

GRADUATE SCHOOL OF PUBLIC AFFAIRS
The University at Albany

M E M O R A N D U M

May 17, 1978

TO: FACULTY

FROM: Orville F. Poland, Dean

OFP

During the winter, we have been discussing the GSPA Goals and Priorities with Nan Lin of the President's office. As a result of these discussions, we have modified the statement of Goals that appear in the Mission Statement.

I am enclosing a copy of the revised statement as it applies to GSPA. The changes are not extensive. The Public Administration Department's priorities now includes the consideration of two tracks for the doctoral program, one for professional degree and the other for research degree. It also includes a recognition of an expanded commitment to continuing education. The Comparative Development Studies Center's first priority has been changed to indicate that the Center should serve as a research arm for the enrichment of the academic programs of GSPA. This is spelled out in more detail in Item #1 under Comparative Development Studies Center.

This document should serve as a basic reference in our policy developments in the coming year. To the extent that it is not appropriate, we should plan changes in it in next year's revision.

OFP/mpw

GRADUATE SCHOOL OF PUBLIC AFFAIRS

GOALS AND PRIORITIES FOR ACTION: 1978-79 THROUGH 1980-81

GENERAL PURPOSES AND PROGRAMS

The education program of the Graduate School of Public Affairs consists of extensive curricula in political science, public administration, and public affairs. Courses also are available in other units of the University in supporting social and behavioral sciences and related professional fields. Special concentrations may be developed in a variety of public policy areas, both domestic and international. The School awards the degrees of Master of Arts in Political Science, Master of Arts in Public Affairs, Master of Public Administration, Doctor of Philosophy in Political Science, and Doctor of Public Administration. The Department of Political Science also offers two undergraduate concentrations in Political Science and Public Affairs for a Bachelor of Arts degree.

The research activities of the School are designed primarily to strengthen and support its teaching functions and to make useful contributions to a better understanding of government, the economy, public policy, and social behavior. Faculty members and students are continuously occupied with research projects of varying scope and dimension. The School assists in the publication of the results of this research in order to disseminate knowledge broadly.

The service activities of the School include assistance to the people, organizations, officials, and governmental offices of New York State and the United States in the analysis of contemporary problems. Assistance includes special courses, conferences, workshops, and institutes; research and consultation, and publications.

The School is organized into two academic departments, the Department of Public Administration and the Department of Political Science, and the Comparative Development Studies Center, a research unit, and the Public Executive Project, an executive training center.

In the fall of 1977, 437 students were enrolled in the B.A. program in Political Science, 36 students in the master's program, and 22 at the Ph.D. level. In the Department of Public Administration, 211 students were enrolled in the M.P.A. program, and 38 were working toward the D.P.A. degree. In addition to these degree candidates, the Public Executive Project continues to serve over 600 state and local government officials per year in its programs.

GOALS

1. To provide training to enable both graduate and undergraduate students to play useful roles in public and private institutions which formulate, control, or influence public policies at whatever level.
2. To educate graduate students for college and university teaching and research in areas of government.
3. To provide selected graduate courses in administration for other professional programs of the University such as Social Welfare, Library Science, and Education.
4. To conduct research designed to advance knowledge regarding governmental policy and administration and to analyze significant relevant issues.
5. To disseminate knowledge relevant to governmental programs to the public through written materials, continuing education courses, provision of technical assistance, and other means.

PRIORITIES FOR ACTION

Department of Political Science:

1. Continually assess and improve the undergraduate educational experience including development and implementation of an honors program for superior students.
2. Continue to provide doctoral students with the skills and knowledge necessary for teaching and theoretical studies, while increasing the emphasis on skills required to pursue careers in governmental research.
3. Accelerate the development of specialized courses in the field of public policy analysis and evaluation.
4. Develop and maintain relations with other campus units in order to avoid duplication of effort and to maximize the use of available personnel and research opportunities.

5. Continue to coordinate course offerings and faculty recruitment efforts with the Department of Public Administration.
6. Give increased attention to interactions with state and local government and with the local community generally, including increased emphasis on public policy research, continuing education offerings, internship opportunities for students, and participation in symposia and seminars designed to enhance citizen understanding of public policy issues.
7. Develop appropriate relationships with the new Center for Governmental Research and Services in order to facilitate faculty and student research on public policy issues.
8. Expand faculty capabilities in selected fields; and seek to increase the number of graduate assistantships.

Department of Public Administration:

1. Continue to strengthen the doctoral program: implement core courses already authorized; consider two tracks for preparation of professional and research careers; develop new courses as appropriate; increase study opportunities for part-time students; consider developing a certificate program beyond the master's degree; consider developing a specialization in legislature administration; recruit more minority group students and women; recruit more full-time American students; review the Department's participation in the Political Science doctoral program.
2. Implement needed changes in the master's program; achieve and maintain an enrollment of 250 full-time equivalent students; centralized and better control the student internship program; initiate courses in administration for other campus units; explore ways to make the summer program more effective; strengthen offerings in legislative administration.
3. Define and realize an expanded commitment to continuing education: attempt to offer off-campus courses; develop special program for mid-career students; establish seminars for senior officials and legislative staff; organize colloquia and lecture series

on timely themes; explore the possibility of temporary assignment of faculty to governmental positions.

4. Intensify collaboration with other units in the Graduate School of Public Affairs (Department of Political Science, Public Executive Project, and Comparative Development Studies Center) and in SUNYA (Center for Governmental Research and Services and others) to specify and develop an expanded role in policy research and consultation on state government problems.
5. Encourage both basic and applied research activities and obtain new funded projects to increase the faculty time available for research.
6. Continue to conduct research in such areas as delivery of mental health services, comparative budgeting systems, productivity in higher education, problems of income maintenance policy, manpower planning in public employment, and other areas.
7. Develop research programs in information systems, environmental protection, administration of energy programs, welfare system management, school finance, local government finance, urban management, and transportation.
8. Add new faculty strength in public management.
9. Continue to hire adjunct professors from among practitioners to provide courses that draw heavily on governmental experience.
10. Continue to participate actively in professional societies and other aspects of the professional life of local and national communities.

Public Executive Project:

1. Expand and diversify the offerings of the Public Executive Project by:
 - a. Developing and conducting at least one off-campus credit granting program in public administration for governmental employees.
 - b. Developing and offering at least one new public management course each year.

- c. Developing appropriate mechanisms for awarding continuing education credits or other incentives to participants.
2. Actively explore the possibility of converting the Project into a full scale staff college for state and local government into which its existing courses could be integrated.
3. Hold cost per student to the lowest practical levels contingent upon the delivery of high quality instruction.
4. Assess the educational needs of agencies and officials on a continuing basis and design individually tailored courses as appropriate.
5. Expand course participation by ten percent each year.
6. Assist and support other campus units in expanding continuing education programs in public management.
7. Work with faculty to conduct research on major problems and issues facing public managers.
8. In cooperation with University officers, improve (a) the coordination of continuing education offerings on campus, (b) incentives for faculty participation, and (c) various procedures which now must be followed for payment of honoraria.
9. Develop new sources of support so that at least two positions may be funded permanently.

Comparative Development Studies Center:

1. Develop the Comparative Development Studies Center as a disciplinary focused research arm for the enrichment of academic programs of the Graduate School of Public Affairs by:
 - a. Mobilizing and coordinating research abilities and interests of GSPA faculty to meet state, national and international public policy needs.
 - b. Broadening the scope of CDSC involvement in public policy issues to take into account GSPA faculty and student capabilities and interests.

- c. Encouraging GSPA faculty participation in the planning and implementation of CDSC goals and priorities through the establishment of appropriate advisory committees.
2. Continue to conduct research on problems of concern to the New York State Legislature and other state legislatures, emphasizing the study of information systems and staffing requirements.
3. Emphasize the special needs and problems of women in government and what the Graduate School of Public Affairs can do to meet these needs and solve these problems.
4. Disseminate research findings broadly, and continue to integrate the results of research into the curriculum of the School.
5. Develop training programs and workshops for legislative staff from developing countries, and act as a clearinghouse for legislative reforms and innovations, both nationally and internationally.
6. Develop new programs in the area of human rights in order to facilitate implementation of government programs and development strategies.
7. Increase the funds available to the Center in order to expand the staff available for program development and research.

M E M O R A N D U M

March 30, 1978

TO: Dr. Nan Lin, President's Office
FROM: Orville F. Poland, Dean

Attached is the copy of GSPA's Goals and Priorities for 1978-79 through 1980-81. I have marked it up. The major changes are revisions of the statement of Goals. The existing statement suffers from misplaced modifiers. I have tried to straighten out the language. On page 4, item #4, is not understandable to me or to Charles Tarlton, so we have deleted it. On Page 5, item #8, we have recruited in all but one of these fields. The remainder looks okay to me, as marked.

OFP/mpw

GRADUATE SCHOOL OF PUBLIC AFFAIRS
GOALS AND PRIORITIES FOR ACTION: 1978-79 THROUGH 1980-81

GENERAL PURPOSES AND PROGRAMS

The education program of the Graduate School of Public Affairs consists of extensive curricula in political science, public administration, and public affairs. Courses also are available ^{in other units of} at the University in supporting social and behavioral sciences and related professional fields. Special concentrations may be developed in a variety of public policy areas, both domestic and international. The School awards the degrees of Master of Arts in Political Science, Master of Arts in Public Affairs, Master of Public Administration, Doctor of Philosophy in Political Science, and Doctor of Public Administration. The Department of Political Science also offers two undergraduate concentrations in Political Science and Public Affairs for a Bachelor of Arts degree. ok

The research activities of the School are designed primarily to strengthen and support its teaching functions and to make useful contributions to a better understanding of government, the economy, public policy, and social behavior. Faculty members and students are continuously occupied with research projects of varying scope and dimension. The School assists in the publication of the results of this research in order to disseminate knowledge broadly.

The service activities of the School include assistance to the people, organizations, officials, and governmental offices of New York State and the United States in the analysis of contemporary problems. Assistance includes special courses, conferences, workshops, and institutes; research and consultation, and publications.

The School is organized into a Department of Public Administration and a Department of Political Science, ^{with} ~~These are supplemented by~~ ^{two academic departments, the} a research entity, ^{unit} ~~and~~ the Comparative Development Studies Center, and an executive training center, the Public Executive Project.

~~NAAPA 17~~

(X)
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In Fall 1977, ⁴³⁷ students were enrolled in the B.A. program in Political Science, ~~in the B.A. program in Public Affairs,~~ ³⁶ students in the master's program, and ²² at the Ph.D. level. In the Department of Public Administration, ²¹¹ students were enrolled in the M.P.A. program, and ³⁸ were working toward the D.P.A. degree. In addition to these degree candidates, the Public Executive Project continues to serve over ⁶⁰⁰ state and local government officials per year in its programs.

GOALS

1. To provide training ^{to enable} which enables both graduate and undergraduate students to play useful roles in public and private institutions which formulate, control, or influence public policies at ^{whatever} all levels. 12
2. To educate graduate students for college and university teaching and research in ^{areas of} government. 11
3. To provide selected graduate courses in administration for other professional programs of the University such as Social Welfare, Library Science, and Education.
4. To conduct research designed to advance knowledge, ^{regarding} as well as ^{and} to analyze significant ^{relevant} issues of ^{relevant} governmental policy and administration. 11
5. To disseminate knowledge ^{to} the public through written materials, continuing education courses, provision of technical assistance ^{on relevant to} governmental programs, and other means. 11

PRIORITIES FOR ACTION

Department of Political Science:

1. Continually assess and improve the undergraduate educational experience including development and implementation of an honors program for superior students. 11

Original Item 2 from last year deleted

2. Continue to provide doctoral students with the skills and knowledge necessary for teaching and theoretical studies, while increasing the emphasis on skills required to pursue careers in governmental research.
3. Accelerate the development of specialized courses in the field of public policy analysis and evaluation.
4. Achieve greater integration of graduate and undergraduate offerings and to provide viable options for those seeking the Ph.D. in the policy area. *delete*
- 4 5. Develop and maintain relations with other campus units in order to avoid duplication of effort and to maximize the use of available personnel and research opportunities.
- 5 6. Continue to coordinate course offerings and faculty recruitment efforts with the Department of Public Administration.
- 4 7. Give increased attention to interactions with state and local government and with the local community generally, including increased emphasis on public policy research, continuing education offerings, internship opportunities for students, and participation in symposia and seminars designed to enhance citizen understanding of public policy issues.
- 7 8. Develop appropriate relationships with the new Center for Governmental Research and Services in order to facilitate faculty and student research on public policy issues.
- 8 9. Expand faculty capabilities in selected fields; and seek to increase the number of graduate assistantships.

1?

Department of Public Administration:

1. Continue to strengthen the doctoral program: implement core courses already authorized; consider two tracks for preparation of professional and research careers; develop new courses as appropriate; increase study opportunities for part-time students; consider developing a certificate program beyond the master's degree; consider developing a specialization in legislature administration; recruit more minority group students and women; recruit more full-time American students; review the Department's participation in the Political Science doctoral program. } OK
2. Implement needed changes in the master's program; achieve and maintain an enrollment of 250 full-time equivalent students; centralized and better control the student internship program; initiate courses in administration for other campus units; explore ways to make the summer program more effective; strengthen offerings in legislative administration.
3. Define and realize an expanded commitment to continuing education: attempt to offer off-campus courses; develop special program for mid-career students; establish seminars for senior officials and legislative staff; organize colloquia and lecture series on timely themes; explore the possibility of temporary assignment of faculty to governmental positions. } OK
4. Intensify collaboration with other units in the Graduate School of Public Affairs (Department of Political Science, Public Executive Project, and Comparative Development Studies Center) and in SUNYA (Center for Governmental Research and Services and others) to specify and develop an expanded role in policy research and consultation on state government problems. } OK

(Original Item 7 modified)

5. Encourage both basic and applied research activities and obtain new funded projects to increase the faculty time available for research.
6. Continue to conduct research in such areas as delivery of mental health services, comparative budgeting systems, productivity in higher education, problems of income maintenance policy, manpower planning in public employment, and other areas.
7. Develop research programs in information systems, environmental protection, administration of energy programs, welfare system management, school finance, local government finance, urban management, and transportation.
8. Add new faculty strengths ⁱⁿ ~~in policy analysis, administrative behavior, public management, and legislative administration.~~ (Is this still true?)
9. Continue to hire adjunct professors from among practitioners to provide courses that draw heavily on governmental experience.
10. Continue to participate actively in professional societies and other aspects of the professional life of local and national communities.

Public Executive Project:

1. Expand and diversify the offerings of the Public Executive Project by:
 - a. Developing and conducting at least one off-campus credit granting program in public administration for governmental employees.
 - b. Developing and offering at least one new public management course each year.
 - c. Developing appropriate mechanisms for awarding continuing education credits or other incentives to participants.

2. Actively explore the possibility of converting the Project into a full scale staff college for state and local government into which its existing courses could be integrated.
3. Hold cost per student to the lowest practical levels contingent upon the delivery of high quality instruction.
4. Assess the educational needs of agencies and officials on a continuing basis and design individually tailored courses as appropriate.
5. Expand course participation by ten percent each year.
6. Assist and support other campus units in expanding continuing education programs in public management.
7. Work with faculty to conduct research on major problems and issues facing public managers.
8. In cooperation with University officers, improve (a) the coordination of continuing education offerings on campus, (b) incentives for faculty participation, and (c) various procedures which now must be followed for payment of honoraria.
9. Develop new sources of support so that at least two positions may be funded permanently. #
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Comparative Development Studies Center:

1. Develop the Comparative Development Studies Center as a disciplinary focused research arm for the enrichment of academic programs of the Graduate School of Public Affairs by:
 - a. Mobilizing and coordinating research abilities and interests of GSPA faculty to meet state, national and international public policy needs.
- } new
OK

- b. Broadening the scope of CDSC involvement in public policy issues to take into account GSPA faculty and student capabilities and interests.
 - c. Encouraging GSPA faculty participation in the planning and implementation of CDSC goals and priorities through the establishment of appropriate advisory committees.
2. Continue to conduct research on problems of concern to the New York State Legislature and other state legislatures, emphasizing the study of information systems and staffing requirements.
 3. Emphasize the special needs and problems of women in government and what the Graduate School of Public Affairs can do to meet these needs and solve these problems.
 4. Disseminate research findings broadly, and continue to integrate the results of research into the curriculum of the School.
 5. Develop training programs and workshops for legislative staff from developing countries, and act as a clearinghouse for legislative reforms and innovations, both nationally and internationally.
 6. Develop new programs in the area of human rights in order to facilitate implementation of government programs and development strategies.
 7. Increase the funds available to the Center in order to expand the staff available for program development and research.

Original Item 3 deleted -

GRADUATE SCHOOL OF PUBLIC AFFAIRS
GOALS AND PRIORITIES FOR ACTION: 1977-78 THROUGH 1979-80

General Purposes and Programs

The education program of the Graduate School of Public Affairs consists of extensive curricula in political science, public administration, and public affairs. Courses also are available at the university in supporting social and behavioral sciences and related professional fields. Special concentrations may be developed in a variety of public policy areas, both domestic and international. The School awards the degrees of Master of Arts in Political Science, Master of Arts in Public Affairs, Master of Public Administration, Doctor of Philosophy in Political Science, and Doctor of Public Administration. The Department of Political Science also offers an undergraduate concentration for candidates for the Bachelor of Arts degree.

The research activities of the School are designed primarily to strengthen and support its teaching functions and to make useful contributions to a better understanding of government, the economy, public policy, and social behavior. Faculty members and students are continuously occupied with research projects of varying scope and dimension. The School assists in the publication of the results of this research in order to disseminate knowledge broadly.

The service activities of the School include assistance to the people, organizations, officials, and governmental offices of New York State and the United States in the analysis of contemporary problems. Assistance includes special courses, conferences, workshops, and institutes; research and consultation; and publications.

The School is organized in a Department of Public Administration and a Department of Political Science. These are supplemented by a research entity, the Comparative Development Studies Center, and an executive training center, the Public Executive Project.

In Fall 1976, 394 students were enrolled in the B.A. program in Political Science, 33 students in the master's program, and 23 at the Ph.D. level. In the Department of Public Administration, 231 students were enrolled in the M.P.A. program, and 37 were working toward the D.P.A. degree. In addition to these degree candidates, the Public Executive Project continues to serve over 600 state and local government officials per year in its programs.

Goals

1. To provide training which enables both graduate and undergraduate students to play useful roles in public and private institutions which formulate, control, or influence public policies at all levels.
2. To educate graduate students for college and university teaching and research in government.
3. To provide selected graduate courses in administration for other professional programs of the University such as Social Welfare, Library Science, and Education.

4. To conduct research designed to advance knowledge, as well as to analyze significant issues of governmental policy and administration.
5. To disseminate knowledge to the public through written materials, continuing education courses, provision of technical assistance on governmental programs, and other means.

Priorities for Action

Department of Political Science:

1. Continually assess and improve the undergraduate educational experience, including development of an Honors Program for superior students.
2. Develop and implement a second undergraduate major in Public Affairs for students interested in specific aspects of public policy.
3. Continue to provide doctoral students with the skills and knowledge necessary for teaching and theoretical studies, while increasing the emphasis on skills required to pursue careers in governmental research.
4. Accelerate the development of specialized courses in the field of public policy analysis and evaluation.
5. Achieve greater integration of graduate and undergraduate offerings and to provide viable options for those seeking the Ph.D. in the policy area.
6. Develop and maintain relations with other campus units in order to avoid duplication of effort and to maximize the use of available personnel and research opportunities.
7. Continue to coordinate course offerings and faculty recruitment efforts with the Department of Public Administration.
8. Give increased attention to interactions with state and local government and with the local community generally, including increased emphasis on public policy research, continuing education offerings, internship opportunities for students, and participation in symposia and seminars designed to enhance citizen understanding of public policy issues.
9. Develop appropriate relationships with the new Center for Governmental Research and Services in order to facilitate faculty and student research on public policy issues.
10. Expand faculty capabilities in selected fields; and seek to increase the number of graduate assistantships.

Department of Public Administration:

1. Continue to strengthen the doctoral program: implement core courses already authorized; develop new courses as appropriate; increase study opportunities for part-time students; consider developing a certificate program beyond the master's degree; consider developing a specialization in legislative

administration; recruit more minority group students and women; recruit more full-time American students; review the Department's participation in the Political Science doctoral program.

2. Implement needed changes in the master's program: achieve and maintain an enrollment of 250 full-time-equivalent students; centralize and better control the student internship program; initiate courses in administration for other campus units; explore ways to make the summer program more effective; strengthen offerings in legislative administration.
3. Enlarge and make more effective the continuing education program: attempt to offer off-campus courses; develop special program for mid-career students; establish seminars for senior officials and legislative staff; organize colloquia and lecture series on timely themes; explore the possibility of temporary assignment of faculty to governmental positions.
4. Encourage both basic and applied research activities and obtain new funded projects to increase the faculty time available for research.
5. Continue to conduct research on delivery of mental health services, comparative budgeting systems, productivity in higher education, problems of income maintenance policy, manpower planning in public employment, and other areas.
6. Develop research programs in information systems, environmental protection, administration of energy programs, welfare system management, school finance, local government finance, urban management, and transportation.
7. Collaborate with the new Center for Governmental Research and Services to provide research and consultation on state government problems.
8. Add new faculty strengths in policy analysis, administrative behavior, public management, and legislative administration.
9. Continue to hire adjunct professors from among practitioners to provide courses that draw heavily on governmental experience.
10. Continue to participate actively in professional societies and other aspects of the professional life of local and national communities.

Public Executive Project:

1. Assess and make improvements in the courses offered by the Project: develop and test at least one new course per year; refine and improve previously tested courses; develop appropriate mechanisms for awarding continuing education credits to participants.
2. Refine and integrate existing interagency courses to focus on (a) executive leadership and the management of human resources, (b) policy and program development, and (c) advanced management systems appropriate to public agencies.
3. Reduce the cost per student by ten percent over the next three-year period.

4. Assess the educational needs of agencies and officials on a continuing basis and design individually tailored courses as appropriate.
5. Expand course participation by ten percent each year.
6. Assist and support other campus units in expanding continuing education programs in public management.
7. Work with faculty to conduct research on major problems and issues facing public managers.
8. In cooperation with University officers, improve (a) the coordination of continuing education offerings on campus, (b) incentives for faculty participation, and (c) various procedures which now must be followed for payment of honoraria.
9. Develop new sources of support so that at least two positions may be funded permanently.

Comparative Development Studies Center:

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

M E M O R A N D U M

October 14, 1975

TO: Phillip Sirotkin, Executive Vice-President
FROM: L. Gray Cowan, Dean
SUBJECT: Amendment of Program Priorities and Faculty Needs,
1976-77

I would like to amend my comments on the staffing needs of the Department of Public Administration, as indicated as page (4) of my memorandum of September 19.

Since writing that memorandum, I have undertaken further study of the age and rank distribution of the faculty of the Department of Public Administration and it would appear that a number of problems arise with reference to the long-range (3 to 5 years) development of the Department. I am enclosing a copy of a listing of age and rank in the Department from which it will be evident that the Department's present hourglass shape is not conducive to satisfactory long-range development. The Department has four senior professors over the age of 55 as of June 30, 1976. Some of the senior members of the Department are already discussing the possibilities of retirement, and it is more than possible that at least one member, Professor Gerjuoy, may decide to resign from the Department at the end of his present leave.

There are three associate professors in the Department, one of whom is coming up for promotion during the current year; the junior members of the Department are very recent appointees, who will not be qualified for promotion in much less than six years, except under most unusual circumstances.

Should there be a number of resignations or retirements at the senior level over the next five years, there will be very few associate professors who would be available for promotion from within to a senior level as things stand now.

Phillip Sirotkin, Executive Vice-President
Amendment: Program Priorities and Faculty Needs, 1976-77
October 14, 1975
Page (2)

I would recommend strongly, then, that consideration be given to the possibility of a series of perhaps two or three appointments at the mid-level associate professor rank in the Department over a period of three years. This would serve to strengthen the Department's research capabilities, provided the correct appointments were made, as well as providing for the filling of some vacant senior lines from within at a suitable point. I would see this as planning for the future rather than necessarily long-range net additions to the Department, although in the short run they might appear to fall into this category.

I would be happy to discuss the question with you in greater detail should you feel that it is needed.

I have discussed the contents of this memorandum with the Chairman of the Department and he is in substantial agreement.

LGC/mpw

GRADUATE SCHOOL OF PUBLIC AFFAIRS

PUBLIC ADMINISTRATION DEPARTMENT

	<u>Appointment Date</u>	<u>Present Rank</u>	<u>No. of yrs. at present rank</u>	<u>Age as of 6/30/76</u>
Adams, Harold	11/10/66	Assoc. Prof.	9	51
Axelrod, Donald	4/2/71	Professor	4 1/2 (since app't)	60 60
Baaklinie, Abdo	9/1/75	Ass't Prof.	(since app't)	38
Balk, Walter	8/1/66	Assoc. Prof.	5	51
Gerjuoy, Herbert	9/1/70	Professor	5 (since app't)	47
Hawkins, Lester	8/29/68	Professor	7 (since app't)	56
Heaphey, James	7/6/66	Professor	5	46
Heikoff, Joseph	8/28/69	Professor	6 (since app't)	58
Nunez, Richard	8/31/67	Assoc. Prof.	3	47
Plant, Jeremy	9/1/74	Ass't Prof.	1 mo.	31
Poland, Orville	11/25/65	Professor	7	56
Quinn, Robert	9/1/74	Ass't Prof.	1 mo.	30
Wade, Jerome	9/1/74	Ass't Prof.	9 mo.	28
Zimmermann, Virgil	9/2/64	Assoc. Prof.	11 (since app't)	61

October 13, 1975

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

M E M O R A N D U M

September 19, 1975

TO: Phillip Sirotkin, Executive Vice-President
FROM: L. Gray Cowan, Dean
SUBJECT: Program Priorities and Faculty Needs, 1976-77

I. PROGRAM GOALS AND DIRECTIONS

Two of the major missions of the Graduate School of Public Affairs are the training of students for the public service and for academic careers, and assistance to the executive agencies of State government and to the Legislature in solving problems of governmental operation in New York State. Programmatic directions laying greater emphasis on closer relationships with State government have increasingly been part of the School's goals and will continue to be emphasized in 1976-77.

In his letter of transmittal of the preliminary budget request for 1976-77, President Fields cited as a strategic principle that:

We must preserve and nurture those programs that uniquely address our immediate environment—Albany and its cities, the State Capitol District and our region of New York State....We, as a university neighbor of State government, are obligated to be helpful in all reasonable ways and thus to find some part of our own fulfillment in the fulfillment of the public's need of good government in state and nation.

Clearly, the assistance to the State by GSPA is in direct consonance with this principle. Efforts of the School in 1976-77,

and indeed, in the following years, will be directed toward the practical application of this principle, both in research and in its academic programs.

A. Department of Public Administration

Since 1969-70, enrollments in the Department have more than tripled. Despite a rejection rate of more than 40% of those applying for full-time study and an effort to restrict applications for part-time study, enrollments have continued to climb in the fall of 1975. At the same time, the quality of students admitted, based on the rough indicators of grade average and the graduate record scores, has risen substantially.

Within the general context of enrollment, the Department has two immediate goals. One of these is to increase the number of women in the program; there are now some 70 women enrolled; the Department's goal is to have at least 150 within three years.

The number of minority students in the Department remains distressingly low, despite energetic recruitment efforts. The Department plans to concentrate on recruitment within this group even more heavily over the course of the coming year. The continued provision of specific minority fellowships by the National Association of Schools of Public Affairs and Administration and HUD Programs will materially assist it to increase minority enrollment.

Apart from its purely teaching activities, the Department's sponsored research contracts and grants have substantially increased. With approximately \$350,000 now in hand, the Department's goal is to reach a continuing inventory of one million dollars in research projects. The Department is in constant contact with State agencies and with the Legislature. Evidence of the agency confidence in the work of the Department is indicated by the recent renewal by the Division of the Budget of permission for agencies to offer some twenty assistantships to students of the School for the present academic year.

In response to requests from agency personnel, the Department has now under development a series of off-campus credit courses toward the MPA degree to be given under special arrangement with the Department of Mental Hygiene in its facilities. This program, which will require the same admission requirements as those demanded of students on the campus, is experimental in nature. If it is successful, the concept could be extended to management personnel in other agencies.

In addition, consideration is currently being given to development of a joint program with the School of Social Welfare for the training of management personnel of social welfare agencies, both State and local.

B. Department of Political Science

While graduate enrollment in the Department of Political Science continues at a very modest figure, undergraduate enrollment in the courses offered by the Department continues to rise each year. Preliminary figures for fall, 1975 indicate that the Department's total headcount in courses will be nearly 1700. The bulk of the Department's junior and senior level courses were closed out at an enrollment of roughly 75 each during pre-registration, while the two lecture sections of the elementary American Government course have nearly 300 registrants each. The normal course load in the Department is increasingly based on two undergraduate courses and one graduate course per faculty member per session.

The 1972 external evaluation of the Department recommended that it take advantage of SUNYA's location by emphasizing state and local government. The Department has since moved in the direction suggested by the evaluators; three of the four junior appointments made to the Department since 1972 have been in the fields of state and local government and public policy. A Report prepared by the junior faculty, at my request, in 1974 and since accepted almost in its entirety by the Department, added further emphases in the direction of specialization in the state and local government fields. While the Department still recognizes the necessity of maintaining a balanced offering in the field as a whole, specialization in the state government field, drawing upon the location of the School in Albany, will be one of the Department's major directions in the coming years.

The Department provided some 50 supervised interns to the Legislature during the past year and is already responding to requests being received for the next legislative term.

II. FACULTY NEEDS, 1976-77

A. Department of Public Administration

It is clear that the Department of Public Administration cannot continue to expand its enrollment, take on additional research projects, provide expert assistance to State and local

government agencies and undertake the development of an off-campus program for State agencies, without additional resources. The Department has been able to add to its junior staff over the past three years by a net addition of two lines, one drawn from the Political Science Department and a second constructed from combining part-time lines made available to it. The Department has only been able to maintain its first year graduate classes at any kind of reasonable level (and even with this effort there are undesirably large numbers in beginning graduate courses) by sacrificing specialized program seminars at the doctoral level. It has been possible to add occasional adjunct appointments from funds derived from released time research contracts. These appointments add depth to the program as a whole, particularly since we are able to draw from State government leading practitioners in their fields.

With the growing emphasis on management training at all levels in State agencies, the Department is under constant pressure to increase the number of part-time and non-degree students, who are, in the main, employed by the State. The Department and the School feel a strong obligation to provide this service to State government, but with the present resources, any increase in part-time students must inevitably be balanced by a reduction in admission of full-time students. Increasing numbers of faculty members are carrying course loads of three graduate courses per session.

Accordingly, in the light of the above circumstances, the School's priority for 1976-77 is the addition of one full-time line, preferably at the Associate to Full Professor level to the Department of Public Administration. All junior members of the faculty have doctorates and are on the Assistant Professor appointment track, so that no vacancies through contract renewal are anticipated in 1976-77.

The Department badly needs at least two part-time lines for adjuncts each session for Program Seminars in specialized fields. The assured existence of such appointments each year would permit better long-range planning than is possible at the present time. Now the Department cannot necessarily continue to count regularly on funds for adjunct appointments being available from external sources.

Even with the additional resources mentioned above, the Department will continue to be faced with the dilemma of efficiency versus effectiveness. In the course of this year, the Department will be forced to address itself to the long-range implications of this question and to decide on future policies. The demand for MPA graduates continues unabated,

even in the face of the State's economic problems and the flow of applications continues to grow for full-time study. Obviously, the Department cannot maintain quality standards if its sole criterion is efficiency; the quality of its program, particularly at the doctorate level, will inevitably suffer if seminars of 25 students have to be offered. Compounding the dilemma is the growing number of qualified part-time applicants who cannot be ignored if the School is to fulfill its obligations to the State.

A premium must be placed, then, on the most rational use of the resources available to the Department. The emphasis in the Political Science Department on training in State and local government will provide greater opportunities for sharing faculty resources and the Department is being encouraged to prescribe additional political science courses in fulfillment of some MPA concentration requirements. Hopefully, this will ultimately lead to greater integration of the School's faculty as a whole.

B. Department of Political Science

For the foreseeable future, new appointments in the Department will emphasize specialties within the larger field of state and local government and public policy. In view of the fact that the senior specialist in this field, Professor Joseph Zimmerman, is only available to the Department three-quarters time, there will be a need for a senior appointment, hopefully of a scholar with national reputation, if the Department's research and teaching goals are to be met at the graduate level in this field. As the Department gains visibility in the State government field, it is anticipated that enrollments at the graduate level will tend to increase.

The Department has two mandatory cases of promotion and continuing appointment pending during the present academic year, but the outcome of these will not affect line availability in 1976-77. One term renewal will be up for consideration during the present year. The line is in quantitative and statistical analysis, a field particularly required in political science today. Two renewals are subject to completion of doctoral dissertations. The Department anticipates that one member of the faculty will be on leave without pay on a National Science Foundation grant in 1976-77; for the current year a visiting appointment has been made and a similar appointment will be needed for 1976-77.

III. GENERAL OBSERVATIONS ON THE STATE OF THE SCHOOL

It has been my policy to attempt to turn the School as a whole in the direction of specialization in state and local government, drawing upon the School's location in Albany. This would not, of course, be an exclusive specialization; both Departments have a broader obligation to training in their respective disciplines as a whole. I think there is a growing realization on the part of the faculty of the School that it is in the state and local field that the School's greatest contribution can be made. I cannot pretend to have convinced the entire faculty the argument for this direction. There are faculty members, particularly in Political Science, who will continue to be opposed to it, but they are increasingly in a minority.

One highly desirable consequence of a general acceptance of this emphasis may be closer integration of the programs of the respective Departments. Increasingly, the courses in state and local government offered by the Department of Political Science are supportive of the various concentrations in the field of Public Administration; similarly, the growing desire on the part of the graduate students in Political Science to prepare themselves for careers other than teaching is reflected in their interest in courses offered by the Department of Public Administration.

I still believe, as I have from the beginning of my term of office, that the School would benefit from elimination of departmental distinctions. I have not yet been able to accomplish this, in part because of strongly entrenched departmental interests. It is my hope, however, that, with growing recognition of mutuality of interests encompassed in the overall direction pursued by the School, departmental distinctions will become increasingly blurred. I regard the arguments I have made in the previous pages for increased resources as a matter of staffing the School as a whole, not of the individual departments, since greater strength is needed to accomplish the overall mission of the School. In this connection, I would like to comment on one of the recommendations of the Select Committee on Academic Priorities.

The Committee has recommended that some movement of resources, as they become available within the School, should be made from Political Science to Public Administration. I believe that this recommendation is a misperception on the part of the Committee, based on inadequate information. According to the figures cited in the memorandum by Dwight Smith on Instructional Workload and Position Allocation of July 3, 1975, the justified

faculty for the Department of Political Science, using the DOB formula, is 19.7 and for the Department of Public Administration, 19.3. Using the Internal Campus Formula, the corresponding figures were 20.6 and 19.9. Both these figures have been arrived at by use of a weighted formula, taking into account graduate and undergraduate instructional loads. The figures also indicate a minus value for actual faculty used of -7.5 in the case of the Department of Public Administration and -0.2 in the case of the Department of Political Science. They do not take into account the fact that one-half of a senior instructional line is supplied at present to the Department of Public Administration by the Department of Political Science, since two members of the Political Science Department each offer one course per year in that Department.

Under these circumstances, it is difficult to make the case that any substantial advantage would be gained by moving resources from one department to another within the School. Greater equalization of two minuses does not result in a plus. This is particularly true in the light of other figures cited in the memorandum mentioned. In both the Divisions of Humanities and Science on Mathematics, all departments, with the exception of one case in each Division, show substantial plus values in terms of the faculty used in relationship to either justification formula.

It would appear that a stronger argument might be made for shifting resources from those departments above the justified formula to those below, rather than moving resources from departments which are already in the minus column. In the case of GSPA, movement of a line from Political Science to Public Administration might serve to equalize enrollment pressure but would scarcely alleviate it.

I would not wish to be interpreted as arguing for net increased resources for the School purely on the basis of justifiable faculty, whatever statistical formula may be used. All the professional schools would have an equally sound argument, were this the only basis for discussion. Rather, I would emphasize that the School's resources are now being utilized nearly to a maximum to provide quality graduate and undergraduate programs. If we are to take seriously the mandate to provide greater assistance to all branches of the State government and to local governments (and it seems clear that the opportunity is there), present resources can only be stretched so far without causing deterioration in academic excellence. In Public Administration we have reached a point where the wisdom of further expansion of the student body is questionable, although we are unable to meet the demand for students with a doctorate in that field.

The School is now the fourth or fifth largest of its kind in the country, but size is of lesser importance than the quality of the graduates produced. That quality is dependent on the intellectual strength of the faculty at all levels of instruction. I am fully aware that both Departments carry a certain amount of dead wood; this can only be balanced off by setting high standards in new appointments. Any such opportunities will be directed toward the fullest accomplishment of both missions of the School.

APPENDIX

GRADUATE SCHOOL OF PUBLIC AFFAIRS
Department of Public Administration

Cumulative Course Enrollments
Spring, 1973 through September, 1975

<u>Course</u>	<u>Spring 1973</u>	<u>Fall 1973</u>	<u>Spring 1974</u>	<u>Fall 1974</u>	<u>Spring 1975</u>	<u>Fall 1975</u>
303 Public Adm. and Management	51	--	35	32	27	39
500 Theories & Processes of Pub. Adm.	47	94	48	85	75	78
502 Pub. Adm. & the Political Process	48	75	44	78	44	93
520 Methods of Research & Reporting	--	48	39	52	40	63
571 National Goals & Public Policy	--	22	--	15	18	8
572 Program Seminar in Urban Envir. Systems	15	--	12	--	12	8
600 Legal Environment of Pub. Administration	17	33	32	29	--	46
608 Readings in Legal & Political Envir.						2
610 Theories of Administrative Organization	29	57	25	66	31	79
611 Decision Making in Gov't. & Administration	13	--	27	12	--	29
614 Program Planning & Evaluation	--	24	29	35	30	30
617 Administrative Management in Public Inst.						21
618 Public Personnel Administration	--	15	--	34	40	24
622 Methods of Public Policy Analysis	--	13	--	14	--	23
632 Organizational Behavior	--	22	--	26	--	19
638 Readings in Adm. Systems & Behavior	2	1	4	6	5	4
640 Government and the Economy	--	17	--	29	--	30
642 Budgetary Systems	37	37	31	34	40	72
649 State & Local Fiscal Relations	--	22	--	28	17	16
658 Readings in Public Finance	2	5	1	1	3	4
664 Development Administration	--	8	--	14	--	11
668 Readings in Comp. & Inter. Administration	3	--	2	1	3	2
680 Seminar in Legislative Administration	--	--	--	--	18	18
681 Legislative Research	--	--	--	10	--	24
682 Urban Planning Policy	23	19	23	14	8	17
684 Seminar in Urban Policy Analysis	--	13	--	8	4	10
689 Readings in Urban Development	--	4	--	--	1	1
697 Guided Research						3
700 Productivity Seminar	--	--	16	--	--	15
717 Seminar in Administrative Processes	--	--	--	--	--	1
738 History of Organizational Theory	--	--	--	--	--	13
897 Independent Research in Public Adm.	4	2	5	4	1	10
899 Doctoral Dissertation in Public Adm.	8	10	8	6	3	15
TOTALS	429	667	532	701	591	828

GRADUATE SCHOOL OF PUBLIC AFFAIRS
Department of Political Science

Cumulative Course Enrollments
Spring, 1973 through September, 1975

<u>Course</u>	<u>Spring 1973</u>	<u>Fall 1973</u>	<u>Spring 1974</u>	<u>Fall 1974</u>	<u>Spring 1975</u>	<u>Fall 1975</u>
101 Politics and Political Science	324	432	368	498	174	--
120 Introduction to Political Science	--	--	--	--	--	522
150 Contemporary Governments	--	60	--	64	80	81
220 American National Government	90	170	176	234	210	--
301 Political Philosophy	53	63	46	67	--	69
307 American Political Theory	--	--	--	--	--	74
310 Contemporary Political Philosophy	68	18	71	--	54	--
314 Problems of Political Inquiry	30	21	52	--	9	25
321 State & Local Government	61	58	64	86	--	93
323 Urban Government	--	--	--	--	63	--
324 Community Politics	36	36	--	49	42	--
330 American Judiciary	65	58	59	--	70	84
331 American Legislatures	30	--	50	--	90	--
332 American Executive	--	--	--	--	104	52
334 American Political Parties & Groups	--	44	--	67	--	62
335 American Supreme Court	--	--	61	80	--	--
338 Political Behavior	--	--	--	--	39	60
351 European Politics	26	50	54	30	43	5
352 Communist Political Systems	--	--	22	--	43	--
353 Developing Political Systems	9	--	--	--	--	48
354 Government & Politics of Soviet Union	--	51	--	31	--	7
355 Gov't & Politics in Subsaharan Africa	--	12	--	--	--	--
356 Foreign Policy of Soviet Union	31	--	18	--	--	--
357 Latin American Politics	--	13	--	--	22	--
358 Gov't & Politics of South Asia	12	--	12	--	--	25
359 Israeli Politics	28	--	31	--	--	--
360 Contemporary Politics in Middle East	--	--	30	--	--	--
365 Government & the Mass Media	--	--	--	--	44	74
370 International Relations: Theory	122	69	53	58	39	58
371 International Relations: Practice	--	--	--	--	29	--
375 International Organization	24	12	--	--	--	--

Cumulative Course Enrollments
 Department of Political Science
 Page 2

<u>Course</u>	<u>Spring 1973</u>	<u>Fall 1973</u>	<u>Spring 1974</u>	<u>Fall 1974</u>	<u>Spring 1975</u>	<u>Fall 1975</u>
380 Basic International Law	17	--	39	40	--	52
383 American Foreign Policy	--	33	--	94	--	47
384 Formulation of American Foreign Policy	--	--	23	--	32	--
390 Organizing to Combat Global Problems	--	--	--	--	--	33
392 Strategic Studies	--	--	--	43	--	43
400 Problems of Urbanism	14	--	--	26	21	20
416 Statistics for Political Scientists	12	16	--	22	--	6
417 Empirical Data Analysis	--	--	--	--	6	--
418 Introduction to Formal Theory	--	--	12	--	--	--
419 Seminar in Political Theory	--	--	5	--	6	3
426A American Constitutional Law	--	54	--	64	--	42
426B American Constitutional Law	28	--	15	--	58	--
431 Legislative Internship	30	--	33	--	47	--
434 Campaign Internship	--	--	--	6	--	--
458 Minority Politics in the Third World	--	--	5	--	--	--
498 Independent Study	13	15	24	16	37	2
499 Senior Seminar	30	--	--	--	31	9
TOTAL (Undergraduate)	1153	1285	1323	1575	1393	1596

Cumulative Course Enrollments
 Department of Political Science
 Page 2

<u>Course</u>	<u>Spring 1973</u>	<u>Fall 1973</u>	<u>Spring 1974</u>	<u>Fall 1974</u>	<u>Spring 1975</u>	<u>Fall 1975</u>
380 Basic International Law	17	--	39	40	--	52
383 American Foreign Policy	--	33	--	94	--	47
384 Formulation of American Foreign Policy	--	--	23	--	32	--
390 Organizing to Combat Global Problems	--	--	--	--	--	33
392 Strategic Studies	--	--	--	43	--	43
400 Problems of Urbanism	14	--	--	26	21	20
416 Statistics for Political Scientists	12	16	--	22	--	6
417 Empirical Data Analysis	--	--	--	--	6	--
418 Introduction to Formal Theory	--	--	12	--	--	--
419 Seminar in Political Theory	--	--	5	--	6	3
426A American Constitutional Law	--	54	--	64	--	42
426B American Constitutional Law	28	--	15	--	58	--
431 Legislative Internship	30	--	33	--	47	--
434 Campaign Internship	--	--	--	6	--	--
458 Minority Politics in the Third World	--	--	5	--	--	--
498 Independent Study	13	15	24	16	37	2
499 Senior Seminar	30	--	--	--	31	9
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TOTAL (Undergraduate)	1153	1285	1323	1575	1393	1596

GRADUATE SCHOOL OF PUBLIC AFFAIRS
Department of Political Science

Cumulative Course Enrollments
Spring, 1973 through September, 1975

<u>Course</u>	<u>Spring 1973</u>	<u>Fall 1973</u>	<u>Spring 1975</u>	<u>Fall 1974</u>	<u>Spring 1975</u>	<u>Fall 1975</u>
500 Political Philosophy	--	--	--	12	--	22
512 Political Theory and Analysis	--	--	--	18	--	--
513 Empirical Research Design	6	--	--	1	--	--
515 Elements of Survey Research	--	7	--	--	--	--
520 American Federalism	--	6	--	33	--	18
522 State Government	--	--	--	15	--	18
523 Governments of Urban Areas	--	28	--	10	--	--
526A American Constitutional Law	--	10	--	17	--	9
526B American Constitutional Law	4	--	11	--	12	--
531 Legislative Process	13	--	--	11	8	--
532 The Chief Executive	--	--	--	18	--	--
534 American Political Parties	--	--	--	--	8	4
538 Political Behavior	--	--	--	--	8	8
539 Political Socialization	--	--	--	6	--	9
551 Political Elites and Leadership	--	--	16	--	--	--
553 Politics in Developing Countries	--	9	--	--	--	--
556 Political Authoritarianism in Lat. Am.	--	--	8	--	--	5
558 Problems of Comparative Politics in S. Asia	12	--	--	--	--	2
564 Domestic Politics of the Soviet Union	--	5	--	--	--	--
570 International Relations: Theory & Practice	--	15	--	11	--	17
580 International Law and Organization	--	--	--	--	7	--
584 Implementation of Foreign Policy	13	--	7	--	5	--
585 International Relations of Latin America	--	4	--	3	--	--
586 Soviet Foreign Policy	8	--	--	--	--	--
603 Contemporary Political Theory	41	12	--	--	--	--
610 Jurisprudence	--	--	--	--	--	4
612 History and Political Theory	--	--	6	--	--	--
615 Political Theory & Analysis	--	--	--	2	--	--
624 Problems of Metropolitan Areas	37	--	22	--	20	--
628 Administrative Law	6	--	10	--	30	--
631 Legislative Internship	--	--	--	--	8	--

Cumulative Course Enrollments
 Department of Political Science
 Page 2

<u>Course</u>	<u>Spring 1973</u>	<u>Fall 1973</u>	<u>Spring 1974</u>	<u>Fall 1974</u>	<u>Spring 1975</u>	<u>Fall 1975</u>
634 Seminar on Electoral Politics	--	4	--	--	--	--
640 Community Power and Decision-Making	--	--	--	--	15	--
650 Comparative Political Systems	--	--	8	--	7	--
697 Selected Problems in Pol. Sci. Research	--	1	8	--	3	5
698 Master's Essay	--	--	--	--	--	3
702 Tutorial in Political Theory	--	--	--	--	--	3
719 Seminar in Political Theory	8	--	--	--	--	--
729 Seminar in Public Law	--	2	--	--	--	--
789 Seminar in International Pol. Systems	9	--	--	--	1	--
798 Readings in Political Science	12	3	5	--	2	2
897 Independent Research in Political Science	6	7	14	--	8	3
899 Doctoral Dissertation	3	5	5	--	9	14
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TOTAL (Graduate)	178	118	120	157	151	146
TOTAL Political Science	1331	1403	1443	1732	1544	1742

GRADUATE SCHOOL OF PUBLIC AFFAIRS
Program in Public Affairs

Cumulative Course Enrollments
Spring, 1973 through September, 1975

<u>Course</u>	<u>Spring 1973</u>	<u>Fall 1973</u>	<u>Spring 1974</u>	<u>Fall 1974</u>	<u>Spring 1975</u>	<u>Fall 1975</u>
150 Man and His Environment	--	112	--	59	--	49
300A Environmental Legislative Workshop	--	3	--	--	--	--
300B Environmental Legislative Workshop	2	--	--	--	--	--
314 Peace Studies Forum	--	48	--	--	--	--
360 Seminar in Journalism	24	--	26	--	--	--
365 Government and the Press	--	--	22	--	--	--
390 Forum in Public Affairs	22	4	--	--	--	--
500 Seminar in Public Affairs	--	--	--	--	8	--
504 Theory of Public Policy	--	17	--	7	--	15
510A Selected Problems in Public Affairs	1	--	8	--	4	--
510B Selected Problems in Public Affairs	9	--	7	--	--	--
565 Government and the Press	--	--	--	--	9	8
650 Research in Public Affairs	--	6	4	2	2	3
690 Internship in Public Affairs	10	1	8	8	2	7
691 Independent Research	--	2	--	1	--	--
698 Readings in Public Affairs	--	5	3	1	2	1
	—	—	—	—	—	—
TOTALS	68	198	78	78	27	83

September 11, 1975

M E M O R A N D U M

TO: Phillip Sirotkin
FROM: Richard A. Myren
RE: Program Priorities and Faculty Needs

In my memorandum of 22 May 1975 to Harold Brink stating our needs for the 1976-77 year, I requested one additional assistant professor line. To compete for quality applicants in our field, that line should be funded at \$15,000. I repeat that request here.

Our need for an additional professor in the SUNYA School of Criminal Justice stems from five related factors:

- 1] We have mounted with no additional faculty other than teaching assistants an undergraduate sequence of five courses. When fully implemented, those courses will not only strengthen our Ph. D. program by making teaching available to doctoral candidates who plan academic careers and make outstanding courses in criminal justice available to SUNYA undergraduates, but will also offset in some part the greater expense of our graduate program. There are 215 students enrolled in the three courses offered this fall, a number that should double within two years. This program is being closely supervised and monitored by professors on an overload basis who need relief to keep up their research productivity.
- 2] Our School has mounted an outreach program to New York State and local criminal justice agencies that is now impressive in scope. Typical of that effort is the agreement of Professor Donald J. Newman this term, at the express request of Deputy Commissioner for Program William Ciuros, to rebuild

his seminar on Incarceration around the problem of programming for long term offenders. New York now has in its correctional system about 4500 prisoners serving terms of more than 10 years, of whom about half are in for 20 years or more. This example can be multiplied many times over. This outreach effort requires additional professional support.

- 3] We are now old enough to be hit with justifiable requests for sabbaticals. Two professors took them last year and two again this year. With 14 professors on a seven year cycle, the two per year figure can be expected to continue. To maintain our reputation for excellence as a teaching program, relief is needed.
- 4] With our Ph. D. program now at maturity (about 80 of our 140 students this year in the Ph. D. sequence), the demands of serving on prospectus and dissertation committees have become extremely heavy. To maintain the quality of dissertation supervision, an additional professor is needed.
- 5] We are also expanding our relationships with and service to other SUNYA units. As an example, we have reached an agreement with Sociology on a Criminal Justice/Criminology second field for their undergraduate majors that we hope to announce this month. It will be used as a prototype with other cognate units. We are also working on an arrangement with them to free some of their resources used in the past for undergraduate instruction for strengthening of their graduate program and to integrate an appreciable part of our graduate offering with theirs. That arrangement also will be used as a prototype with other behavioral and social science units. To continue these developments, the requested additional professor is needed.

We believe that our reputation for effective use of resources is based on a solid track record.

To put our justification into the terms used by President Emmett Fields in his budget transmittal letter:

- 1] We are a specialized graduate program in the central area of the behavioral and social sciences with an earned reputation for excellence in both graduate teaching and research.
- 2] We are a program of quality with a curriculum that stands as a national prototype, a student body of high entering caliber that regularly wins Lehman and other outside awards and begins productive research careers with publication even prior to award of the Ph.D., and a faculty that is one of the most productive both in teaching and in research on this campus.
- 3] And we are also addressing our immediate environment, particularly state and local government, as a vehicle for continuing to earn the reputation for achievement that is also making us relevant nationally and internationally.

In short we need one more assistant professor at the \$15,000 level, and will use that resource well. Please grant our request.