. In order to determine to what extent the School had achieved these objectives in the very brief period since it was organized in 1962, the Task Force met with the Dean and other representatives of the School and developed the following data:

1. In its three academic years of existence, the School has graduated 55 persons. Of these, 34 are currently employed by the State of New York while an additional 6 are serving with public authorities and local governments.
2. Twenty-three individuals, already employees of the State before matriculation, have received graduate degrees from the School. All of these are still associated with the State in one capacity or another. While many of these individuals have been promoted since receiving graduate degrees, this study was not conducted in sufficient depth to determine the causal relationship.
3. An average of 250 State employees register each semester for courses directly or broadly related to their State positions. The majority of these have matriculated for degrees.
4. Within staff limitations, the School has attempted to meet requests by State agencies for courses custom-tailored for specific problem areas or to do any management development. In June 1963 and

in December 1964, 55 State administrators participated in two separate institutes entitled The Political, Legal and Organizational Environment of Public Administration. Individual members of the faculty participated in training sessions for State interns and trainees, and in workshops for administrators of the Department of Social Welfare. The School has also contributed faculty or other assistance in seminars conducted for the Departments of Civil Service, Education, Social Welfare, Health, Labor, Mental Hygiene, Office for Local Government and the Office of General Services.

5. The School is cooperating with the Office for Local Government and the Government Affairs Foundation in a survey of local training needs and opportunities for training in the State of New York. It is expected that this survey will point up areas in which this School may take a positive role. However, due to budgetary and staff limitations, as well as the relative infancy of the School, no significant training has thus far been provided for local government officials.
6. Realizing its inadequacy in providing the number and range of seminars and institutes for State administrators and officials, the School requested and on April 1, 1965 received funds for staff recruitment and related costs for the establishment of what it calls the Center for Professional Development. In October 1965 an acting director was named and the Center is about to announce its first programs. In addition to the faculty of the Graduate School, the Center expects to draw on faculty resources from other universities and from people fully employed within government.
7. The Graduate School has conducted some research although this is not well known to many State practitioners. The School has established a public affairs monograph series. It periodically publishes a news and digest called Metropolitan Area Problems

and its faculty has published a few monographs. The School contemplates organizing a local government studies center as a vehicle for organized research.

- C. The General Bulletin of the Graduate School of Public Affairs of the State University of New York states, on page 9, that its objectives are "...to provide educational preparation for academic and public service careers, to undertake research on significant public problems and issues, and to assist in the continuing professional development of governmental executives." These objectives generally coincide with the objectives stated by the Professional Training Committee in its report of June 5, 1956. In its early efforts to meet these objectives, the Graduate School ran the risk of being considered virtually a "trade school" by university accrediting groups, which insisted upon much broader academic scope and diversity of interests. Thus, it appears that the School has been obliged to keep in mind that it could never hope to achieve its stated objectives and acquire the very best faculty unless at the same time it satisfied accrediting agencies that it was a fully equipped and academically oriented graduate school. From the somewhat superficial investigations of this Task Force, it appears that the Graduate School is rapidly achieving at least the interim recognition of these accrediting organizations.

### III. Merger with State University of New York at Albany

Shortly before the Task Force was organized, the President of the State University announced that the Graduate School of Public Affairs was being assigned to the State University of New York at Albany, although no details were made public. Because the Task Force was concerned that the implementation of this merger might attenuate the effectiveness of the Graduate School and perhaps cause it to lose its identity as a professional school, a letter to that effect was sent to the President of the State University over Ellis Riker's signature. On November 29, President Gould responded giving

categorical assurance that there was "...no intention that any of the changes presently being undergone by the Graduate School of Public Affairs should in any way alter either the quality or the purposes for which the School was originally created." (A copy of Mr. Riker's letter and President Gould's letter are attached.)

#### IV. Conclusions and Recommendations

Although the Task Force had neither the time nor staff available to develop the necessary data, it nevertheless may be concluded that the School has generally met objectives 1 and 2 as set forth in the June 5, 1956 report of the Chapter's Professional Training Committee. In this respect the School has provided training to persons planning to enter State and municipal service and it has provided an opportunity for advanced studies in government and administration.

The School has not fully met the third objective (that is, providing courses and institutes to meet State and local needs) although the newly created Center for Professional Development should adequately provide this service when it is fully organized and staffed. No significant progress has yet been made towards achieving the fourth objective, namely, conducting research in State and local government.

As the School has broadened and strengthened its programs to meet its substantially increased enrollment, its full-time faculty has been increased to a total of 23. In pursuing its teaching and related duties, the faculty has not had sufficient occasion or perhaps incentive to keep abreast of State operations and to become acquainted with top State administrators. The resulting breakdown in communication has alienated some State officials and, as a result, lessened the support available to the School.

It appears to the Task Force that the Graduate School of Public Affairs has done a good job in spite of its extreme youth (it is three academic years old) and staffing and organizational problems. It has sought, and perhaps found,

a workable middle ground between attempting to satisfy the needs of State and local government and, at the same time, gaining accreditation and recognition in the academic arena. Its future effectiveness may be enhanced, from the Chapter's viewpoint, if the Graduate School were to adopt the following suggestions:

- A. Establish an advisory council of top State and local officials with a dual purpose:
  1. To advise the Dean on problems and priorities in State and local government where the State can make a contribution.
  2. To serve as a sounding board for the Dean and a communication channel to develop support for the School within State and local government.
- B. Use every available method of improving communications between the School and State administrators. Among ways and means that might be considered are:
  1. Increased emphasis on meetings between the School's faculty and the Chapter's Professional Training Committee.
  2. The use of informal means such as may be provided by graduation exercises, receptions and luncheons for all members of the faculty to meet with and become personally acquainted with State officials and administrators.
  3. The development of additional special committees or advisory groups on certain aspects of the School's curricula.
- C. Establish procedures for becoming increasingly aware of materials within State and local government which might form the basis for case studies and that might make the School's program more meaningful.

- D. Encourage the full-time faculty to make greater use of State and local administrators, where appropriate, as lecturers on particular subjects in order to broaden and enrich the program.
- E. Make all possible efforts to devote attention to research in State and local governmental problems. In this respect, funds may be available through foundations and the Federal Government to support such research. If such funds are available, it would permit the faculty to have adequate time to conduct research and to write articles which would contribute to the stature of the instructional staff and of the entire School.
- F. Give consideration in the early work of the Center for Professional Development to conducting institutes and seminars for local governmental officials.

On the other hand, the Capital District Chapter can greatly assist the Graduate School of Public Affairs by supporting the concept of the Center for Professional Development and by offering its wholehearted cooperation in all other appropriate areas.

12/22/65



STATE UNIVERSITY OF NEW YORK  
MEMORANDUM

To: FACULTY MEMBERS Date: October 27, 1965  
From: Dean O. B. Conaway, Jr., Graduate School of Public Affairs  
Subject: -----

Attached is a rough draft of a Campus Academic Plan required by the Provost's Office from all units of SUNY. As I stated in our last faculty meeting, the events of the past two months have obliged us to prepare this statement under forced draft. Will you please give me your comments, if possible, by Friday evening as we should submit this plan by the first of the following week. You may, if you wish, make your comments on the attached draft.

OBC:glb

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ACADEMIC PLAN OF  
GRADUATE SCHOOL OF PUBLIC AFFAIRS  
1965 - 1970 OR 1974

ACADEMIC PLAN  
OF  
GRADUATE SCHOOL OF PUBLIC AFFAIRS  
1965 - 1970 or 1974

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 certain academic and public service careers, 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 enrollments that made it one of the major institutions of its kind in the United States. Enrollments in the School have reached new heights each year since its establishment. 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. Thus its primary activity has been the creation and expansion of academic programs in political science, public administration, political economy and public affairs discussed specifically in C-4, below. 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 demands of the academic programs of the School have been such that only now is it becoming able to give adequate attention to its responsi-

bilities 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 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 its establishment the faculty of the School has produced an increasing number of books, monographs and 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 is designing two others; 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 is in the process of organizing as a constituent unit the New York State Staff College which is expected to begin operation on or about December 1, 1965. The Staff College will 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. While the College will have a small administrative staff, its programs will be presented primarily by members of the faculty of the Graduate School. It also will

draw on the other faculties of the University and, as well, on the resources of other universities and the governments of the country.

The Graduate School still is in a critical stage of development. While its academic programs are well developed, the present enrollment in those programs (some 600 persons) requires faculty resources substantially in excess of those now possessed by the institution. The School's projection of enrollments indicates that this student body will double in three years. The institution thus must make a vigorous recruitment effort for at least the next five years. The planning and initiation of the organized research program of the School in accordance with the needs of the State and the activities of its other research agencies is a complicated process that will require a period of three to five years. The Local Government Studies Center will require a steady increase in resources. The New York State Staff College will require very careful program planning, especially in the next two years. Its programs will assume major proportions on the basis of estimates that there are some 7,500 administrative positions in New York State, the incumbents of which would be eligible for participation in its projected programs.

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 major portion 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 New York State Staff College is expected to become the focus of executive development in New York. While the School's record in public administration is impressive, 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 expects to grant its first doctorates in political science in 1966 and already has placed a number of its 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 can become a major source of teachers of political science and public administration.

The Graduate School of Public Affairs is presently 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.

## II. UNITY THROUGH IDENTITY

### A. Student Enrollment

#### (1) Projections--in tables--to 1974

Enrollments at the Graduate School have increased substantially since its establishment. The successful initiation of a full-time public administration program and the addition of the political science curriculum produced an enrollment of 55 full-time and 300 part-time students within three years. An increase in course registrations of some 25 per cent was experienced for each succeeding academic year. The development of the program in political economy, announced in April of 1964, with the continued expansion of the public administration and political science curricula, nearly doubled enrollment in 1965 to 85 full-time and 300 part-time students. Of the 85 full-time students in 1965, 67 are master's students and 18 are doctoral students.

Enrollment projections for 1970 and 1974 will again show large increases. The reasons for this are obvious. The growing social involvement with public affairs has stimulated academic study in this field. Increased financial assistance through both State and Federal sources has served to attract students who previously had been unable to afford graduate study. The willingness of the State to support specialized fellowships and to authorize educational level for professional development has increased over the past several years. In addition, many public jurisdictions have in the past few years set minimum quali-

fications for entering professionals at the master's degree. Projecting this environment and assuming a continued development of graduate programs in public affairs will reflect an increase in enrollments in 1970 and 1974 according to the following table.

These tables reflect the limitations of enrollment projections provided in December, 1964. The Graduate School of Public Affairs has developed more recent and reliable projections based upon additional data generated since then. These have been forwarded under separate cover to the Central Office.

DISTRIBUTION OF F.T.E. INSTRUCTION LOAD

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

PROGRAM IN POLITICAL SCIENCE

	Lower Div. FTE Students (Fall)	Upper Div. FTE Students (Fall)	Masters FTE Students (Fall)	Doctoral Students (Fall)	Total FTE Students (Fall)	Number and Percent of Total FTE Students (Fall) Enrolled in <u>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
	Lower Div. FTE Students (Annual)	Upper Div. FTE Students (Annual)	Masters FTE Students (Annual)	Doctoral Students (Annual)	Total FTE Students (Annual)	Percent of Total FTE Students (Annual) Enrolled in <u>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 process.



DISTRIBUTION OF F.T.E. INSTRUCTION LOAD

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

PROGRAM IN POLITICAL ECONOMY

	<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 Percent of Total FTE Students (Fall) Enrolled in 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

  

	<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	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 process.

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 Percent 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 program. Enrollments have been projected by semester rather than by three term experimental calendar now in process.

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 F.T.E. 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 divide 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 admissions at 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 the realization of an approximately 80 per cent expansion of the present full-time student body over that of last year.

Thus, the critical factor limiting future growth of full-time enrollment at the Graduate School of Public Affairs is not expected to be the lack of qualified applicants, but rather 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 is dependent for its success on a capacity for significant research and service as well as for a reputable instructional program. For this reason, we have developed a basic teaching load of 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 product

or have other major administrative duties in one of the school's several service programs. This workload is one which enables us to make significant contributions to the knowledge of public affairs and at the same time to maintain a meaningful instructional program. In the event a faculty member is not interested in major research during an academic year, he may assume a teaching load of 9 hours in the Fall and Winter Terms, a policy which accords with the standards of the Middle States Association.

The faculty has for the past several years assumed a much larger than desirable faculty-student ratio. This year, for example, based on present enrollments, we have a 14.9 to 1 instructional ratio. For the 1966-67 fiscal year we will reduce this by 8 per cent to 13.7 to 1. This is greatly in excess of the University-recommended 1 to 8 ratio for graduate programs. We have been able to service these large enrollments by voluntary teaching contributions, larger class sizes, and through our summer tutorial program.

For the coming year we need an additional dozen faculty to be distributed among the three programs of public administration, political science, and political economy. In addition, we will require a substantial increase in basic staff for the Local Government Studies Center and the Executive Development program. In public administration we specifically need specialists in the fields of: systems analysis and management, administrative behavior and personnel, managerial economics, organization theory, administrative law and politics and

administrative finance. In political science we need additional specialists in the fields of: international and comparative politics, American politics and political behavior and political theory. In political economy we need specialists in the fields of: quantitative analysis, economic organization and social control, and development economics.

It is important to note here that on the graduate level faculty are needed 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 will also 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 program as well as to meet these new and important service functions. The initiation of new academic programs suggested in Section III will also create new staff requirements not envisioned in the growth projections limited to 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 substantial number of senior men in its academic fields. Given the shortage of senior professors in political science, public administration and economics, as well as the general status of development of State University, the recruitment of this faculty was a difficult undertaking. In political science the School requires a faculty of specialists. It was successful in attracting senior men to plan its major programs in political science and during the past year has added young specialists in these respective fields of the discipline to its faculty.

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 particular effort.

The Graduate School of Public Affairs has been able to recruit an adequate faculty which already has shown very substantial promise of further development because it 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.

While the faculty of the Graduate School increased from 1964 to 1965 by approximately 50 per cent, its present program commitments require a further increase of more than 50 per cent in the coming year. In addition, the School's estimates of increased enrollments in the future indicate still further recruitment of faculty members if the commitments of the School are to be met. Faculty recruitment has one of the highest priorities in the School and will continue to have for a period of at least three to five years.



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 is 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 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 which were designed for persons interested in undertaking careers in teaching, research, and public service were reformulated in 1964-65. The present program reflects the substantial changes in this field during the past ten years. The program does not stress any single conceptual framework or analytical method but rather attempts to incorporate elements of the various approaches: philosophical, historical,

descriptive, institutional, and rigorously empirical. The distinct fields of the discipline are considered by the Graduate School to be political theory, American political systems, public administration, public law, foreign and international political systems. As this program was initiated in 1965, the institution does not have yet a basis for evaluation. However, its formulation of political science degrees has been well received in other universities and the School has had no difficulty in placing its graduates. The M. A. program in political science has been attractive to many students interested in teaching in junior colleges or of entering public service.

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 basically reformulated its programs in public administration. 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 M. P. A. is primarily a terminal professional degree designed for persons desiring an appropriate graduate training prior to entering the public service and for persons already in the public service who desire additional education as a means of furthering their careers. 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. The degree is given by only four universities in the United States. 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. candidates in the U. S. The majority of these candidates are senior civil servants of New York State while others are foreign students. The School also has three full-time candidates for the degree. Persons holding this degree are much in demand by the governments of the country and as teachers of public administration.

The programs of the Graduate School leading to the M. A. and Ph. D. in political economy are unique in the country. They are one of the substantial experiments of the institution. 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, and consulting. Essentially, the programs in political economy are designed to produce professional trained economists, but particularly 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. These programs are based upon the assumptions that the study of economics is of increasing importance to public administrators and that the modern economist must be familiar with the political and administrative processes as well as with formal economics. As this program was initiated in September 1965, the institution does not yet have a base for its evaluation. However, the announcement of this program in May 1965 attracted national attention and a good enrollment in its first year. There does not seem to be any question about the employability of persons trained in these programs either in universities of the country or in its public services.

The Graduate School's program leading to the M. A. in public affairs was designed to meet the special needs of persons requiring highly individualized graduate curricula. Admission to the program is highly selective. The 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 virtue of its special purpose.

The youth of the Graduate School is such that although its student body is large it does not yet have a reasonable basis for evaluation of its programs. They are, however, under continuous evaluation and most of their graduates have entered positions of such a kind that it will be possible to obtain appraisals of their performance relatively early in their careers. The faculty is considering a general review of the progress of its graduates after the graduation of the School's fifth class. A general review of the functions and programs of the School by a special panel in the Spring of 1966 is also under consideration.

✓A major source of strength in the present academic program of the Graduate School of Public Affairs is the inter-disciplinary nature of its faculty and the absence of departmental barriers. ✓Such an environment has benefitted the program formulation process and has also 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.

#### 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 of faculty members. It has made possible during the School's 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. The future of research in the institution will depend in large part upon substantial increases in them, 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 all cur-

rent 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 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.

The principal limitation on research within the School is its library. While the School has gone far in three years toward the creation of an appropriate library for a professional school, it does not have the documentary and other technical resources required by its faculty and students. These resources are not generally available in the New York State Library. Thus, the creation of these resources is a major responsibility of the University in the next five years, and its 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 SUNY at Albany.



E. Library Resources

The library which now numbers 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 and sweep of the program, it is a respectable collection of current 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 holdings 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 of the on-campus writing of a major master's degree research paper will make it imperative to expand some areas, to acquire more background and historical materials in all disciplines, to purchase back files of periodicals and newspapers either in hard copy or on microfilm, and to collect significant older and all pertinent current publications of the Federal government, New York and other state governments, and governmental research bureaus. As our commitment to research and specialization becomes too great to justify our dependence on other libraries, it will become increasingly necessary to round out

our 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.

## 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. This fact does not depreciate its value as an institution for the training of prospective teachers but, rather, enhances its academic resources. The School was established in part 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. As noted above, the School already supplies a large part of the New York State's need for new administration personnel. Its location in Albany has enabled the State to recruit administrative and other personnel more readily. In addition, each year several hundreds of New York State's officials continue their education in the School. Still further, the School is in the process of creating a New York State Staff College which will be devoted entirely to the continuing development of the State's executives both of the State government and the local 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. Research in the Graduate School of Public Affairs will increase rapidly in the next five years.

The contribution of the School to the Capital District region and to other regions of the State already is substantial. It is properly considered an institution of State University with a particular interest in the governments of New York

and increasing capacity to assist them.

The contribution of the Capital District Region and of the State/to generally to the institution is great. The Graduate School of Public Affairs has one of the two most advantageous locations in the U. S. for the study of public affairs. Its relations to 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 invaluable means of supplementing its programs of instruction, research and training. The School expects to extend its relationships with the governments of the State and that it 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 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 plans to explore the possibility of several experimental innovations in its existing academic and professional programs. Among these 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 state and local governments, would 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 seeks 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 SUNYA 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 early formulation of two new professional master's degree programs--one in urban and regional development and the second in public planning. Both prospective programs represent university responses to needs amply documented by shortages of trained manpower in these fields as well as to anticipated needs generated by increasingly greater governmental involvement in area development and resource allocation. Each of these programs 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; possibly, these elements are or will become available through the University Center in Albany.

With the association of the Graduate School of Public Affairs with SUNYA, several interdisciplinary programs, especially at the master's level may become feasible. Among these would be 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 most appropriately are based on a full 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 plans to study the desirability of developing an intermediate degree program designed to prepare persons for college-level teaching in traditional disciplines and in combined fields. Such programs would represent an intermediate step between the master's degree and the Ph.D., and might become either a terminal or transitional stage depending upon the professional needs of the student. These programs 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.

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 projects of the Center to those of certain State agencies including 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 to the research program 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 basic 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

The principal new program of public service by the Graduate School of Public Affairs is represented by its New York State Staff College. This new unit of the School will be a means of reorganizing and expanding the training functions engaged of the institution. The expansion of these functions was made possible by the School's 1965-1966 budget. The Staff College, like the Local Government Studies Center, will be a major means of continuing public service in the usual sense of the term. It is expected that it will in time provide opportunities for continuing education for some 4,000-5,000 employees of state government and, as well, several hundred executives of the State's local governments. These programs will require substantial research by the School in cooperation with the affected agencies of the State. The projected program of the Staff College obviously will be one of the major activities of the Graduate School and will require very extensive faculty resources.

PLC: Academic Programs

Rebecca Johnson

Welch

September 2, 1965

Dr. O. B. Conaway, Jr., Dean  
Graduate School of Public Affairs  
Building Eight  
The State Campus  
Albany, New York 12226

Dear O.B.:

Pursuant to our mandate to approve graduate programs for student participation in the Scholar Incentive Act, I visited your institution in July to ascertain what has happened since the original evaluation visit of November 1963. What follows is a set of impressions about developments since the team that visited you originally filed its report.

I think the chief impression I carried away with me is that you and your colleagues in the Graduate School have proceeded systematically and positively to overcome areas of previous weakness. I think the Graduate School deserves considerable credit for its continued capacity to attract qualified and even distinguished faculty members into its midst. One notes particularly the addition of a group of qualified economists. During the earlier visit, an obvious lack of economists proved to be one of the most significant weaknesses in the School's efforts to live up to its stated objectives.

The new quarters, however temporary they may be, give one an impression of adequacy and even of something more than that. The uncertainty that hovered around the institution's housing situation two years ago, of course, still remains. It is

September 2, 1965

hoped that State University will soon provide the Graduate School the kind of permanent physical facilities that are in keeping with the kind of distinguished objectives and efforts which its faculty and administration are committed.

The decision to merge the Graduate School of Public Affairs with State University of New York at Albany is genuinely meritorious and can only be applauded from this end. We are already on record as having expressed this to Dr. Gould. What this means for the Graduate School, of course, is that it gets the kind of undergraduate buttressing so important to a well-rounded graduate operation. It means, for instance, that your teaching assistants will have a chance to get their feet wet in freshman sections. It means a greater breadth of course opportunities for your students in associated fields, both at the undergraduate and graduate levels. It means a broader faculty relationship. It means more library facilities. In short, as far as we in the State Education Department can see, the benefits of this move should be very considerable to your operation. Needless to say, the benefits to the State University Center at Albany should be equally as great, if not greater. The opportunity is rarely given to an institution to inherit a full blown and completely qualified graduate faculty in political science, economics, and public administration.

Your memo on faculty work loads is a particularly significant contribution to the improvement of the institution. Your definitions of work loads are reasonable and provide, it seems to me, the proper conditions for quality teaching and research. For a graduate institution, the option the faculty members have to elect a straight teaching assignment rather than a research commitment goes to the limit in recognizing the honorable status of teaching.

One notes also the action on calendar revision which flows directly from the general recognition of student loads made by our team in its January 1964 critique letter. The new calendar is innovative and should be made to order for the kind of clientele which the Graduate School attracts. Our reaction is clearly positive; you have proceeded on an innovative and imaginative scheme well worth trying.

Dr. O. B. Conaway, Jr.

-3-

September 2, 1965

The efforts made to establish some really neat fellowships, particularly the special fellowships for faculty members and academic administrative officers of SUNY, are in keeping with the over-all effort to make the institution and its offerings attractive and distinctive. We applaud you for your developments in this regard.

We note that you are introducing a new program in political economy. Since our approval of programs is given only to programs operative at the time of the visit, we will return to visit you sometime during the year to see how the new political economy program is developing. Otherwise, we are approving the existing programs for a three-year period which should cover the interval of transition as the Graduate School moves into its new status as a part of State University of New York at Albany.

Sincerely yours,



Allan A. Kuusisto

AAK:ch

cc: Dr. Gould  
Dr. Porter  
Dr. Syrett

Graduate School-1a  
Finer Services - F.S.

May 18, 1965

To: Dean O. B. Conway, Jr.  
From: Charles H. Foster  
Subject: Webb S. Finer - Services as Vice Chairman  
of Faculty Senate

I have discussed with President Gould the sharing of the salary of Dr. Finer. It is agreed he should be on your payroll for the first six months of the current fiscal year and shift to the budget of Central Administration for the second six months or as nearly as can be accomplished with the bi-weekly payroll schedule.

The Division of the Budget is agreeable to this arrangement.

I am expecting you will make the necessary arrangements in this matter with Dr. Price and the Personnel Office and with Miss Taaffe. I am sending copies of this memo to them for their information.

cc: President Gould  
Dr. Price  
Miss Taaffe  
Mr. Lewis

STATE UNIVERSITY OF NEW YORK  
Memorandum

To: President Gould Date: 5/13/65

From: C. H. Foster STATE UNIVERSITY  
OF NEW YORK

.....Appropriate action RECEIVED

.....Comment and criticism MAY 14 1965

.....Your information and files OFFICE OF THE PRESIDENT

.....Please note and return

If you wish to agree to this request ~~which~~ the Budget Office would prefer to have us have the salary on our budget for the last six months of the year and on the school's for the first six months.

STATE UNIVERSITY OF NEW YORK  
Memorandum

To: Charles Foster Date: 5/15

From: Office of the President

- ..... Appropriate action
- ..... For comments or recommendation
- ..... Please discuss with me
- ..... For your information and files
- ..... Please note and return
- ..... Prepare reply for my signature

I think we should agree to the request and follow Budget Office's recommendation. Please notify O.B. J.

GRADUATE SCHOOL OF PUBLIC AFFAIRS  
STATE UNIVERSITY OF NEW YORK

BUILDING EIGHT, THE STATE CAMPUS  
ALBANY, NEW YORK 12226

Area Code 518  
457-2416

OFFICE OF THE DEAN

RECEIVED

MAY 6 1965

STATE UNIVERSITY  
OFFICE OF

VICE PRESIDENT FOR BUSINESS AFFAIRS

May 4, 1965

Mr. Charles H. Foster  
Vice President and Controller  
State University of New York  
8 Thurlow Terrace  
Albany, New York

Dear Charlie:

On July 1, 1965, Webb S. Fiser, Professor of Political Science, will become Vice Chairman of the State University Faculty Senate for the following two years. With the present and planned involvement of the Senate in University affairs, we have been requested to permit him to divide his time evenly between this Institution and his Senate office. We wish to fully cooperate with the Senate and recognize the importance of his new position. There are, however, several problems involved in this cooperation.

Dr. Fiser is one of our senior professors and one of two who presently teach our courses in political theory, a field which is required of all political science majors. We do not have the resources to absorb his teaching load within our limited faculty. Further, we do not have the resources to absorb this load on an adjunct basis.

As you may know, to meet this problem in the future the Senate Executive Committee resolved on March 31, 1965 that the President include in the central administration budget for fiscal 1966-67 a sum of \$80,388 which would, in part, provide for the reduced teaching loads of its officers. If we had been able to anticipate this requirement, we would have provided for it in our executive budget, but this was not known at that time. To enable us to provide for the teaching loss, I would like to know whether either of the two alternatives below would be possible:

- (1) Divide Dr. Fiser's salary between the Graduate School and central administration by either a split check or on a reimbursement basis.
- (2) Permit the Graduate School to increase its allocation from the State University income fund by one-half of Dr. Fiser's salary.

Mr. Charles H. Foster

-2-

May 4, 1965

In either case, the gross cost would be \$6,511 for the period July 1, 1965 to March 31, 1966. The Senate item would meet this requirement for 1966-67.

Whichever solution seems most likely, I would, of course, want to insure Dr. Fiser that his status in regard to retirement, social security, and tax withholding, would not be affected.

Would you please let me know if either of these two actions are possible? I will, of course, provide any additional information which may be necessary.

Sincerely yours



O. B. Conaway, Jr.,  
Dean

OBC:glb