

NASPAA Self-Study Report
August 7, 2007
Master of Public Administration

Department of Public Administration and Urban Studies
Andrew Young School of Policy Studies
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August 7, 2007

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Table of Contents

PROGRAM SUMMARY	IV
STANDARD 1.0—ELIGIBILITY FOR PEER REVIEW AND ACCREDITATION	1
1.1 Eligibility	1
1.2 Institutional Accreditation.....	1
1.3 Professional Education.....	1
A. Leadership and Management Objective:.....	1
B. Degree Specification	2
1.4 Program Length:	2
STANDARD 2.0--PROGRAM MISSION	2
2.1 Mission Statement	6
2.2 Assessment	7
2.3 Guiding Performance.....	9
STANDARD 3.0--PROGRAM JURISDICTION	10
3.1 Administrative Organization.....	10
3.2 Recognized Program	11
3.3 Program Administration.....	11
3.4 Scope of Influence.....	12
A. General program policy and planning:.....	12
B. Degree requirements:	12
C. New courses and curriculum changes:	12
D. Admissions:	13
E. Certification of degree candidates:.....	13
F. Course scheduling and teaching assignments:.....	13
G. Use of financial and other resources:.....	14
H. Appointment, promotion and tenure of program faculty:	14
STANDARD 4.0--CURRICULUM	15
4.1 Purpose of Curriculum	15
4.2 Curriculum Components	15
A. Background Information:.....	15
B. Course Distribution	16

C. Capable Professionals:	16
D. Assessment and Guiding Performance:	17
E. Graduate Classes:	17
F. Required Prerequisites:	17
4.21 Common Curriculum Components.....	17
A. Required Graduate Courses:	17
B. Ethical Action:	18
C. Curriculum Coverage:	19
4.22 Additional Curriculum Components	20
4.23 General Competencies.....	26
4.3 Minimum Degree Requirements	27
A. Degree Credit Hours:	27
B. Degree Length:	27
C. Concluding Requirements:	27
D. Course Formats:	27
E. Student Transcript Analysis:	27
4.4 Internships	31
A. Internship Design:	31
B. Internship Status:	31
C. Internship Supervision:	32
D. Internship Placement:	32
STANDARD 5.0--THE FACULTY.....	34
5.1 Faculty Nucleus.....	34
A. Critical Mass:	34
B. Faculty Nucleus:	34
C. Teaching Assignments:	36
D. Course Load:	38
E. Other Full-Time Faculty:	38
5.2 Professional Qualifications	39
5.3 Practitioner Involvement	39
B. Practitioner Involvement:	40
5.4 Faculty Quality	41
A. Faculty Data:	41
B. Promotion and Tenure:	41
5.41 Instruction.....	41
A. Quality of Instruction:	41
B. Workload Policy:	42
C. Class Sizes:	42
D. Actual Credit Hours Taught:	43
5.42 Research	43
5.5 Faculty Diversity.....	50
A. Diversity Plan	50

B. Diversity Data:	53
C. Faculty Searches:	53
STANDARD 6.0--ADMISSION OF STUDENTS.....	57
6.1 Admission Goals and standards	57
A. Mission, Assessment and Guiding Performance:.....	57
B. Admission Process:	57
C. Representation.....	58
6.2 Baccalaureate Requirement	58
6.3 Admission Factors	58
A. Admission Factors	58
B. Admission Record.....	59
C. Probationary Student Assessments:	62
D. Enrollment/Size of Program	62
STANDARD 7.0--STUDENT SERVICES.....	63
7.1 Advisement and Appraisal.....	63
A. Advising System.....	63
B. Financial Assistance:.....	64
C. Student Attrition.....	64
7.2 Placement Service	64
A. Placement Assistance:.....	64
STANDARD 8.0--SUPPORT SERVICES AND FACILITIES	66
8.1 Budget.....	66
A. Budget Process:.....	66
B. Budget Sufficiency:.....	67
C: Salary Information	67
8.2. Library Services.....	68
A. Library Support.....	68
B. Library Program Role:	70
8.3 Support Personnel	71
8.4 Instructional Equipment.....	71
A. Computer Support:.....	72
B. Audio-Visual Support	72
8.5 Faculty Offices	73
8.6 Classrooms	73
8.7 Meeting Area.....	73
STANDARD 9.0--OFF-CAMPUS AND DISTANCE EDUCATION	73

Program Summary

Item	Data
1. Title of Degree (1.3)	Master of Public Administration
2. Off-Campus Locations (9.1)	None
3. Number of Credits Normally Required for Degree (4.3-A)	36 – 39 Internship or Practicum = 3 Credit Hours
4. Total Credits in Required Courses (4.21-B)	24
5. Total Credits in Elective Courses (4.22-A)	12
6. Specializations Advertised as Available (4.22-C)	<ul style="list-style-type: none"> • Management and Finance • Nonprofit Management • Policy Analysis and Evaluation <ul style="list-style-type: none"> • Public Health • Criminal Justice
7. Number of Credits Which Can be Reduced for prior Undergraduate Education (4.3-B)	0
8. Number of Credits Which Can be Reduced for Significant Professional Experience (4.3-B)	0
9. Number in Faculty Nucleus (5.1-B)	19
10. Number of Students in Degree Program (6.3-D)	AY 2006-2007: 132 AY 2005-2006: 136 AY 2004-2005: 147 AY 2003-2004: 182
11. Is there a Thesis or Major Professional Report Required? (4.3-C)	No
12. Is a Comprehensive Examination Required (4.3-C)	No
13. Is an Internship Available? Is it Required? (4.4-B)	Yes; Required for Pre-Service Students (3 credit hours). A practicum may be substituted via petition, if justified.

STANDARD 1.0—ELIGIBILITY FOR PEER REVIEW AND ACCREDITATION

1.1 Eligibility

The MPA Program is eligible for peer review and NASPAA re-accreditation.

1.2 Institutional Accreditation

1. Name of regional accrediting association: Southern Association of Colleges and Schools
2. Date of most recent accreditation: 1998
3. Accreditation arrangements for each off-campus location: Not applicable

1.3 Professional Education

A. Leadership and Management Objective:

The overall design of the program prepares students for leadership and management roles in the public and nonprofit sectors in several ways:

First, MPA students are prepared to be expert professionals through required core curriculum coursework in quantitative analysis and research methods, budgeting and financial analysis, public management systems, microeconomics for public policy, and through specializations or tracks in policy and program evaluation, nonprofit leadership and policy, public health, and management and finance. Core and elective courses are designed to include ethical and societal-institutional dimensions of public and nonprofit leadership and management. Program graduates should be able to develop and apply technical and management skills that represent “state of the art” practice in the public and nonprofit sectors. They should be prepared to exercise independent judgment and to function in an ethical manner. Knowledge, skill, and abilities in all of these areas are considered to be necessary prerequisites to effective leadership in the professionalized agencies where most of our students already work or intend to work.

Second, many of the core and elective courses encourage students to conduct independent research projects and to develop the skills necessary to report their findings in a variety of formats to faculty, to other students, and to interested professionals in the larger community.

Third, the MPA program seeks to prepare graduates who are able to work individually and in groups to effectively identify and solve the management, leadership, and policy choice challenges they will confront in their public service careers.

B. Degree Specification

- The Department of Public Administration and Urban Studies offers two master's programs: the Master of Public Administration and the Master of Science in Urban Policy Studies. We seek re-accreditation of the MPA program.

1.4 Program Length:

- Date of First Admission: September, 1972
- Date of First Graduation: December, 1973

STANDARD 2.0--PROGRAM MISSION

The Master of Public Administration program is housed in the Department of Public Administration and Urban Studies, which is a part of the Andrew Young School of Policy Studies at Georgia State University. The University traces its origins to the Evening School of Commerce begun in 1913 by the Georgia Institute of Technology. The institution grew, and in 1969 the Board of Regents changed the name of the Institution to Georgia State University. By 2007, Georgia State University was a major urban research university, offering approximately 30,000 students undergraduate and advanced degrees across a broad spectrum of fields and disciplines, including public administration and policy studies.

The School of Public Administration (originally the Institute of Governmental Administration) was created in 1972 as a free-standing unit governed by a faculty advisory committee--with a director who reported directly to the University's Provost. The status of the School changed in 1981 when the College of Urban Life, the College of General Studies, and the Institute were combined into the new College of Public and Urban Affairs. As a result of the reorganization, the director of the Institute began reporting to the dean of the new college, and budgetary and other administrative matters were carried out through the college. More formal cooperative arrangements were worked out with departments in other colleges, such as Arts and Sciences' Department of Political Science and the College of Business' Management Department, which were involved in teaching the public administration courses, and the name of the degree was changed from the Master of Government Administration (MGA) to the Master of Public Administration. A Department of Public Administration headed by a chair reporting to the dean was established within the CPUA and the department established a growing faculty that had assumed responsibility for delivering most of the MPA core curriculum and many electives by 1990.

In 1996, a second reorganization resulted in the establishment of the School of Policy Studies (SPS.) The Department of Public Administration was merged with the Department of Urban Studies to create the current Department of Public Administration and Urban Studies (PAUS). PAUS and the Department of Economics, along with several research centers, were moved to this new college-level organization headed by a dean. In 1999, the SPS became the Andrew Young School of Policy Studies (AYSPS), an event which signaled major School and Departmental-level commitments to public

service and professional education on all levels. By the academic year 2006-2007, the full-time faculty of the Department of Public Administration and Urban Studies numbered 20.

The MPA program is now one of several major and mutually reinforcing educational and policy-related research activities of the AYSPS. Those most directly connected to the MPA curriculum and the interests of program faculty are: (1) graduate degree programs in economics, public policy, and urban policy studies; (2) undergraduate degree programs in public policy and economics; (3) research centers and programs, including the Georgia Health Policy Center, the Public Performance and Management Center, the Non-Profit Studies Group, the Fiscal Research Center, and the International Studies Program.

MPA Students

Historically, most students entering the Master of Public Administration Degree Program at Georgia State University were government employees seeking to improve their professional skills and qualifications. This traditional mix began to change significantly in the early 1990s, as an increasing proportion began to come from nonprofit agencies. There has, likewise, been a change in the program's mix of mid-career and pre-entry students. There have always been a few pre-service students in the MPA program. Today the number of pre-service students has increased to the point that they are a meaningful percentage of the student body. The MPA program has always attracted minorities and women, and they have always been a substantial proportion of those enrolled in the program. The MPA is now attracting students from Asia, Africa, Eastern Europe, and Latin America. In short, the MPA program at Georgia State University has been and continues to be characterized by an increasingly diverse student body. A substantial percentage of MPA students are students of color.

Market for the MPA Degree

The size and scope of the governmental and non-profit sectors in the Atlanta area present many opportunities and challenges for the MPA program at Georgia State University. The Atlanta metropolitan area includes several city and county governments, the state capital and many federal agencies and regional headquarters. It is a transportation center; MARTA (rail transportation) and Hartsfield International Airport within easy reach of the GSU main campus. Numerous major non-profits, such as CARE, and other quasi-governmental organizations, such as the Atlanta Regional Commission, have their headquarters here. Georgia State University's MPA program functions in a dynamic urban setting that offers potentially a large and diverse market from which to recruit new students and in which to place program graduates.

Enrollment Challenges and Competition

The strong economy has recently caused a decline in MPA program enrollments. These enrollments had increased dramatically during the early 1990s. The dynamics of our labor market are complex, but potential students certainly have increased options in a

booming economy. MPA program faculty members see this as a cyclical process of enrollment expansions and declines in response to the state of the economy. In recent years, the decline in MPA students with a public-sector orientation has been matched somewhat by growing demand for the MPA from other areas, particularly workers in the non-profit sector, private-sector employees looking to change careers, and new graduates that may be inclined to seek a graduate degree before getting serious about a specific job or career track.

The Department recognizes a need for more effective student recruitment efforts. In addition to the traditional methods that have been used to publicize the MPA program, fellowships and scholarships are needed to attract highly qualified students. The Department has made a substantial effort to increase the number of graduate assistantships offered to entering MPA students, the amounts of the stipends. There have also been efforts to expand the number of paid, professional internships (particularly in the budgeting and finance area). In addition, aggressive recruiting has been initiated in partnership with our school-wide Office Academic Assistance, which has resulted in increased presence at relevant graduate school fairs and events. Outreach efforts by the Public Performance and Management Center have also been significant. We have also hired a new staff member as the director of MPA program development, and this marks a major change in how we function. Our expansion efforts are quite aggressive at this point. The energy is driven in part by enrollment concerns, but there is also a focus on improving the value of our MPA degree. That is, we seek an MPA that is bigger and better. Overall, assuming that the program responds appropriately and in a timely manner, the potential market for the MPA degree should be strong enough to assure a steady stream of qualified applicants and students.

The Department has also begun to enhance our job placement activities—to benefit both mid-career and pre-service students. Linkages with a wide variety of public and non-profit organizations have been created since the last NASPAA re-accreditation. These include an MPA Advisory Board and a community Non-profit Advisory Committee. Both are designed to bring together practitioners, faculty, and interested students on a regular basis and provide the foundation for a broad range of networking contacts, internship experiences, and job opportunities for MPA program graduates. The MPA internship program also has been strengthened. All of these recent developments and more will be discussed later in this report.

An Overview of the MPA Program

The MPA program offers a high-quality generalist core, complemented by a limited number of specializations or career tracks. Both the core curriculum and specializations are delivered in large measure by tenure-track faculty with strong scholarly and professional credentials. This faculty maintains an active research, teaching, and service agenda. The Department of Public Administration and Urban Studies and the MPA program continue to attract highly qualified junior faculty from the nation's best universities. Recent faculty hires earned doctorates at Syracuse University, the University of Georgia, and George Washington University. Our faculty is among the best-published in the nation. They are also fully involved in matters of school, college, university, professional, and community service of all kinds.

The core public administration faculty has achieved substantial records of scholarly publication in refereed journals. For example, eleven members of our faculty have published in *Public Administration Review*, and ten have published in the *Journal of Public Administration Research and Theory*, widely considered the top scholarly journals in the field. Our faculty's research also appears in a number of specialized journals that reflect faculty expertise in areas such as human resource development, non-profit studies, political science, and public policy. In addition, twelve faculty members have written or edited books. This research and publication record has not come at the cost of either quality teaching or community and public service. Student course evaluations for public administration courses are above the average for GSU courses overall, and faculty involvement in community and public service is also extensive.

The department is committed to a sustained effort to recruit African-Americans, women, and other minorities for open and new faculty positions. We have achieved some diversity of gender, with five women counted among the full-time public administration faculty. Effective fall 2007, the department will have one female African American tenure track faculty member who is a specialist in nonprofit policy and leadership. Our diversity efforts are described in Section 5.5.

The core curriculum is the foundation of the MPA program. The MPA core helps students develop basic research and communication skills and improve their career- and job-related problem-solving and diagnostic abilities. Students acquire the skills, knowledge, and abilities now expected of all professional administrators, policy analysts, and managers working in the public and non-profit sectors.

The MPA program also regularly offers elective courses associated with one or more of the available specializations or career tracks. MPA students may also take some of their electives from other units of the university (i.e., the College of Law, College of Public Health, or the Department of Political Science, among others), subject to track requirements and advisor support. The MPA faculty established a total of six formal specializations or career tracks in order to address what was judged by the faculty to be a program weakness; that is a lack of specialized development opportunities. These specializations now are available to MPA students in areas that should enhance their chances in the job market and meaningfully upgrade the job-related skills of those who are working in government and non-profit organizations.

The MPA is a terminal professional degree and the curriculum is designed accordingly. Georgia State University also offers a Ph.D. program in Public Policy jointly with the Georgia Institute of Technology, so qualified MPA students have the option of pursuing doctoral studies after finishing their master's degree. However, few have chosen to do so. The vast majority of MPA graduates enter the workforce upon graduation.

2.1 Mission Statement

The MPA program at Georgia State University is designed for a diverse student body, as is appropriate for a multicultural city such as Atlanta. It is targeted to the needs of both pre-service and mid-career students working in the Atlanta metropolitan area who wish to improve their public administration knowledge and enhance their management and leadership skills.

The program is designed to provide students with basic tools — such as organizational skills, analytical skills, planning and decision-making skills, and communications skills — that are essential for effective managers and leaders in the public and non-profit sectors. In addition, the MPA program sensitizes students to the social, economic, political, institutional, and organizational environments of public administration and helps them develop appropriate professional and ethical values.

In October, 1996, the public administration faculty adopted a formal mission statement for the public administration program. The faculty has amended several times to incorporate shifting needs, with the most recent revision occurring after a series of faculty discussions during the academic year 2005-2006. The MPA mission statement now reads:

The MPA program prepares students to become leaders in public service careers as executives, managers, analysts, and policy specialists in government and nonprofit organizations.

In addition to the MPA mission statement, the faculty has also adopted the following vision statement:

The program focuses on developing effective and ethical leaders who are committed to enhancing democratic governance and organizational performance through the development of core competencies in the areas of (1) leadership and results oriented management, (2) applied research methods, policy analysis, and program evaluation, and (3) economic decision making, budgeting, and financial management. The importance of communication skills and problem solving approaches are emphasized throughout the leading edge curriculum, which offers a mix of required courses to provide a solid grounding in the field and elective courses to allow students to specialize in particular areas of interest.

The objective of the MPA program is to provide students with a general preparation for a wide range of positions and careers at all levels of government and in the non-profit sector. The program is generally marketed as providing professional graduate education that helps students prepare for the following careers:

- Line or staff *managers* such as agency heads, division directors, program managers, project managers, budget directors, human resources managers.
- *Analysts* such as program planners and evaluators, policy analysts, budget or finance analysts, or management analysts.

- *Policy specialists* such as policy development specialists, legislative liaisons or staff workers, or lobbyists.

This generalist orientation is a strength that recognizes and best serves the needs and interests of our diverse student body. Nevertheless, the MPA program has built, and is continuing to strengthen, a distinctive identity in two respects. First, through our elective concentrations, we are emphasizing distinctiveness in three areas: (1) public management & finance, (2) policy analysis and evaluation, and (3) nonprofit management. Secondly, we are enhancing the core curriculum through an emphasis on the development of critical thinking, analytical capabilities, and problem solving skills throughout the program.

While research interests cover a wide range of issues in public administration and policy, the faculty continues to offer impressive expertise and considerable depth in the area of public management, focusing on leadership in public and nonprofit agencies, strategic planning, and performance measurement as well as human resources and budgeting and financial management. Several faculty members have strong credentials in survey research, policy analysis, public program analysis, and evaluation research. Some have established or are rapidly building national reputations in the area of nonprofit administration and leadership. Rather than forming distinct groups, however, there is considerable overlap among the faculty members working in all of these areas, and a long-standing departmental objective is to develop a *collective* national reputation as a public administration faculty with significant accomplishments and capabilities in public management, policy analysis and evaluation, and nonprofit leadership and management. Faculty involvement in a wide range of applied research projects in these areas greatly enriches MPA courses in research methods, public management & finance, and nonprofit administration through generating current materials, realistic examples, and compelling insights gained from firsthand experience.

2.2 Assessment

Assessment of various aspects of the MPA program is pursued through a variety of techniques including:

- The MPA faculty committee evaluates and recommends revisions to the MPA program. It meets regularly and discusses all aspects of MPA curriculum and instruction.
- Surveys and discussion sessions with current surveys, graduates alumni, and employers. We have approached information gathering in a number of ways. We held a lunch for recent graduates and faculty, we conducted an exit survey (after our last accreditation effort), and we developed online surveys for current students and alumni. We have also done a series of interviews with alumni.
- There is an ongoing effort to communicate with students. The university provided us with a mailing list for all MPA students, and this is used for occasional queries related to program management. One recent example was an effort to assess how students felt about online classes.

- The department also does have a student leadership committee that also has a mailing list. This is another way that interested students can get involved. The chair also meets regularly with the elected leaders of the PAUS Network, which is a student organization. There are also regular meetings with the MPA alumni associated with the college alumni group.
- Qualifications of MPA program applicants and enrollees are reviewed every semester to ensure quality of applicants and consistency of entrance standards.
- Enrollment and graduation rates for the MPA program as a whole and by concentration are reviewed to track the program's marketing success and the value of the different specializations.
- The Jobs and Internship Mailing List, provided by the department, also provides an opportunity to communicate with students about career-related matters. As noted above concerning our other mailing lists. Students are frequently asked questions that relate to their job preparation and search success.
- All of our interns are evaluated by their employers, and this does provide valuable insights into how well our students are prepared for jobs. Job issues, including the relevance of courses, are also discussed with interns as a part of the internship course.
- Our students also work for individual faculty, and they are also employed by our Public Performance and Management Center. Performance issues do arise, and these experiences are used to better inform our curriculum decisions.
- The MPA Advisory Board provides feedback on the curriculum and related matters on an annual basis. They are asked specifically about the curriculum and how well it fits their perceived needs. The board recently met with faculty developing recommendations for a total overhaul of the MPA curriculum and the session was very useful.
- Student course evaluations are required for all sections and provided on line to faculty. Faculty members use these evaluations to evaluate and improve course content and delivery. These evaluations are available to the department chair and used in annual performance evaluations and promotion/tenure decisions.
- Each semester, instructors rate the extent to which students have illustrated competence in core learning objectives for each required course. Scores on these competencies are evaluated and discussed as a faculty, and they are used to produce a program assessment report that is required by Georgia State University.
- The non-profit studies faculty recently engaged two external reviewers in a rigorous review of the specialization's curriculum, resulting in a thorough assessment of strengths, weaknesses, opportunities, and threats.

2.3 Guiding Performance

Information from the sources listed above is used to inform curriculum decisions. Changes do result. The chair does frequently take the lead on initiatives, based upon information that flows to him or that is based on recommendations by faculty, faculty committees, of faculty study groups. New initiatives also begin with individual faculty and the Dean.

We frequently have one or more study groups at work on issues of importance. There is currently an MPA study committee doing a comprehensive review of the MPA curriculum, for example, and a study group was just created to examine the future of the planning and economic development specialization in the MPA. Day-to-day oversight is provided by the MPA committee, but specialized groups are assembled as circumstances require. Complex issues are also discussed in departmental faculty meetings that are usually held two or three times each semester. While the department does offer more degrees than just the MPA, it is important to note that all faculty members are involved with the MPA to some degree.

When considering how our assessment tools are translated into action, it would be nice to have specific examples of how a board member or MPA student made a suggestion that was then directly translated into a program change, but this is not generally how the process works. We seldom get a fully formed idea that we implement. Information from multiple sources and ongoing faculty discussions are the path to action. An example is the way that writing assignments are being reformed. There have been a couple of intern evaluations that indicated writing problems, and we have also heard from employers that writing is important. This information, plus what we hear from other sources, combined with the critical thinking through writing initiative at the university is leading us toward a total restructuring of MPA writing assignments. These changes are still on the drawing board today, but we have received a university grant to spur development.

Our collegial approach has been instrumental in a variety of program changes in recent years, including:

1. Reformulation of the MPA mission and vision statements.
2. Modification of the core curriculum to eliminate two courses (Public Personnel Administration and Communication in Public Service) that faculty determined were not central to the learning objectives of the program.
3. Modification of the core curriculum to add one course (Leadership and Organizational Behavior) that faculty determined should be included among the core learning objectives of the program.
4. Reduction in the number of program specializations, including elimination of those with historically low enrollments.
5. Consideration of many proposals that have not yet been translated into action.

STANDARD 3.0--PROGRAM JURISDICTION

Governance

In keeping with its mission, the MPA program is housed within the Department of Public Administration and Urban Studies in the Andrew Young School of Policy Studies. Administrative responsibility for the program rests with the department chair and the department’s public administration faculty. The program relies on the skills and experience of a diverse set of instructors, including full-time tenure-track departmental faculty, highly qualified non-tenure-track faculty, and experienced part-time instructor practitioners.

3.1 Administrative Organization

The Master of Public Administration program is located in the Department of Public Administration and Urban Studies, which also houses undergraduate degree programs in urban policy studies and public policy, a master’s degree program in urban policy studies, and a Ph.D. program in public policy (offered jointly with Georgia Tech). *The department recently decided to eliminate the undergraduate degree in urban policy studies, and this decision is currently being implemented.* The Department of Public Administration and Urban Studies is one of two academic departments in the Andrew Young School of Policy Studies which is one of the six “colleges” in Georgia State University (see Figure 3.1).

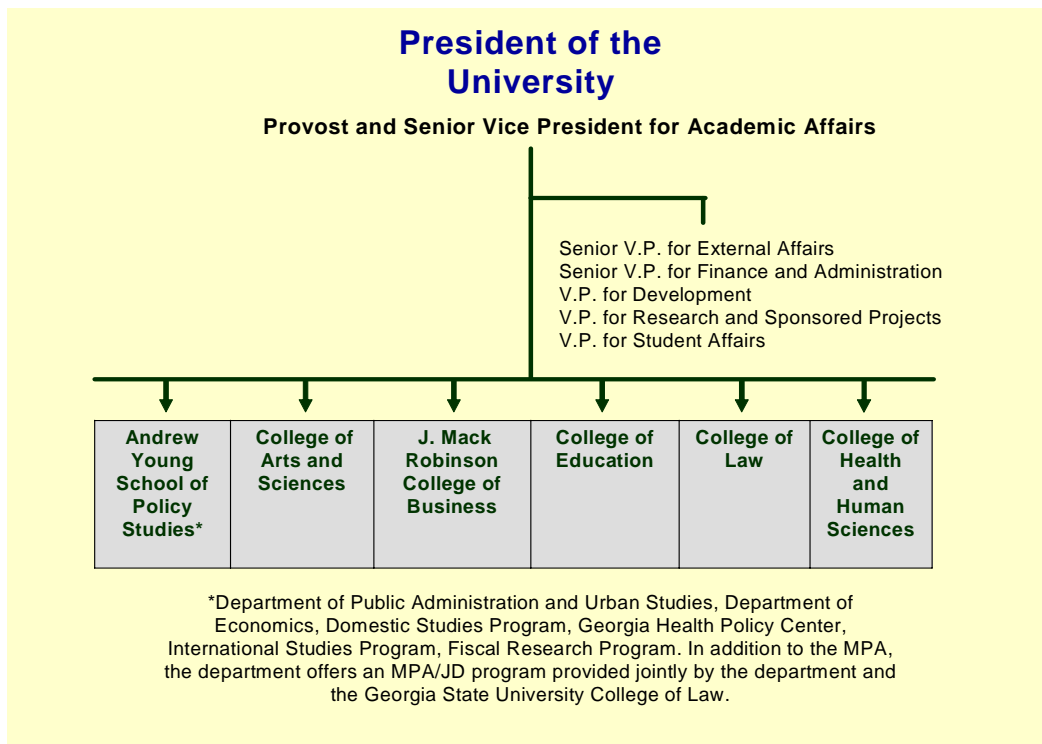


Figure 3.1

3.2 Recognized Program

The program faculty (currently numbering 19) includes all PAUS faculty who teach public administration courses and/or provide significant support to the MPA program. By this we mean that all 19 faculty members are available to teach in the MPA (and most have done so) and that they work on MPA related tasks. The entire faculty contributed to this report, for example, as did the director of the Public Performance and Management Center. The department chair serves as the MPA program director supported by faculty admissions and academic committees. The department chair reports directly to the dean of the Andrew Young School of Policy Studies and is a member of the School's Management Committee.

3.3 Program Administration

Primary responsibility for program administration resides with the chair of the Department of Public Administration and Urban Studies. The chair of the Department of Public Administration and Urban Studies is a member of the Public Administration faculty. When a vacancy is anticipated in the chair's position, the dean decides if that vacancy is to be filled from within the department or through a national search for a chair. In either case, the dean will appoint a search committee that will serve in an advisory role. The chair, in consultation with the dean and faculty, participates in drafting a position description to submit to the major professional publications. Individual notices are also sent to the member programs of the National Association of Schools of Public Affairs and Administration.

As applications are received, they are reviewed by the search committee and may be reviewed by all other members of the faculty, including the in-house faculty and those who hold joint appointments in the School. This full involvement of joint-appointment faculty is in accordance with the University policy that governs all such appointments. Following the specified deadline for the receipt of applications, the University's Office of Affirmative Action determines whether the pool of applicants is sufficiently broad to assure adequate opportunity for minority and female applicants.

The screening committee, after reviewing qualifications of applicants, presents a "long list" to the faculty, the faculty chooses three to five applicants for on-campus interviews, and the original list of applicants becomes a "short list" of candidates to be submitted to the Dean for approval to interview.

The candidates invited to campus are interviewed by the dean and provost, the screening committee, departmental faculty, and students. At the conclusion of the interviews, the departmental faculty meets with the search committee to provide its input, the search committee then provides the dean with its advisory rank ordering of candidates (usually the top three). The dean may also solicit comments and recommendations from any others who have participated in the interviews. The dean's recommendation is made to the provost and Vice President for Academic Affairs and, if concurred with, to the president. If all concur, the president recommends that the University System's Board of Regents approve the appointment.

The Chair serves at the pleasure of the dean and/or for a three-year term; the term can be renewed. Department chairs are subject to triennial performance reviews involving feedback from departmental faculty, peer review, and commentary from other

stakeholders and program customers. A triennial review committee, consisting of senior [school] faculty, is appointed by the Dean to conduct the chair's triennial evaluation. The committee provides a report and recommendations to the dean.

Within the MPA program, faculty and/or faculty committees have responsibility for the following:

- Admissions
- Internships
- Curriculum
- JD/MPA Program
- All MPA Specializations

3.4 Scope of Influence

The Public Administration faculty and/or the chair of the Department of Public Administration and Urban Studies have substantial authority determining influence on program policy and planning, the creation of new courses, curriculum development, admissions, certification of degree candidates, course scheduling and teaching assignments, the program's financial resources, and faculty appointments, promotions, pre- and post-tenure reviews, and tenure decisions.

A. General program policy and planning:

Responsibility for program policy and planning resides with the MPA faculty and the chair of the department. The MPA mission statement was developed and formally adopted by the MPA faculty. All degree changes are submitted to the entire faculty for a vote.

B. Degree requirements:

Responsibility for setting degree requirements resides originally with the MPA faculty and the departmental curriculum committee (now the MPA program committee). General guidelines, such as maximum required credit hours for masters programs, are stipulated by the Board of Regents of the University System of Georgia. The AYSPS Academic Program Committee reviews the requirements proposed by department and makes its recommendations to the School faculty at one of its regular meetings. In some cases, depending on university policies, degree requirements approved on the School level must be approved by the university's Committee on Academic Programs.

C. New courses and curriculum changes:

The development of the MPA curriculum is almost entirely in the hands of the public administration faculty. New courses and curricular changes are initiated by the public administration faculty. The School's Academic Program Committee (APC) is charged with the responsibility of over-seeing curricular changes to assure that the departments have the requisite faculty resources to teach new courses and a coherent and consistent set of curricular requirements. The APC also determines whether the proposed or revised

courses are consistent with University regulations concerning number of credit hours, level and so on. The chairperson circulates the course descriptions through the office of the Vice President for Academic Affairs to reduce the likelihood of duplication of courses taught elsewhere in the University and to inform other departments of impending changes. Accommodations are normally made if another department perceives that there may be some substantive overlap between the new or revised course and one taught within that department. Approval by the School faculty at one of its three annual meetings is largely pro forma because any issues or problems have already been addressed and resolved by the Academic Program Committee.

Major program modifications, including substantive changes in the MPA curriculum, must be approved by the APC and the School faculty. They also require approval by University Senate's Committee on Academic Programs (CAP).

D. Admissions:

Admissions decisions are made by a committee of MPA faculty with the support of the Andrew Young School of Policy Studies' Office of Academic Assistance. The Office of Academic Assistance does question departmental decisions on occasion, but the chair, in coordination with the admissions committee, has the final say on what is to be done. The regular pattern is for the MPA committee to make admissions decisions without any interference.

E. Certification of degree candidates:

Certification of degree candidates is done by the faculty of the Andrew Young School of Policy Studies during the school's semester faculty meeting. It is the responsibility of the department to assure that all degree requirements have been met.

F. Course scheduling and teaching assignments:

Course schedules are designed and teaching assignments are made by the department chair. Input is sought from many sources, including individual faculty, the Office of Academic Assistance, and the PAUS academic committees. Student opinions are also sought using different mailing lists. We will have a yearly student survey in operation in the fall of 07 that does ask a wide range of questions about scheduling and course availability. Staff member Lisa Shepard assists the chair in the preparation of the schedule.

Some scheduling is done in cooperation (1) with the Department of Political Science because some public administration courses are cross listed as political science courses and (2) with the Department of Economics, which often staffs the PAUS 8141 class in the MPA core.

Within the school, the process of scheduling is relatively informal. Faculty preferences are noted, as are departmental needs, and adjustments (e.g., reduced teaching loads) are made when faculty have other administrative duties or have research projects which warrant reduced loads. Tentative schedules are circulated among the faculty for comment and revision before they are finalized. The only major outside constraints on scheduling and the assignment of instructors are room scheduling and the

determination of minimum enrollments (i.e., the minimum enrollment for a graduate-level class is ten). The department chair is responsible to the dean for the effective and efficient use of faculty resources and for the coordination of joint faculty assignments with other departments.

G. Use of financial and other resources:

The departmental budget, including the budget for the MPA program, is prepared by the chair of the department. Faculty members are involved in the allocation of information technology and other resources. The chair is required, in consultation with the members of the faculty, to prepare annual budget requests for supplementary resources and submit them to the dean. The dean has ultimate responsibility for the allocation of resources within the school and, through the department chairpersons, permits some negotiation of budgetary allocations. The chair is responsible for the expenditure of department funds.

All budget amendments and all personnel and payroll documents for the school have to be transmitted through the school's finance director to the dean and on to the vice president for academic affairs for approval.

H. Appointment, promotion and tenure of program faculty:

The department faculty has a major role in the selection and hiring of school faculty. As a rule, the faculty is involved in the process of drafting position descriptions, choosing the best qualified candidates, and as a group, recommending to the chair the most qualified candidate(s). The chair, in turn, conveys to the dean both the faculty recommendation and any recommendations which he/she may wish to make.

As per university and school procedures, faculty committees conduct promotion and tenure reviews, including pre-and post-tenure reviews, and offer advisory recommendations to the chair of the department. The University System of Georgia requires that all faculty members in tenure-track positions serve a minimum probationary period of five years of full-time service at the rank of assistant professor or higher before being considered for tenure. Credit can be applied to this probationary period; this generally happens when an assistant professor is hired who previously held a job at another university. A tenure decision must be made before the end of seven years of service at the rank of assistant professor or higher or ten years of service at any combination of lecturer, instructor, or professional ranks.

Tenure and promotion decisions are largely made at the school and department levels. (The school has adopted formal guidelines for promotion and tenure reviews.) The tenure decision is made when a faculty member completes the obligatory probationary period, whereas promotion decisions are made when individual faculty members initiate the process. Written copies of the criteria and procedures for tenure promotion are made available to faculty by the department and School.

Faculty members are notified by the dean's office when they are eligible for promotion based on length of service. If they believe they meet the qualifications, they can then initiate the process by requesting that they be put forward for promotion. They are required to document their achievements in the areas of teaching research and service.

Tenure and promotion recommendations are made by a faculty committee constituted in accordance with AYSPPS policy. The recommendations of both the faculty committees and the chair of the department are forwarded to the Andrew Young School of Policy Studies' Promotion and Tenure Committee which reviews the candidates' credentials and the faculty and chair recommendations and makes its recommendations to the dean. The dean's recommendation is forwarded to the provost and vice president for academic affairs who makes a recommendation to the Board of Regents. Positive recommendations are forwarded with necessary concurrences to the Board of Regents for final approval.

STANDARD 4.0--CURRICULUM

4.1 Purpose of Curriculum

In accord with the program's stated mission and vision, the curriculum provides the skills, competencies, and professional values needed to prepare students for careers in public and non-profit policy-making and administration. The three components of the MPA curriculum all contribute to these purposes. First, all students must complete 24 semester hours in the required core courses. These courses provide an introduction to public administration and its role in the American system of government; basic managerial skills (budgeting and finance, human resource administration, management systems and strategies, and communication skills); and basic analytical and research skills (research design, statistics, microeconomics, and technology applications).

Second, students take a concentration consisting of 12 hours of elective coursework in one of a number of areas, including nonprofit management, planning and economic development, policy analysis and evaluation, and management and finance. Students with other well-defined career interests may develop an individualized specialization, such as disaster management, in consultation with a faculty adviser. Students may also apply for the joint Master of Public Administration and Juris Doctor program offered in collaboration with the College of Law (MPA/JD).

Third, students who do not have at least one year of administrative experience in a public or non-profit agency normally must enroll in three semester hours of internship. These internships allow students to apply their theoretical knowledge to real-world problems. The PAUS internships have required 200 hours of work, and this is being increased to 300 hours for the fall of 2007. Alternatively, students may take a practicum, an applied research project if their jobs do not allow the time required for an internship. This option also meets the career needs of those particularly interested in research, especially those considering pursuing a doctoral degree.

4.2 Curriculum Components

A. Background Information:

- Credit System: Georgia State University is on the semester system.

- Length of Term: 15 weeks
- Number of Terms: two 15-week semesters, a 7-week summer semester, and a 3-week Maymester.
- Full-Time Status: 9 credit hours per semester. Students must receive permission from the Office of Academic Assistance to take more than 12 hours.
- Time Limitation: No class (including transfer credits) may be more than six years old at the time of graduation.
- Class Contact Hours: 12.5 hours per credit hour.

B. Course Distribution

Table 4-2B: MPA Curriculum Requirements

Course Level	Common Curriculum Components		Total
	Required Prerequisites	Additional Curriculum Components	
Lower Division			
Upper Division			
Upper Div. & Graduate Exclusively Graduate	24	15	39
Total	24	15	39

C. Capable Professionals:

The entire curriculum is designed to develop capable professional public administrators. The basic range of classes is similar to most other programs: an overview of public administration and policy in the United States, including theories of organization bureaucracy, administrative behavior and management, politics and administration, administrative ethics, and public policy-making.

We also seek to offer cutting-edge content that builds from the competencies of our faculty. Work in budgeting and finance, research methods, and evaluation tends to be quite intense, for example. We have also sought to develop students who write well and who have technology skills. Demanding writing assignments are imbedded throughout the core. There has been some variation over time, but students have been required to

complete Web pages and to complete spreadsheet training. They have also been required to create sophisticated short reports that combine writing and data analysis. A microeconomics course focuses on the policy analysis techniques of most value to public managers. Throughout the curriculum, students gain experience in critical thinking, problem solving, applied research, and effective written and oral presentation and argumentation.

D. Assessment and Guiding Performance:

The MPA program has a fairly sophisticated process in place for assessing our curriculum. This is a university requirement, but we have sought to make the most of it. All core classes have learning objectives, and student performance on these objectives is assessed by faculty. We collect data each semester that is analyzed, and a report is prepared. Key faculty members participate in the writing of the assessment report, and there are discussions about how well we are doing and whether any corrective actions are needed. The objectives are drawn from our mission and vision. A copy of a recent report will be included with our volume 2 materials. This system is relatively new, but we continue to build it up. This is the way that we assess curriculum in terms of how well students learn. The methods used to decide what to teach are discussed in section 2.2. The WEAVE system, as it is known, is more about how well we do what we say we are going to do, which fits very well with the mission-driven approach of NASPAA.

E. Graduate Classes:

All required common curriculum components are designed for graduate students.

F. Required Prerequisites:

There are no prerequisites for students beginning the MPA, but we do have prerequisites for specific courses. The prerequisites that we have are used to keep students moving through the program in an effective way.

4.21 Common Curriculum Components

A. Required Graduate Courses:

All students must take all core courses. Required courses can be waived, though this is not a common event. An example might be a student with a prior master's degree in another social science field with rigorous statistics requirements who does not see the added value of our 8121 class. Likewise, a student who works as a budget director in local city might have second thoughts about taking our 8161 class. Any modifications in the core must be initiated through a formal petition process and substitute classes are needed when requests are approved. Most of our course syllabi can be found on our Internet home page.¹ They are also included with the materials on volume 2. The core courses are:

¹ <http://aysps.gsu.edu/academics/courses/index.htm>

Table 4-21A: MPA Core Courses

Course Number	Course Title
PAUS 8111	Public Administration and Organizations
PAUS 8091	Communication in Public Service
PAUS 8121	Applied Research Methods and Statistics I
PAUS 8131	Applied Research Methods and Statistics II
PAUS 8141	Microeconomics for Public Policy
PAUS 8151	Public Personnel Administration
PAUS 8161	Public Budgeting and Finance*
PAUS 8171	Public Management Systems and Strategies

* Students specializing in nonprofit management are encouraged to substitute PAUS 8261, Nonprofit Financial Management.

B. Ethical Action:

All courses include some ethical component. In particular, PAUS 8111, PAUS 8151, and PAUS 8171 stress ethical reasoning and action. In addition, the methods and statistics sequence (PAUS 8121 and 8131) include coverage of ethics in social research and displays of statistical data.

- PAUS 8111 includes approximately 5 weeks on administrative and management ethics, codes of ethics, and ethical reasoning. This class makes extensive use of cases studies on ethical issues and problems that managers in public and nonprofit agencies are likely to encounter.
- PAUS 8151 includes coverage of specific human resource issues with significant ethical content, such as whistle blowing, workplace diversity, sexual harassment, discrimination in the workplace, labor relations, hiring and firing practices, and performance evaluation and compensation.
- PAUS 8171 includes ethical issues and problems as they apply to areas management. There are three primary units where ethics plays a role. These include issues related to the privatization of public policy provision and how managers must choose between being efficient and effective, ethical issues of accountability in innovation and entrepreneurship, and we cover ethical dimensions of goal placement/conflict and choice of performance measures.

C. Curriculum Coverage:

Management of Public Service Organizations

- Public Administration and Organizations (PAUS 8111) provides an introduction to the field, with a focus on administrative design and reform, management of complex organizations, bureaucratic politics, and public service ethics.
- Public Management Systems and Strategies (PAUS 8171) entails the analysis of contemporary approaches to the management of public and nonprofit organizations.

Human resources

- Public Personnel Administration (PAUS8151) covers the history of public personnel administration, the major elements of the human resource management process, the organizational functions of human resource systems, and contemporary issues in human resource management.

Budgeting and financial processes

- Public Budgeting and Finance (PAUS 8161) provides a survey of the practice and problems of modern fiscal management in government with special emphasis on budgetary procedures and the means of budgetary analysis.
- Nonprofit Financial Management, PAUS 8261, provides comparable coverage for fiscal management in the nonprofit sector.

Information, including computer literacy and applications

- Communication in Public Service (PAUS 8091), covers the impact of technology on administration and policy, using the Internet as a research tool, advanced PowerPoint skills, and Web page development.
- Applied Research Methods and Statistics (PAUS 8121/31), teaches the use of SPSS for statistical data analysis.
- Public Budgeting and Finance (PAUS 8161), teaches advanced spreadsheet applications.

Application of quantitative and qualitative techniques of analysis

- Applied Research Methods and Statistics (PAUS 8121/31), covers the scientific method in applied research, elementary research design, measurement, qualitative research, survey research, experimental and

quasi-experimental designs, sampling, computer-assisted data analysis, and descriptive and inferential statistics through regression analysis.

- Ethics of applied research in public administration and urban policy are also examined in these courses.

Policy and program formulation, implementation and evaluation

- Public Administration and Organizations (PAUS 8111) provides an overview of steps in the policy process

Decision-making and problem-solving

- Public Management Systems and Strategies (PAUS 8171) focuses on problem-solving strategies and techniques for use at the executive and operating levels.

Understanding of the public policy and organizational environment

- Public Administration and Organizations (PAUS 8111) includes major sections on politics and administration and on public policy making.

Economic and social institutions and processes

- Microeconomics for Public Policy (PAUS 8141) introduces principles of microeconomics for use in analyzing public policy for effective public administration and planning.

Organization and management concepts and behavior

- Public Administration and Organizations (PAUS 8111) and Public Management Systems and Strategies (PAUS 8171) cover these concepts in detail.

4.22 Additional Curriculum Components

Each student must develop special competence in a particular area of public administration by completing 12 hours in one of four career tracks or specializations. Students must formally declare the track they wish to complete prior to registering for their first elective course. The M.P.A. program includes career tracks in: management and finance, nonprofit management, planning and economic development, policy analysis and evaluation, and public health. Tracks in natural resource management and human resources were recently eliminated due to shifts in faculty and student interests. Students also have the option of developing an individualized career track that must be approved by their faculty adviser prior to registration for appropriate coursework. The career tracks are described below.

- **Management and Finance:** This track provides an opportunity to learn more of the knowledge and skills that are required to manage effectively in public and nonprofit organizations. It is designed to prepare students to manage governmental agencies and programs or to pursue careers as management and financial analysts in the public, nonprofit, and private sectors. The coursework in this track has an analytical, problem-solving orientation and focuses on the effective management of people, programs, resources, and information in complex environments.
 - Required courses:
 - PAUS 8431 Management and Organizational Behavior
 - PAUS 8501 Managing Public Money
 - Choose two courses (six hours) from the following:
 - PAUS 8351 Local Government Management
 - PAUS 8451 Public Law and Public Administration
 - PAUS 8461 Ethics and Public Administration
 - PAUS 8521 Evaluation Research: Design and Practice
 - PAUS 8661 Managing Through Public-Private Partnerships
 - Econ 8450 Issues in Public Programs and Tax Policy (prerequisite PAUS 8141)
 - Econ 8460 Economics of the State and Local Public Sector (prerequisite PAUS 8141)
-
- **Nonprofit Management:** Nonprofit organizations employ one of every 15 workers in the nation and generate more than \$500 billion in revenues each year. This career track prepares students to meet the challenges of a rapidly expanding field. Its twin goals are to help nonprofit managers already working in the field to advance their careers and to assist those just beginning to gain the skills needed to become effective professionals.
 - Required courses:
 - PAUS 8210 Introduction to the Nonprofit Sector
 - PAUS 8231 Nonprofit Management and Leadership

- Choose two courses (six hours) from the following:
 - PAUS 8010 Social Policy
 - PAUS 8201 International NGOs
 - PAUS 8221 Nonprofit Fundraising
 - PAUS 8241 Nonprofit Marketing
 - PAUS 8261 Nonprofit Financial Management
 - PAUS 8271 Disaster Management
 - PAUS 8281 Disaster Relief and Recovery
-

- **Planning and Economic Development:** This program of study prepares students to be better decision makers on planning and economic development issues at the scale of the neighborhood, city, county, and metropolitan region, for individual private employers and nonprofit agencies, for public agencies, and for elected or appointed officials. It provides academic background for jobs responsible for selecting locations, planning services and facility investments, providing analyses on policy alternatives, and advocating change and improvement within organizations and society. Students are exposed to theory drawn from planning, economics, and other social science literature, and to a critical view of current practice. They are introduced to the history and professional culture of the planning profession and to the planning process as a systematic approach to problem solving; they become familiar with data sources and how to use them appropriately. A graduate certificate in planning and economic development is also available.

- Required courses:
 - PAUS 8021 Urban Policy Planning
 - PAUS 8311 Planning Theory and Analysis
 - PAUS 8321 Economic Development, Policy and Planning

- Choose one course (three hours) from the following:
 - Econ 8300 Urban Economics
 - Geog 6532 Geographic Information Systems
 - Geog 6766 Urban Transportation Planning
 - PAUS 8331 Urban Infrastructure Planning and Policy
 - PAUS 8371 Environmental Policy, Planning, and Evaluation
 - PAUS 8391 Planning Workshop
 - PAUS 8561 GIS Applications to Planning and Policy Analysis
 - PAUS 8621 Urban Transportation and Land Use Economics
 - PAUS 8701 Human Capital Development: Theory and Practice
 - Re 8040 Legal and Regulatory Environment of Real Estate (same as Lgls 8040)
-

- **Policy Analysis and Evaluation:** The Policy Analysis and Evaluation track provides students with the skills needed to work as policy analysts and evaluators. Coursework includes a foundation in evaluation strategies and analytical techniques that are useful when assessing public programs and outcomes, as well as in analyzing policy alternatives. This track also affords students practical research experience in applying these skills.

- Required courses:
 - PAUS 8521 Evaluation Research: Design and Practice
 - PAUS 8531 Policy Analysis
 - Choose two courses (6 hours) from the following:
 - PAUS 8311 Planning Theory and Analysis
 - PAUS 8501 Managing Public Money
 - PAUS 8511 Economics of the Public Sector
 - PAUS 8541 Public Administration and Public Policy
 - PAUS 8551 Survey Research Methods
 - PAUS 8561 GIS Applications to Planning and Policy Analysis
 - PAUS 8581 Seminar in Applied Policy Research
-

- **Public Health:** This track is designed for M.P.A. students with career goals in the public health field that are primarily in the management and policy fields as opposed to health promotion or prevention science fields.

- Required Courses:

- One of the following courses

PH 7010	Foundations of Public Health Administration and Policy
PH 7170	Research in Health Policy

- And one of the following courses:

PH 7250	Health Care Finance
PH 7530	Prevention Effectiveness and Economic Evaluation

- Adviser Approved Electives

- Select two from the following (six hours):

PH 7010	Foundations of Public Health Administration and Policy
PH 7012	Health Planning and Program Development
PH 7130	Law and Public Health Practice
PH 7140	Social and Behavioral Aspects of Public Health
PH 7150	Environmental Health
PH 7170	Research in Health Policy
PH 7250	Health Care Finance
PH 7530	Prevention Effectiveness and Economic Evaluation

-
- **Criminal Justice:** This track is designed for M.P.A. students interested in careers within the criminal justice system.

- Required courses:

CRJU 7010	Crime & the Criminal Justice System
CRJU 8710	Legal Aspects of Criminal Justice

- Choose two courses (six hours) from the following:
 - CRJU 6040 Comparative Criminal Justice
 - CRJU 6070 Family Violence and Criminal Justice
 - CRJU 6920 Community Policing
 - CRJU 6960 Domestic Terrorism
 - CRJU 7730 Workplace Law for Criminal Justice Managers
 - CRJU 8210 Juvenile Justice Issues
 - CRJU 8310 Correctional Issues
 - CRJU 8410 Criminological Issues
 - CRJU 8720 Legal Issues in Criminal Justice

-
- **Human Resources:** This program of study prepares students for careers in human resources at all levels of government and in nonprofit agencies. The coursework provides a general introduction to the human resources field, its core functions, key issues and problems, and contemporary concepts and techniques, as well as specific skills associated with these aspects of human resources management. Students completing this track will be prepared for entry-level positions in human resource departments of public and nonprofit agencies and organizations. Mid-career students should obtain the skills, knowledge and abilities to provide a solid foundation for career advancement in the field. **[Eliminated Effective 2006-2007]**

- Required course:
 - PAUS 8721 Current Issues in Public Personnel Management
- Choose three courses (nine hours) from the following:
 - PAUS 8431 Management and Organizational Behavior
 - PAUS 8731 Managing Diversity
 - PAUS 8751 Human Resource Development Professional Practice
 - PAUS 8761 Diagnosing Human Resource Development Needs
 - PAUS 8781 Facilitating Career Development

One graduate course (three hours) from outside the Andrew Young School of Policy studies, with written approval of faculty adviser.

- **Natural Resource Management:** The career track in Natural Resource Management provides the administrator with basic concepts required for managing natural and environmental resources systems. The student is introduced to concepts in geography and hydrology, as well as in law and the fundamentals of project assessment that are essential for understanding alternative approaches to resource management systems. Case studies of environmental impact assessments prepare the student for the use of principles and standards required for meeting federal standards for resources management. (Eliminated Effective 2006-2007)
 - Required courses:
 - PAUS 8381 Regulatory and Legal Contexts for Natural Resource Management
 - PAUS 8371 Environmental Policy, Planning, and Evaluation
 - ECON 8320 Environmental and Natural Resource Economics and Policy
 - Choose one additional course from the following:
 - GEOG 6646 Water Resource Management
 - GEOG/GEOL 6650 Applied Hydrology
 - PAUS 8311 Planning Theory and Analysis
 - PAUS 8511 Economics of the Public Sector
 - PAUS 8561 GIS Applications to Planning and Policy Analysis
-

4.23 General Competencies

The MPA curriculum at Georgia State University is designed to provide a high quality professional education that emphasizes problem-solving skills across a wide range of administrative, managerial, and policy settings. In addition to providing substantive information and concepts that define the current "state of the art" in public administration, elective as well as core courses stress the development of a range of skills, including analysis, communication, and leadership. Another cross-cutting goal is the preparation of professional public administrators who understand political processes and are able to function ethically in a democratic environment on all levels of government and the not-for-profit arena.

4.3 Minimum Degree Requirements

A. Degree Credit Hours:

Students without prior administrative experience must complete 39 semester hours before graduation, including 3 hours for an internship (PAUS 8941). Students also have the option to conduct a practicum, an applied research project, in lieu of the internship. Students with substantial prior administrative experience may petition for a waiver of the internship requirement, in which case their total credit-hour requirement is 36 hours.

B. Degree Length:

Students set their own pace, but the degree could not be completed in less than 16 months by a student taking full class loads each semester.

C. Concluding Requirements:

There are no requirements for a thesis, master's paper, professional report, comprehensive examination, or a capstone seminar. Students do complete a structured assortment of writing assignments while in the program. Our focus tends to be on writing that is concise and to the point, but longer papers are required in some classes. Students complete a trend analysis report in the Budgeting and Finance class (PAUS 8161), for example.

D. Course Formats:

Most classes meet once or twice a week (for a total of two and one-half hours per week), typically between 4:30 p.m. and 9:45 p.m.

E. Student Transcript Analysis:

Following procedures specified in the NASPAA Guidelines, the following table of classes and grades was generated. Starting in 2006, a plus/minus grading system was implemented at Georgia State University. To graduate and remain in good standing, MPA students must earn a grade point average of "B" or 3.0 overall. A "B-" or less than 3.0 GPA is not sufficient for graduation or for maintenance of good standing in the program. As the table shows, the vast majority of MPA students earn a grade of "B" or higher in their PAUS classes.

Table 4-3E: Transcript Analysis (Part 1)²

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40			
PAUS 8091	A	A	A	A	A	A	A	A		B	A	B	A	A		B	A	A	A	B	A	A	A	A	A	B	A	A	A	A	A	A	B	A	B	B	B	A	A	A			
PAUS 8111	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	A	A	A	A	A	A	A	B	A	A	
PAUS 8121	A	B	B	A	B	A	B	B	A	A	A-	B	A	A	A	A	A	B	A	A	B	A	A	A	A	B-	A	A	B	B	A	A	A	B	A	B	B	A	A	A	A		
PAUS 8131	B	A	A	A	B	A-	B	B	A	A	A	B	A	A	A	B	A	B	A	A	A	A	A	A	B	B	A	A	B	A	B	B	A	A-	A	B	B	A	A	A	A		
PAUS 8141	A	B	B	B	A	B+	B	B	A	A	A-	A	A	A	A	B	A	B	A	B+	B	A	A-	A	A	C	A	A	C	B	B-	A	A	A-	A	C	B+	C		B			
PAUS 8151	A	A	B	A	A	A	B	B		A	A	A	A	A	A	B	A	A	A	A	A	A	A	B	A	B	A	A	A	A	A	A	A	A	A	A	A	A	B	B+	A	A	B
PAUS 8161	B	A	A		B	B	B-	A		B	B	C	A	A	A	B	A	B		A-	A	A-	A	A-	A	B	A	A	B	B	A	B	A	A	A	B		A	A	A-			
PAUS 8171	A	A-	A	A-	B	B+	B+	A-	A	A	A	A	A	A	B+	B	A	A	A	A	A	A	A		A	A-	B	A	A	B+	A	B+	B	A-	A		B	B+	A	A	A-		
ECON 8320	B		A																																								
ECON 8470																			A																								
GEOG 6532																											B																
GEOL 6017														A																													
HA 8460													A			B																											
HHS 7980			S																																								
HRM 8430																B																											
LAW 6020									82																																		
LAW 6030									85																																		
LAW 7165									85																																		
LAW 7176									80																																		
LAW 7405									S																																		
LAW 7488									S																																		
LAW 7510									84																																		
MBA 8030																																									B		
MGS 8360																																										A-	

² Blue Font = Core Requirements; Red Font = Required Specialization Courses); (Black Font = Electives)

Table 4-3E3: Transcript Analysis (Part 3)⁴

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40						
PAUS 8561	A							A												A			A					A				A														
PAUS 8721								A								A																									A					
PAUS 8731																																									A					
PAUS 8751																B																														
PAUS 8911												B	A	A		A							A																		A					
PAUS 8914																																										S				
PAUS 8941	S	S	S	S	S	S	S			S	S	S				S	S	S			S		S	S			S	S		S	S	S	S	S	S	S	S	S	S	S	S	S				
PAUS 8970																																														
PAUS 8981																													S														S			
PAUS 9331																																														
PH 7010	A														B																															
PH 7011	A																												A																	
PH 7140	A																																													
PH 7170																													A																	
PH 7250	A																																													
PH 7270																														A																
PH 7530	A																																													
PH 7980	S																																													
POLS 6120									A																																					
POLS 6780																						A-																								
POLS 8980																																														A-

⁴ Blue Font = Core Requirements; Red Font = Required Specialization Courses); (Black Font = Electives)

4.4 Internships

A. Internship Design:

The main goal of the internship program is to advance and support the professional development of our MPA students. Given the generalist nature of our program, it does not do much to socialize students into specific careers. Students without prior experience explore employment options and learn the rules of the working world through their internship experiences. As with most MPA programs, our internship program plays a very important role in helping pre-service students make the transition from student life to the work place. Further, many students who are also employed use the internship experience to redirect their careers; they might move from the public to nonprofit sectors, from one level of government to another, or to a different agency within the same government.

The internship operates as a separate program module. This program seeks to integrate the internship experience with classroom activities through student-faculty discussion, web postings of the internship experience, maintenance of a journal, a time and activity report, and a final reflective report. The internship program is managed by two senior MPA faculty members who guide students throughout the internship experience, monitor students at the course online, and help students to analyze the interrelationships between their on-the-job experiences and their MPA coursework.

The PAUS Internship Update provides an overview of program components.⁵ The checklist also provides a ready resource for students to help stay on track when conducting their internships.⁶ All internship materials and the ability of students to track their progress are available online using the University's uLearn electronic teaching and learning component. The faculty internship coordinators are able to remain in contact with students before, during and after the internship experience and year-round, thereby providing students with complete choice in terms of completing this component of the MPA degree program. The internship coordinators maintain the department's popular jobs and internship electronic bulletin board,⁷ to which students, employers, department faculty and others subscribe. Finally, the coordinators also help broker relationships between students and potential employers through Email correspondence, telephone and in-person contact.

B. Internship Status:

All students are required to conduct an internship, unless they are granted a waiver of the internship requirement. To receive a waiver, a student must submit a petition that is reviewed by a faculty committee. Waivers are granted for students who have substantial experience as public or nonprofit administrators, as analysts, or have served in the U.S. military. There are no prerequisites for conducting an internship. Students are generally advised to wait until they have finished their first semester in the MPA program, but we seek to determine what type of an approach best fits each student's individual needs. The

⁵ <http://www2.gsu.edu/~padgds/Update.html>

⁶ <http://www2.gsu.edu/~padgds/Checklist.html>

⁷ <http://www2.gsu.edu/~padgds/maillist.htm>

internships are graded as satisfactory or unsatisfactory (S or U). A satisfactory grade requires completion of all course requirements, an acceptable agency evaluation, and a quality final report.

C. Internship Supervision:

The MPA faculty internship coordinators are responsible for supervising interns. The internship is coordinated through the use of a multi-featured web site that provides online bulletin boards, private Email, and chat rooms for communication. The site is password protected. Students must register to use the site and once they gain admittance, have all internship search tools and component forms available to them. The course online provides a multitude of job search tools, including the Jobs and Internship Mailing List,⁸ access to Georgia Hire,⁹ and access to a number of other excellent jobs and internship search engines and guides.

Internships are handled in the same way as any job. That is, students are positive actors in the process – they get their own internships. The internship coordinators and other faculty let students know about internship positions (through the electronic bulletin board, by word of mouth, or via direct Emails), students apply for positions that interest them, and then the organization may or may not hire them. This system has worked well. Both employers and interns seek to make the best possible match. We sometimes ask students to apply for specific positions, but this is not a common occurrence. Once a student secures an internship position, he or she must complete a program plan with their internship sponsor.¹⁰ This signed form must be returned to the internship coordinators prior to the start of the internship.

Levels of pay for internship work can vary, with the highest paying positions offering \$15.00 to \$18.00 per hour. We have some excellent positions that are unpaid, but many paid positions. Any pay is dispensed by the employers. Paid and unpaid internships alike also often offer a number of other incentives to student interns, such as parking in the downtown Atlanta area, computer support and office space in the organization, networking opportunities, conference attendance, and/or shadowing opportunities.

D. Internship Placement:

Our placement experience with interns has been excellent. The job market is good in Atlanta, and students express high levels of satisfaction with the positions that they have found. Evaluations by employers also indicate high levels of satisfaction with the work produced by our student interns. We regularly receive positive feedback from students and employers.

Below are just some of the public, nonprofit and private organizations in which students have completed internships in the last few years. Students have worked in a number of capacities in these organizations, including as analysts, planners, developers, legislative liaisons, reporters, and program management assistance. Often, we have

⁸ <http://www2.gsu.edu/~padgds/maillist.htm>

⁹ <http://www2.gsu.edu/~padgds/JTInstructions.htm>

¹⁰ <http://www2.gsu.edu/~padgds/ProgramPlan.pdf>

several students completing internships in one office over the course of a year or two. For example, we have an ongoing relationship with the planning office of the City of Atlanta which has employed many of our students in the last decade. We have similar longstanding relationships with the U.S. GAO, the U.S. DHHS Office of Inspector General, and the Georgia Governor’s Office of Planning and Budget.

Table 4-4D: Some Recent Internship Placements

Local Government	State Government
City of Atlanta, Georgia City of Decatur, Georgia City of Peachtree City, Georgia DeKalb County, Georgia Fulton County, Georgia Gwinnett County, Georgia Habersham County, Georgia	Georgia Governor’s Office of Communications Georgia Governor’s Office of Planning and Budget Georgia Administrative Office of the Courts Georgia Department of Transportation Georgia Department of Community Affairs Georgia Department of Human Resources Georgia General Assembly Georgia State Road and Tollway Authority
Federal Government	Nonprofits, NGOs and Private Organizations
U.S. Department of Health and Human Services U.S. Department of Transportation U.S. Government Accountability Office U.S. Federal Home Loan Bank	Alliance Theater Amazwi, NGO in Hoedspruit, South Africa The American Red Cross Atlanta Community Food Bank Association of County Commissioners of Georgia CARE The Carter Center The Center of the United Nations Institute for Training and Research in North America Delta Airlines Edison Group Friendship Force International Georgia Center for Nonprofits Georgia Child Fatality Review Panel Georgia Council of International Visitors Georgia Economic Developers Association Georgia Ethnic Health Network Georgia Lions Lighthouse Foundation Hands On Atlanta Latin American Association National Conference of Black Mayors National Kidney Foundation Plan Zimbabwe United Way

STANDARD 5.0--THE FACULTY

5.1 Faculty Nucleus

A. Critical Mass:

The MPA faculty nucleus includes 19 PAUS faculty members. Support is also provided by faculty members drawn from other departments and from AYSPS research centers.

B. Faculty Nucleus:

Table 5-1 provides information on the MPA core faculty or nucleus. All faculty members in this listing are employed full-time by GSU.

Table 5-1B: MPA Faculty Nucleus (Part 1)

Name	Rank and Title	Tenure Status	Administrative Unit	Degree and Field
Bourdeaux	Assistant Professor	NT	PAUS	Ph.D. Public Adm.
Cascone	Assistant Professor	NTT	PAUS	D.P.A.
Eger	Assistant Professor	NT	PAUS	Ph.D. Public Adm.
Hansen	Associate Professor	T	PAUS	Ph.D. Human Resource Design and Development
Henry	Professor	T	PAUS	Ph.D. Public Policy
Kahnweiler	Associate Professor	T	PAUS	Ph.D. Counseling And Human Systems
Kerlin	Assistant Professor	NT	PAUS	Ph.D. Political Science
Lewis	Professor	T	PAUS	Ph.D. Public Adm.

Key: NT=Not Tenured, NTT=Non-Tenure Track, T=Tenured

Table 5-1B2: MPA Faculty Nucleus (Part 2)

Name	Rank and Title	Tenure Status	Administrative Unit	Degree and Field
Newman	Professor	T	PAUS	Ph.D. History of Religion
Nigro	Professor	T	PAUS	Ph.D. Public Adm.
Pitts	Assistant Professor	NT	PAUS	Ph.D. Public Adm.
Poister	Professor	T	PAUS	Ph.D. Social Science
Roch	Associate Professor	T	PAUS	Ph.D. Political Science
Streib	Professor	T	PAUS	Ph.D. Political Science
Twombly	Assistant Professor	NT	PAUS	Ph.D. Public Policy
Thomas	Professor	T	PAUS	Ph.D. Political Science
Waugh	Professor	T	PAUS	Ph.D. Political Science
Willoughby	Professor	T	PAUS	Ph.D. Public Adm.
Young	Professor	T	PAUS	Ph.D. Engineering And Economic Systems

Key: NT=Not Tenured, NTT=Non-Tenure Track, T=Tenured

C. Teaching Assignments:

Table 5-1C provides information on the courses taught by the faculty nucleus.

Table 5-1C: Courses Taught by Faculty Nucleus (Part 1)

Faculty	AY 05-06, 06-07	Course Number	Course Credits	Title
Bourdeaux	Fall 2005	8161	3 Semester Hrs.	Public Budgeting and Finance
	Spring 2006	8111	3 Semester Hrs.	Public Administration and Organization
	Spring 2006	8461	3 Semester Hrs.	Ethics and Public Administration
	Fall 2006	8111	3 Semester Hrs.	Public Administration and Organization
	Fall 2006	8161	3 Semester Hrs.	Public Budgeting and Finance
	Spring 2007	8111	3 Semester Hrs.	Public Administration and Organization
Cascone				(Not Regularly Teaching MPA Classes)
Eger	Fall 2005	8501	3 Semester Hrs.	Managing Public Money
	Spring 2006	8261	3 Semester Hrs.	Nonprofit Financial MGT.
	Fall 2006	8501	3 Semester Hrs.	Managing Public Money
	Spring 2007	8261	3 Semester Hrs.	Nonprofit Financial MGT.
	Spring 2007	9121	3 Semester Hrs.	ADV Research Methods II*
Hansen	Spring 2006	8731	3 Semester Hrs.	Managing Diversity
	Fall 2006	8521	3 Semester Hrs.	Evaluation Research
Henry	Fall 2005	8131	3 Semester Hrs.	Applied Res Methods Stat I
	Spring 2006	9141	3 Semester Hrs.	ADV Topics Policy Analysis*
Kerlin	Spring 2007	8201	3 Semester Hrs.	Int'l Nongovernmental Orgs
Kahnweiler	Spring 2006	8091	3 Semester Hrs.	Communication Public Service
Lewis	Fall 2005	8121	3 Semester Hrs.	Applied Res Methods Stat I
	Fall 2005	9111	3 Semester Hrs.	Adv. Research Methods I*
	Spring 2006	9121	3 Semester Hrs.	Adv. Research Methods II*
	Fall 2006	8121	3 Semester Hrs.	Applied Res Methods Stat I
	Fall 2006	8131	3 Semester Hrs.	Applied Res Methods Stat II
	Fall 2006	9111	3 Semester Hrs.	Adv. Research Methods I*
	Fall 2006	9181	3 Semester Hrs.	Dissertation Colloquium*

*Note: 9000-level courses are limited to doctoral students

Table 5-1C2: Courses Taught by Faculty Nucleus (Part 2)

Faculty	AY 05-06, 06-07	Course Number	Course Credits	Title
Newman	Fall 2005	8011	3 Semester Hrs.	Urban Policy Arena
	Fall 2005	8233	3 Semester Hrs.	Power, Faith, Civic Leadership
	Fall 2006	8011	3 Semester Hrs.	Urban Policy Arena
	Spring 2007	8210	3 Semester Hrs.	Intro to the Nonprofit Sector
Nigro	Fall 2005	8111	3 Semester Hrs.	Public Administration and Organization
	Fall 2005	8111	3 Semester Hrs.	Public Administration and Organization
	Spring 2006	8111	3 Semester Hrs.	Public Administration and Organization
	Fall 2006	8111	3 Semester Hrs.	Public Administration and Organization
	Fall 2006	8151	3 Semester Hrs.	Public Personnel Admin
Pitts	Fall 2005	8151	3 Semester Hrs.	Public Personnel Admin
	Spring 2006	8151	3 Semester Hrs.	Public Personnel Admin
	Spring 2006	8171	3 Semester Hrs.	Public Mgt. Sys. & Strategies
	Fall 2006	8171	3 Semester Hrs.	Public Mgt. Sys. & Strategies
	Fall 2006	8171	3 Semester Hrs.	Public Mgt. Sys. & Strategies
	Spring 2007	8151	3 Semester Hrs.	Public Personnel Admin
Poister	Spring 2007	8171	3 Semester Hrs.	Public Mgt. Sys. & Strategies
	Fall 2007	8171	3 Semester Hrs.	Public Mgt. Sys. & Strategies
	Fall 2007	8171	3 Semester Hrs.	Public Mgt. Sys. & Strategies
	Spring 2006	8131	3 Semester Hrs.	Applied Res Methods Stat II
Roch	Spring 2007	8131	3 Semester Hrs.	Applied Res Methods Stat II
	Fall 2005	9151	3 Semester Hrs.	Scope and Theory Public Policy*
	Spring 2006	8031	3 Semester Hrs.	Urban Political Economy
	Spring 2006	8531	3 Semester Hrs.	Policy Analysis
	Fall 2006	8121	3 Semester Hrs.	Applied Res Methods Stat I
	Spring 2007	8031	3 Semester Hrs.	Urban Political Economy
	Spring 2007	8531	3 Semester Hrs.	Policy Analysis
Streib	Fall 2005	8091	3 Semester Hrs.	Communication Public Service
	Spring 2006	8091	3 Semester Hrs.	Communication Public Service
	Fall 2006	8091	3 Semester Hrs.	Communication Public Service
	Spring 2007	8161	3 Semester Hrs.	Public Budgeting and Finance

*Note: 9000-level courses are limited to doctoral students

Table 5-1C3: Courses Taught by Faculty Nucleus (Part 3)

Faculty	AY 05-06, 06-07	Course Number	Course Credits	Title
Twombly	Fall 2005	8231	3 Semester Hrs.	Nonprofit Leadership
	Spring 2006	8010	3 Semester Hrs.	Social Policy
	Spring 2006	8231	3 Semester Hrs.	Nonprofit Leadership
	Fall 2006	8010	3 Semester Hrs.	Social Policy
	Fall 2006	8231	3 Semester Hrs.	Nonprofit Leadership
	Spring 2007	8010	3 Semester Hrs.	Social Policy
	Spring 2007	8231	3 Semester Hrs.	Nonprofit Leadership
Thomas	Fall 2005	8431	3 Semester Hrs.	Mgt. & Organizational Behavior
	Spring 2006	9131	3 Semester Hrs.	Research Seminar Public Policy*
	Fall 2006	8431	3 Semester Hrs.	Mgt. & Organizational Behavior
Wagh	Fall 2005	8271	3 Semester Hrs.	Disaster Management
	Fall 2005	8281	3 Semester Hrs.	Disaster Relief and Recovery
	Spring 2006	8431	3 Semester Hrs.	Mgt. & Organizational Behavior
	Fall 2006	8271	3 Semester Hrs.	Disaster Management
	Fall 2006	8281	3 Semester Hrs.	Disaster Relief and Recovery
	Spring 2007	8431	3 Semester Hrs.	Mgt. & Organizational Behavior
Willoughby	Fall 2005	8161	3 Semester Hrs.	Public Budgeting and Finance
	Spring 2006	8161	3 Semester Hrs.	Public Budgeting and Finance
	Spring 2006	8941	3 Semester Hrs.	Internship
	Fall 2006	8161	3 Semester Hrs.	Public Budgeting and Finance
	Spring 2007	8941	3 Semester Hrs.	Internship
Young	Spring 2006	8210	3 Semester Hrs.	Intro to the Nonprofit Sector
	Fall 2006	8210	3 Semester Hrs.	Intro to the Nonprofit Sector
	Spring 2007	9501	3 Semester Hrs.	Special Topics Pub Policy*

*Note: 9000-level courses are limited to doctoral students

D. Course Load:

The normal course load for MPA faculty is two courses (six credit hours) per semester or four courses during an academic year. Faculty may have reduced teaching loads when they have special administrative assignments or may buy out of courses when they have a major research project. Loads may also be increased if the faculty member does not maintain the expected level of scholarly productivity. Table 5-1C3 above provides information on the course loads of the faculty nucleus during the self-study year and the preceding year.

E. Other Full-Time Faculty:

Table 5-1E provides information on other full-time faculty who taught at least one MPA course during the self-study year and preceding year.

Table 5-1E: Courses Taught by Additional Full-Time Faculty

Faculty	AY 05-06, 06-07	Course Number	Course Credits	Title
Alm (Economics)	Spring 2006	8141	3 Semester Hrs.	Microecon for Public Policy
Rushton (PAUS)*	Fall 2005	8141	3 Semester Hrs.	Microecon for Public Policy
	Fall 2005	8141	3 Semester Hrs.	Microecon for Public Policy
	Spring 2006	8201	3 Semester Hrs.	Int'l Nongovernmental Orgs

*Resigned Prior to the Self-Study Year

5.2 Professional Qualifications

Percent of faculty nucleus and other full-time faculty with doctorate degree: 100%.
 Percent of other faculty with doctorate degree: 100% for full-time faculty; 50% for the practitioner instructors during the self-study year.

5.3 Practitioner Involvement

The Public Performance and Management Center accepts some responsibility for the outreach activities of the Department of Public Administration and Urban Studies. They make contact with a wide range of government and nonprofit leaders as a part of their research, training, and technical support activities. In a number of cases, the PPM has offered specific services, such as a series of interviews with employers and inquiries about internships. We do have students (and MPA graduates) working with PPM, and they have developed a number of career development modules for students. Deon Locklin, the director of PPM, is an experienced government consultant. Tom Wade is also a full-time employee of PPM, and he worked in high level state government positions for decades. PPM is a valuable department resource that prides itself on being tightly linked to PAUS faculty and programs.

Instruction by Practitioners:

- N of required (core) courses taught by part-time faculty during last two years: 7 Sections.
- Percent of total required (core) courses: 17.5%.
- N of elective courses taught by part-time faculty during last two years: 13 Sections.
- Percent of total elective courses: 26.5%

Table 5-3 provides information on practitioners involved in instruction during the self-study year and preceding year.

Table 5-3: Courses Taught by Practitioners

Faculty	AY 05-06, 06-07	Course Number	Course Credits	Title
Bare	Fall 2005	8521	3 Semester Hrs.	Evaluation Research
Brice*	Spring 2006	8321	3 Semester Hrs.	EC Development Policy
Burns*	Spring 2006	8121	3 Semester Hrs.	Applied Res Methods Stat I
	Spring 2006	8131	3 Semester Hrs.	Applied Res Methods Stat II
Ertas*	Spring 2007	8121	3 Semester Hrs.	Applied Res Methods Stat I
	Spring 2007	8131	3 Semester Hrs.	Applied Res Methods Stat II
Honeycutt	Spring 2007	8141	3 Semester Hrs.	Microecon for Public Policy
Kinkade	Spring 2007	8561	3 Semester Hrs.	GIS Applications
Matthews	Fall 2005	8021	3 Semester Hrs.	Urban Policy Planning
	Spring 2006	8351	3 Semester Hrs.	Local Government Mgt.
	Fall 2006	8021	3 Semester Hrs.	Urban Policy Planning
	Spring 2007	8351	3 Semester Hrs.	Local Government Mgt.
Minyard	Spring 2007	9501	3 Semester Hrs.	Special Topics Pub Policy
Moody	Spring 2006	8311	3 Semester Hrs.	Planning Theory and Analysis
	Spring 2007	8311	3 Semester Hrs.	Planning Theory and Analysis
	Spring 2007	8321	3 Semester Hrs.	EC Development Policy
O'Kane	Spring 2006	8221	3 Semester Hrs.	Fundraising for NonProfits
	Spring 2007	8221	3 Semester Hrs.	Fundraising for NonProfits
Rechtman	Fall 2005	8241	3 Semester Hrs.	Mk in Nonprofit Sector
	Fall 2006	8241	3 Semester Hrs.	Mk in Nonprofit Sector
Rork**	Fall 2006	8141	3 Semester Hrs.	Microecon for Public Policy
	Fall 2006	8141	3 Semester Hrs.	Microecon for Public Policy

* GRA instructors with practitioner experience.
** Instructor with doctorate from research center.

B. Practitioner Involvement:

Practitioners are also involved in the MPA program as guest lecturers, intern supervisors, and informal advisors. Students visit agencies as part of their research and as part of course instruction. For example, one class session of PAUS 8271, Disaster Management, is held in the Atlanta-Fulton County Emergency Management Agency's emergency operations center with the program provided by the director of the agency and his/her staff. Students are also required to interview practitioners in a number of classes.

We have also sought to create opportunities for MPA students to interact with practitioners (some who are alumni and some not). We have an open house every fall that attracts a number of practitioners who work with faculty, the PPM, or who are returning alumni. We also sponsor a series of events that we call career week each fall. This features a reception with the MPA board and a career discussion. On more impromptu basis, we have also arranged opportunities for students to interact with working professionals. We invited students to a reception that was part of a county training program during the self-study year, for example.

5.4 Faculty Quality

A. Faculty Data:

See faculty CVs in Volume II.

B. Promotion and Tenure:

Tenure and promotion recommendations are made first on the departmental level and then by the Promotion and Tenure Committee of the AYSPS. (AYSPS has adopted formal guidelines for promotion and tenure reviews that are followed by PAUS.) The tenure decision is made when a faculty member completes the obligatory probationary period, whereas promotion decisions are made when individual faculty members initiate the process. Written copies of the criteria and procedures for tenure promotion are made available to faculty by the department and School. The criteria for promotion include:

- (1) Superior Teaching
- (2) Academic Achievement (i.e., scholarship)
- (3) Professional Growth and Development
- (4) Outstanding Public Service

Faculty members are notified by the Dean's Office when they are eligible for promotion based on length of service. If they believe they meet the qualifications, they can then initiate the process by requesting that they be put forward for promotion. Faculty members are required to document their achievements in the four areas listed above. Tenure and promotion recommendations are made by a faculty committee constituted in accordance with AYSPS policy (i.e., all tenured PAUS faculty holding higher rank than the candidate). The recommendations of both the faculty committees and the chair of the department are forwarded to the Andrew Young School of Policy Studies' Promotion and Tenure Committee which reviews the candidates' credentials and the faculty and chair recommendations and makes its recommendations to the dean. The Dean's recommendation is forwarded to the Provost and Vice President for Academic Affairs, who makes a recommendation to the Board of Regents. Positive recommendations are forwarded with necessary concurrences to the Board of Regents for final approval. Candidates not recommended for tenure and/or promotion may appeal the dean's decision to the Provost.

5.41 Instruction

A. Quality of Instruction:

There is a course evaluation for every course taught and the scores, along with reviews of additional indices of effective teaching such as course syllabi, teaching portfolios, and instructional activities and strategies utilized in the classroom and online, are used in promotion and tenure decisions and in determining annual merit salary increases. Faculty members are encouraged to offer rigorous courses and to be effective teachers. Nucleus faculty members employ a wide variety of teaching methods, including small and large group discussions, debates, case studies, guest speakers and panels, simulations, and

lectures. In addition, all nucleus faculty members use a variety of online learning tools (e.g., discussion boards, streaming videos, quizzes and tests) through Georgia State University's online learning system (Web Ct Vista, now known as uLearn). All nucleus faculty members are required to create measurable student learning outcomes for each course they teach and these appear on course syllabi.

The University provides support through the Center for Teaching and Learning.¹¹ The Center “promotes student learning by encouraging and supporting faculty efforts to explore the teaching-learning process. Such explorations include development of instructional skills, reflection on current instructional practices, implementation of teaching innovations, and use of emerging technologies. Further, the Center serves as an advocate for excellent teaching and for the expansion of incentives for the continued improvement of teaching and learning at the University” We generally consider teaching evaluations to be “good” when the average ratings on items are 4 or above on a 5 point scale—scores at this level corresponds to student rating categories of very good to excellent. Scores in this range and higher are common.

B. Workload Policy:

The normal teaching load for MPA research faculty is two 3-credit hour courses per semester or four courses per academic year. Some MPA faculty are teaching special two-credit hour undergraduate courses (e.g., PERS 2001 or 2002) which typically have large enrollments and those courses are treated the same as 3-credit hour courses for workload purposes. The workload policy includes buyouts and course releases for research and faculty development purposes.

There is no reduction in teaching load for faculty engaged in supervising dissertations or theses. MPA faculty members on occasion serve as members of doctoral dissertation committees for students in the Ph.D. program in political science, economics, educational policy studies, and other programs. Most MPA faculty members have served on one or more dissertation committees for the joint GSU-Georgia Tech doctoral program in public policy. There is also no reduction in teaching load for supervising students doing directed readings.

MPA faculty members do occasionally receive a decreased teaching load for administrative tasks. For example, there was a release given during the self-study year to a faculty member who led the effort to assess the MPA core.

C. Class Sizes:

MPA class sizes do vary somewhat, but they tend to stay within a reasonable range. They do tend to be larger when class enrollments are strong. On the whole, class sizes tend to fall in a reasonable range.

¹¹ <http://www2.gsu.edu/~wwwctl>

Table 5-41C: Class Sizes, Self Study Year and Three Preceding Years

Size	FA03	SP04	SU04	FA04	SP05	SU05	FA05	SP06	SU06	FA06	SP07
1-9	2	3	3	4	6	1	8	6	0	9	2
10-19	4	4	2	9	4	2	7	12	2	8	10
20-29	10	12	4	5	11	0	11	8	1	10	10
30-39	7	8	0	7	3	0	2	1	0	2	1
40-49	1	1	0	0	2	0	0	1	0	0	0
50+	0	0	0	0	0	0	0	0	0	0	0

*Excludes PAUS 8011 and 8031 (only for MS-UPS)

D. Actual Credit Hours Taught:

Table 5-41D provides information on the actual graduate credit hours taught by each nucleus faculty member during the self-study year and preceding year.

Table 5-41D Hours Taught by Nucleus Faculty*

Faculty Nucleus Member	AY Year 2005-2006	AY Year 2006-2007
Bourdeaux	9	9
Cascone		
Eger	6	6
Hansen	3	3
Henry	6	
Kerlin		3
Kahnweiler	3	
Lewis	6	6
Newman	6	6
Nigro	9	6
Pitts	9	12
Poister	9	3
Streib	6	6
Twombly	9	12
Thomas	3	3
Waugh	9	9
Willoughby	9	6
Young	3	3

* Does not include doctoral level credit hours taught.

5.42 Research

MPA program faculty members are expected to maintain a high level of scholarly productivity. As the following tables show, the nucleus faculty has been highly productive in the area of scholarly publication over the past four years.

Table 5-42: Faculty Nucleus Publications, 2006-2007, 2005-2006, 2004-2005, and 2003-2004

Name	Books	Refereed Articles	Other Articles and Reports	Book Chapters
Bourdeaux		7	4	
Cascone				
Eger		18	15	3
Hansen		3	3	1
Henry		7	3	11
Kahnweiler	1	5	3	
Kerlin	1	1	8	3
Lewis		6	1	
Newman		2	7	4
Nigro	2	1		4
Pitts*		7		1
Poister	1	6	28	3
Roch		4		
Streib		11	3	4
Thomas		5	1	2
Twombly		2	17	4
Waugh	2	10	10	9
Willoughby		6	3	7
Young	3	4	1	5
Totals	10	105	107	61

Faculty members also are extensively involved in externally funded research. Some of these grants come directly to the faculty member and the department; others come through one of the Andrew Young School's several research centers, with a PAUS faculty member serving as the principal investigator or a faculty research associate. These data are summarized in the following table.

Table 5-422: Faculty Nucleus Funded Research, 2006-2007, 2005-2006, 2004-2005, and 2003-2004

Name	Research Proposals Submitted and Funded	Research Proposals Submitted but Not Funded	Applied Research Contracts - Principal Investigator	Other External Funding
Bourdeaux				
Cascone				
Eger			\$2,500,000	
Hansen				
Henry	\$600,000			
Kahnweiler				
Kerlin	\$17,000	\$10,000		
Lewis	\$54,000			
Newman	\$10,600	\$26,000		\$71,000
Nigro				
Pitts				
Poister			\$1,093,095	
Roch		\$747,533		
Streib			\$230,000	
Thomas				
Twombly	\$294,000	\$148,000		
Waugh		\$12,000,000		\$22,500
Willoughby			\$353,000	
Young	\$160,000			
Totals	\$1,135,600.00	\$12,931,533	\$4,176,095	\$93,500

5.43 Experience and Service

Members of the MPA faculty nucleus have broad experience in the public and nonprofit sectors and are actively engaged in service to community and profession.

Carolyn J. Bourdeaux has developed and implemented a 10 session training program for the City of Atlanta Budget Office, a three day training program on performance and performance budgeting for Georgia's legislative budget staff, has assisted the Georgia Senate and Budget Office with collecting information on building legislative budget capacity, and reviewed possible implications of Georgia's budgetary reforms. She has also developed a policy guide to the evaluation and use of Georgia's tax allocation districts (with John Mathews, 2004) and evaluated the construction of program budgets from the legislative branch perspective (with Jason Fernandes, 2006). Dr. Bourdeaux has evaluated the use of alternative dispute resolution within the control, communication, and power structures of the EPA. She is actively involved in the Association for Budgeting and Financial Management.

John A Cascone established Cascone Consulting Group to provide executives and managers of emerging growth companies with a range of professional services, including organizational growth, strategic planning, and human resources to more effectively align corporate human capital with business requirements (2002). He developed and implemented a nationally recognized State Planning Process supporting the delivery of social services to the citizens of Georgia, served as a management consultant to the Egyptian Ministry of Health implementing a USAID Technical Assistance Project designed to improve the health of children in Egypt, and directed the reorganization of two State Government Departments into one integrated Department resulting a tax savings in excess of 6 million dollars per year. As a PPM Faculty Associate, John served as an Executive Coach for the Gwinnett County Executive Leadership Development Program in 06-07.

Robert J. Eger III has assisted in the development of a framework to promote flexibility and accountability within local public health budgeting and performance measurement practices (2007), evaluated the procedural complexity of tax administration (with Sharon Cox, 2006), assisted in a comparative analysis focusing on the challenges, processes, and solutions involved in the implementation of highway preventive maintenance (2004), and evaluated the importance of relationship-building in government outsourcing (with Deborah Carroll and Justin Marlowe, 2003). He has also conducted a cost per student analysis of Atlanta public schools for the Regional Atlanta Civic League (2006), carried out a feasibility study of comprehensive maintenance contracting in the Georgia Department of Transportation (2005), and performed an analysis of the expected revenues and expenditures for an incorporated Sandy Springs (GA, 2005). Dr. Eger has served as chairman of a commission charged with assessing Fulton County (GA) governance (2005), acts as an advisor to South Fulton Concerned Citizens (ongoing), and is active in the Georgia Department of Transportation's Outsourcing Taskforce.

Carol D. Hansen acted as Project Director in the creation of a National Center for Human Resource Development in the Cote d'Ivoire (1995-1999). She has served as an ethnographic research consultant to Emory University Medical School, as a faculty consultant to the Educational Research Bureau in ethnographic research, and as Co-Project Director in an effort to assess the training needs of AIDS laboratory technicians within the CDC. Dr. Hansen has accepted a number of invited professorships including positions at the Université de Paris I (1997), the University of Mainz, Germany (1999), and the Graduate School of Management, Cergy-Pontoise, France (2000). She has developed and implemented graduate-level courses in human resource development strategic planning, front-end analysis, organizational culture, and ethnographic research. She currently directs three study abroad programs affiliated with the Andrew Young School of Policy Studies.

Amy Helling is a member of the Fulton County Watershed Initiative Network and was a planner for the Atlanta Regional Commission (1992-93), the Milwaukee Water Pollution Abatement Program (1979-82), and the Community Action Commission of the County of Dane and City of Madison, Wisconsin (1978). She also had her own consulting firm specializing in professional demographic, economic, and policy analysis, and planning services (1983-88).

William Kahnweiler has explored diverse human resource issues, including employee participation in decision making (with M.A. Thompson, 2000, 2002) and the development of careers in organizational development and HR (Kahnweiler & Kahnweiler, 2005; Kahnweiler, 2006). He has also developed a collaborator profile for executives of nonprofit organizations (with S. Goldman, 2000). Dr. Kahnweiler has designed and delivered workshops and consulted with numerous government, nonprofit, and for profit organizations on a variety of human resource and management issues. He has been engaged by The Georgia Merit System to provide assistance in their efforts to become a more consultative and strategic HR resource in all Georgia state government agencies (2004-present). As a PPM Faculty Associate, Bill served as an Executive Coach for the Gwinnett County Executive Leadership Development Program in 06-07.

Janelle A. Kerlin has evaluated the alignment of U.S. based international NGOs and federal government foreign assistance (2006), conducted a comparative study of social enterprise in the U.S. and Europe (2006), and has characterized the scope, size, and revenue of the international charitable nonprofit subsector in conjunction with the Urban Institute (2006). Dr. Kerlin has evaluated social service reform in post communist Poland and presented seminars pertaining to the World Bank and local, national, and international NGOs (Collegium Civitas, Polish Academy of Sciences, Warsaw, Poland, 2003), as well as the organizational dimensions of the Afghan diaspora in the U.S. (2006). She is currently editing the book *Social Enterprise: A Global Comparison* which compares social enterprise in six regions of the world.

Gregory B. Lewis serves on the Academic Advisory Board for the Partnership for Public Service, the Commission on Peer Review and Accreditation of the National Association of Schools of Public Affairs and Administration, and the editorial boards of the *American Review of Public Administration* and the *Journal of Public Administration Research and Theory*. In recent years, he has served on the National Research Advisory Board for the Gay & Lesbian Alliance Against Discrimination and on the University System of Georgia Domestic Partners Benefits Committee and as a reviewer for Institute for Gay & Lesbian Strategic Studies. He reviews manuscripts for a wide array of professional journals and has served as an officer in the Public Administration section and in the Lesbian, Gay, Bisexual, and Transgender Political Science Caucus of the American Political Science Association.

Harvey K. Newman has evaluated the roles of venture philanthropy and social enterprise in community development (with David Van Slyke, 2006), studied historic preservation policy and regime politics in Atlanta (2001), and evaluated the relationship between faith and philanthropy in Atlanta. Dr. Newman has also developed performance measures and a benchmarking system for the Regional Council of Churches of Atlanta (2006), evaluated policy changes within the Atlanta Housing Authority (2000-2001), and served as Director of the Columbia Theological Seminary's Faith and the City Program (2003-2006). He has presented seminars on assessing public leadership outcomes in seminary classes and the community context of teaching public leadership. Currently he serves on the Fifth U.S. Congressional Districts' Taskforce on Multicultural Initiatives and the Mayor's Office Taskforce on the Design of Atlanta's New Public Safety Building.

Lloyd G. Nigro has testified on civil service reform and pay for performance before the Georgia Assembly's House and Senate Subcommittees on Government Operations, has engaged in an evaluation of Act 816 and GaGain for the Georgia Merit System and served as a member of the Georgia Governor's Commission on Effectiveness and Economy in Government (1991-92). He was a consultant to the Office of Commissioner- State of Georgia Merit System where he performed an evaluation of civil service reforms (1999-2000), to the advisory committee on

Organization and Administration of the Fulton County (GA) Department of Voter Registration and Elections (1987), and for the Human Resources Management Programs and Polices division of the U.S. Internal Revenue Service (1984-85). Dr. Nigro has also been active in the American Society for Public Administration and the American Political Science Association, as well.

David W. Pitts has assessed the effects of ethnic diversity at the managerial and street levels of organizational performance (with E.M. Jarry, in press), modeled the impact of diversity management (2006), and evaluated the affects of race and ethnicity on the diversity, representation, and performance of public organizations (2005). Dr. Pitts has presented conference papers pertaining to diversity management, job satisfaction, and organizational performance within U.S. Federal Agencies (2006) as well as the conditions under which public managers favor and pursue organizational change (2006). He serves as a faculty associate to the Public Performance and Management Center of Georgia State University and has served as an instructor in the Coca-Cola Student Leadership Conference. As PPM Research Associate, David conducted program evaluation for Georgia Alliance for Drug Endangered Children in 06-07.

Theodore H. Poister has been active in the American Society for Public Administration and the Transportation Research Board, where he serves as a member of the Committee on Strategic Management. He has helped develop performance measures for the Pennsylvania Department of Transportation, the Georgia Department of Transportation, the Georgia Office of Child Support Enforcement, and the Division of Sexually Transmitted Diseases of the U.S. Centers for Disease Control and Prevention. He has also served on a panel of experts advising the United Way of Metropolitan Atlanta on performance measurement and program evaluation. Poister has also developed a strategic plan for the Williamsport (Pa) Bureau of Transportation, helped assess the Pennsylvania Department of Transportation's Quality Initiative, and reviewed and critiqued PennDOT's strategic management process. He also conducted a study of strategic planning and decision making practices in state transportation departments for the Transportation Research Board. In addition, he led a project which developed customer based ride quality standards for the Pennsylvania Department of Transportation, and is currently heading up a project which involves piloting an array of stakeholder surveys to develop a 360 degree assessment for the Georgia Department of Transportation.

Christine H. Roch has studied the influence of expectations on citizens' satisfaction with services (2006), identified the boundaries and horizons associated with strengthening public administration research (2005), and assessed the implications of contracting out with nonprofit organizations (with David Van Slyke, 2004). She has examined the role of state legislatures and courts in education finance reform (with Robert Howard, 2001), the influence of the personal and collective experiences of parents in evaluating their children's schools (ongoing), investigated how parents gather information about schools (2005) and has assessed the role of accountability in parental choice of education (ongoing). Dr. Roch is active in the Public Administration section of the American Political Science Association.

Gregory Streib helped assess the demand for electronic service delivery options for the Georgia Office of Consumer Affairs, created a set of legislative recommendations pertaining to identity theft for the State of Georgia (2006), developed assessment instruments for the International City-County Management Association (1999-present), and evaluated a major welfare reform project for Fulton County (GA) (1997). He also conducted a study to identify consumer problems in Georgia as part of a project for the Georgia Office of Consumer Affairs (2002), conducted an evaluation of The National School Health Coordination Leadership Institute for the American Cancer Society, conducted a performance review for the Atlanta Union Mission, assisted the Salvation Army in Evaluating Project New Hope, and participated in a training program on the management and evaluation of international aid for foreign officials from Armenia and Liberia.

John C. Thomas assisted in developing stakeholder surveys for the Georgia Department of Transportation (with Theodore Poister, ongoing), helped the Georgia Department of Transportation enhance strategic management, related survey and performance measurement

(with Theodore Poister, 2003-2005), served as a Faculty Associate in a national evaluation study of the American Cancer Society National School Health Coordinator Leadership Institute (with Judith Ottoson and Gregory Streib, 2000-2005), and developed quality surveys for the City of Atlanta (1995). He has served as Chair on the Governing Board, Section on Public Administration Research, American Society of Public Administration and currently serves as an Editor of *American Review of Public Administration*.

Eric C. Twombly has assessed the factors that affect the entry and exit of nonprofit human service agencies into metropolitan areas (2003), has evaluated the public policy implications for religious versus secular human service organizations (2002), and has assisted in the evaluation of the effects of expanded donor choice in United Way campaigns on nonprofit human service providers in Washington, D.C. (1999). He has written a number of policy briefs pertaining to nonprofits serving children in Washington, D.C. (2005), charitable tax credits (with Carol De Vita, 2004), and the policy implications of executive compensation in the nonprofit sector (with Marie Gantz, 2001). He has presented seminars dealing with the financial response of social service nonprofits under varying economic conditions (2006), and nonprofit formation in response to public policy (2006). He has served as an adjunct professor at George Washington University (2000-2005) and as a senior research associate at the Center on Nonprofits and Philanthropy at the Urban Institute.

William L. Waugh, Jr. has served as commissioner of the Emergency Management Accreditation Program (2003-2006) and currently serves as a member of the advisory board for the Disaster Public Education and Information Standards Project. Dr. Waugh is the author of *Emergency Management: A Global Introduction* (forthcoming), *Living with Hazards, Dealing with Disasters: An Introduction to Emergency Management* (2000), and *Terrorism and Emergency Management: Policy and Administration* (1990). He has evaluated the roles of collaboration and leadership in effective emergency management (with Gregory Streib, 2006), developed risk assessments pertaining to transit systems (forthcoming). He currently serves as Commissioner of the planning Commission for the city of Decatur (GA), and has served as a member of the Local Hazard Mitigation Planning Committee for the Atlanta-Fulton County Emergency Management Agency (2002-2003).

Katherine G. Willoughby has evaluated the use of models of performance measurement in local governments (with Julia Melkers, 2005), assessed from the state perspective performance budgeting and budget balancing (2004), and has assessed the physician perspective of the value of a state wide immunization registry (with Gregory Streib, 2001). She has examined the revenue effects to DeKalb County (GA) should the city of Dunwoody incorporate (ongoing), provided an assessment of the management capacity of the 50 American states (ongoing), and evaluated the reporting and use of performance measures by state and local governments (1999-2000).

Dennis R. Young currently serves as the President of the National Center on Nonprofit Enterprise and as a consultant to National Arts Strategies, and continues to speak and work with numerous nonprofit organizations in connection with the National Center on Nonprofit Enterprise. He has written constructing a unified theory of Social Enterprise (forthcoming), has helped examine through a theoretical and historical lens the complementary, supplementary, and adversarial relationships between U.S. Government and nonprofits (2006), has characterized mission-market tension as it relates to nonprofit management (2006), and worked with colleagues nationwide to develop a comprehensive theory of nonprofit finance (2006). He has recently presented various seminars pertaining to the financing of nonprofit organizations, nonprofit management education, social enterprise and philanthropy.

MPA faculty members have also been very active in the profession as journal editors and editorial board members. Currently, three faculty members are editors and MPA faculty sit on 18 editorial boards.

Journal Editorships:

John C. Thomas, Editor, *American Review of Public Administration*.

William L. Waugh Jr., Editor-in-chief, *Journal of Emergency Management*.

Dennis R. Young, Editor Emeritus, *Nonprofit Management and Leadership*.

Journal Editorial Board Memberships:

Robert J. Eger III, *Journal of Public Policy*.

Gregory B. Lewis, *American Review of Public Administration*.

Gregory B. Lewis, *Journal of Public Administration Research and Theory*.

Lloyd Nigro, *Public Administration Review*.

Lloyd Nigro, *Public Organization Review*.

Lloyd Nigro, *Policy Studies Review*.

Lloyd Nigro, *Review of Public Personnel Administration*.

Lloyd Nigro, *International Journal of Public Administration*.

Theodore H. Poister, *Public Performance & Management Review*.

Theodore H. Poister, *Public Works Management & Policy*.

John C. Thomas, *Journal of Urban Affairs*.

William L. Waugh Jr., *Public Administration Review*.

William L. Waugh Jr., *International Journal of Economic Development*.

William L. Waugh Jr., *Public Organization Review*.

William L. Waugh Jr., *Journal of the Academy of Strategic e-Commerce*.

Katherine Willoughby, *Public Administration Review*

Katherine Willoughby, *State and Local Government Review*

Dennis R. Young, *American Review of Public Administration*.

5.5 Faculty Diversity**A. Diversity Plan**

The MPA program at Georgia State University is strongly committed to enhancing the diversity of its faculty.

- The MPA program's long-term goal is to build a diverse faculty through effective recruitment, career development, and retention efforts.
- The immediate objective of the MPA program is to establish policies and practices that enhance employment opportunities for women and under-represented minorities.

The program faculty understands that to the maximum degree possible, the racial, ethnic, and gender composition of the faculty (both full-time tenure-track and adjunct) should communicate to students and other constituencies that public administration education and research roles are open to all members of minority groups. Faculty, student, and staff diversity in ethnicity, culture, nationality, religion, language, gender, age, disability, and sexual orientation are respected and seen as enriching the program and educational experience.

- All position announcements include a statement of the MPA program and departmental diversity goal.
- Position announcements are disseminated within the academic community and relevant professional and civic organizations.

- Recruitment procedures are coordinated with the GSU Office of Opportunity Development/Diversity Education Planning.
- When recruiting lecturers, part-time instructors, adjunct faculty, and non-tenure track faculty, the program makes a sustained effort to identify, attract, and employ members of under-represented groups.
- The program requests funds from university and other resources that are needed to make competitive offers to members of under-represented groups and to support post-doctoral appointments for minorities.

The MPA program diversity plan is nested in the larger context of university and school affirmative action and diversity policies. The Georgia State University framework emphasizes departmental responsibility for promulgating guidelines and procedures for recruiting and retaining of minority faculty. It stresses that academic departments maintain accurate and current data on their efforts to recruit minorities, that they share these data and use them regularly to measure degree of success in achieving their minority hiring goals. Among the university's recommendations that are integral to the MPA program's diversity plan are the following:

- Identify and pursue doctoral and terminal degree candidates from ethnic and racial minority groups. National vita banks of doctoral graduates and candidates should be consulted. Academic units having similar research interests are encouraged to consider minority faculty for dual or clustered assignments, and faculty exchange programs with HBCUs in the metro Atlanta area and beyond may be instituted.

In regard to the above, the MPA program's diversity plan includes:

- A. Subscription to the Minority & Women Doctoral Directory (Public Policy and Political Science) in order to identify potential candidates for open positions. Search committee members via letter, e-mail, or telephone will contact these potential candidates in order to encourage them to apply for the positions in question. Records of such contacts are maintained by search committees for use by the program and department in the assessment of minority recruitment efforts.
- B. The systematic use of personal and professional contacts by MPA program faculty to make open positions widely known to potential minority applicants and to the faculty and administrators of public administration and policy programs, particularly those in institutions with significant numbers of minority doctoral students. Records of such contacts will be maintained by search committees for use by the program and department in the assessment of minority recruitment efforts.
- C. Contacts with metro Atlanta HBCUs will be strengthened and extended in order to assure that faculty, administrators, and potential applicants from these institutions are fully aware of faculty job opportunities in the Georgia State University MPA program and the Department of Public Administration and Urban Studies. These contacts will include routine sharing of information, invitations to HBCU students and faculty to meet with their GSU counterparts,

and other relationships-building activities. Responsibility for establishing and maintaining these contacts will be assigned to specific members of the MPA program faculty, records of these contacts and related activities will be maintained, and these contacts and activities will be treated as important service activity for purposes of annual performance evaluations by the department chair.

The university recommends that departments and programs work to ensure that majority faculty and staff members are sensitive to inter-cultural differences and able to support efforts to recruit and retain minorities on the behavioral level. This includes making training and other resources available to faculty and staff if they are needed. The University offers the services of its Office of Diversity Training and Planning.

- A. In regard to the above, the MPA Program Diversity Plan provides for faculty reviews or “debriefings” of actual recruitment efforts in order to determine if problems have occurred and to identify ways of avoiding them in the future, including using the resources offered by the Office of Diversity Training and Planning. The results of these debriefings will be incorporated as appropriate into future recruitment efforts. With regard to retention issues, MPA program faculty will on the individual and group level seek to identify and address problems before they become threats to the program’s ability to retain individual faculty, or minority group members.
- B. Exit interviews will be conducted with all departing faculty members by the department chair. Questions related to the treatment and working environment of minorities and women will be explored, as appropriate. Written records of these exit interviews will be maintained and used to identify and to actively address “push factors” in the program/departmental work environment or culture.

The University Recommends Regular Evaluations of Diversity Plans and Outcomes.

- In accord with the above, the MPA program faculty and department chair will work with a subset of its MPA Advisory Board, alumni, and current MPA students to assess progress toward achieving program diversity goals and to assist the program in identifying and recruiting minority faculty, students, and staff.

B. Diversity Data:

Table 5-5B: Diversity of Faculty Nucleus¹²

Faculty Member	AA/EEO/ADA	Rank	Tenure Status
A	White Male	Professor	Tenured
B	White Male	Professor	Tenured
C	White Male	Professor	Tenured
D	White Male	Professor	Tenured
E	White Male	Professor	Tenured
F	White Male	Professor	Tenured
G	White Male	Professor	Tenured
H	White Male	Professor	Tenured
I	White Female	Professor	Tenured
J	White Male	Professor	Tenured
K	White Female	Associate Prof.	Tenured
L	White Male	Associate Prof.	Tenured
M	White Female	Associate Prof.	Tenured
N	White Female	Assistant Prof.	Untenured
O	White Male	Assistant Prof.	Untenured
P	White Female	Assistant Prof.	Untenured
Q	White Male	Assistant Prof.	Untenured
R	White Male	Assistant Prof.	Untenured
S	White Male	Assistant Prof.	Non-Tenure Track

C. Faculty Searches:

Table 5-5C Diversity of Faculty Hires Back Four Years

Faculty Member	AA/EEO/ADA	Rank	Tenure Status
A	White Male	Assistant Professor	Untenured
B	White Female	Assistant Professor	Untenured
C	White Male	Assistant Professor	Untenured
D	White Male	Assistant Professor	Untenured
E	White Female	Assistant Professor	Untenured
F	White Male	Professor	Tenured

Diversity of New Faculty Hires for AY 2007-2008

G	African American Female	Assistant Professor	Untenured
H	White Female	Assistant Professor	Untenured

¹² We hired an African-American woman at the end of the self-study year, and she is now joining the department.

Table 5-5C2: Six Searches in Four Years (Application Pools)

Hire 1 (WF)	Gender	Black	White	Hispanic	A/PI	Native American	Multi-Racial	Unidentified By Race	Total
Number of Applications Received	Female	5			2			17	24
	Male	4			8			21	33
Number of Applicants Meeting Advertised Requirements	Female	5			2			17	24
	Male	4			8			21	33
Pool of Potential Interviewees by Race and Gender	Female		1					3	4
	Male		2		2			2	6
Interviewed	1WF	2WM							

Key: WF=White Female; WM=White Male

Table 5-5C3: Six Searches in Four Years (Application Pools)

Hire 2 (WM)	Gender	Black	White	Hispanic	A/PI	Native American	Multi-Racial	Unidentified By Race	Total
Number of Applications Received	Female							2	2
	Male							1	1
Number of Applicants Meeting Advertised Requirements	Female							2	2
	Male							1	1
Pool of Potential Interviewees by Race and Gender	Female							2	2
	Male							1	1
Interviewed	2WF	1WM							

Key: WF=White Female; WM=White Male

Table 5-5C4: Six Searches in Four Years (Application Pools)

Hire 3 (WM)	Gender	Black	White	Hispanic	A/PI	Native American	Multi-Racial	Unidentified By Race	Total
Number of Applications Received	Female	9			1			8	9
	Male	3			1			2	3
Number of Applicants Who Meet Advertised Requirements	Female	9			1			8	9
	Male	3			1			2	3
Pool of Potential Interviewees by Race and Gender	Female	9			1			8	9
	Male	1			1				1
Interviewed	8 Female	2 Male	1 Male A/PI						
Key: WF=White Female; WM=White Male									

Table 5-5C5: Six Searches in Four Years (Application Pools)

Hire 4 (WM)	Gender	Black	White	Hispanic	A/PI	Native American	Multi-Racial	Unidentified By Race	Total
Number of Applications Received	Female	1	6					3	10
	Male		3		7			24	34
Number of Applicants Who Meet Advertised Requirements	Female	1	6					3	10
	Male		3		7			21	31
Pool of Potential Interviewees by Race and Gender	Female		2						2
	Male		3		2			1	6
Interviewed	1WF	2WM							
Key: WF=White Female; WM=White Male									

Table 5-5C6: Six Searches in Four Years (Application Pools)

Hire 5 (WF)	Gender	Black	White	Hispanic	A/PI	Native American	Multi-Racial	Unidentified By Race	Total
Number of Applications Received	Female	1	6					3	10
	Male		3		7			24	34
Number of Applicants Who Meet Advertised Requirements	Female	1	6					3	10
	Male		3		7			21	31
Pool of Potential Interviewees by Race and Gender	Female		2						2
	Male		3		2			1	6
Interviewed	1WF	2WM							
Key: WF=White Female; WM=White Male									

Table 5-5C7: Six Searches in Four Years (Application Pools)

Hire 6 (WM)	Gender	Black	White	Hispanic	A/PI	Native American	Multi-Racial	Unidentified By Race	Total
Number of Applications Received	Female	3			1			2	3
	Male		2					9	11
Number of Applicants Who Meet Advertised Requirements	Female								
	Male		5						5
Pool of Potential Interviewees by Race and Gender	Female								
	Male		5						5
Interviewed	4WM								
Key: WF=White Female; WM=White Male									

STANDARD 6.0--ADMISSION OF STUDENTS

6.1 Admission Goals and standards

A. Mission, Assessment and Guiding Performance:

In our mission statement, we emphasize that our program has a generalist orientation. As a result, we do not have any specialized requirements when it comes to admissions, nor do we make any formal distinctions between full-time or part-time students. There are occasions where program content better suits students at one level than another, but such situations are minor when compared to the benefits we gain from the mixed classes. It should be remembered that we have relatively few “traditional” graduate students; that is, students who just finished an undergraduate degree and went to graduate school. Virtually all of the students have some sort of meaningful work experience. The result is a situation where the variations in student experiences add an entirely new dimension to every class.

B. Admission Process:

The goal of the admissions process is to increase the quality of the student body while still maintaining the school’s commitment to serving the needs of a diverse metropolitan area. Admissions decisions are made by a faculty committee. The chair and the director of the Office of Academic Assistance do become involved in the process on occasion, but the committee has a great deal of freedom in deciding who gets admitted to the MPA program.

Our program standards and quality have increased over the past four years. Since our last NASPAA review, we have done away with provisional admissions, and the average GRE scores for enrolled students have increased by 100 points. At the same time, we have maintained a highly diverse student body. Table 6-1B shows the ethnicity and gender of fall semester enrollments over the past four years.

Table 6-1B: Student Ethnicity and Gender

Term	Asian		Black		Hispanic		Multi-Racial		Unknown		White		Total	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Fall 03	6	7	51	26	0	1	3	1	7	5	43	37	110	77
Fall 04	4	2	31	22	2	1	3	0	9	2	47	28	96	55
Fall 05	6	2	29	14	2	0	2	0	9	7	42	26	90	49
Fall 06	4	2	38	11	1	1	3	0	10	10	30	24	86	48

C. Representation

As of 2005, we began an on-going effort to market our program in the Atlanta metropolitan area. A primary focus of this effort has been the historically black universities and colleges in the area, including Morehouse, Spellman, and Clark Atlanta--and Georgia State University itself. Georgia State University is third in the nation for African-American baccalaureates and one of only three non-historically black universities to be in this list.

The poster advertising our school features Andrew Young and generally emphasizes our diversity. We place ads in the student papers at each of these universities and colleges described above including our own and have begun outreach to the leadership in different departments at these colleges and universities in order to continue to raise awareness about our program. Women already make up a significant majority of our student body.

Student retention is an issue on campus generally, and we have developed a plan for retaining students, and student learning is something that we assess every year. We offer a competitive program, but we also make an effort to assist students encountering difficulties. In the case of disabled students, we participate in a university program that offers reasonable accommodations for handicapped students. This might require giving a student extra time on an exam, for example.

6.2 Baccalaureate Requirement

University System restrictions do not allow admission of an applicant who does not have a baccalaureate degree or its equivalent from a U.S. or other non-U.S. institution of higher learning.

6.3 Admission Factors

Our admissions efforts focus on identifying students with the basic skills necessary to provide a platform for success in the MPA program. Strong potential candidates for the MPA write well and have the basic initial skills for quantitative and qualitative analytical work. Applicants also need to show a strong interest in public service (including non-profit service).

A. Admission Factors

Our efforts to identify these students involve an examination of transcripts, work histories, GRE or GMAT scores, TOEFL scores (where applicable), two-page personal statements, and letters of recommendation. Most qualified applicants will typically have a GPA of 3.0 and a combined GRE of 1000. If a student is from a non-English speaking country we typically require a TOEFL score of greater than 250 on the computer based test or an equivalent score on the internet or paper based test. We also expect their essays to explain their interest in the degree and show an indication of public service motivation.

We do give consideration to students who have high scores on one measure but not on the other. In such cases the Admissions Committee will carefully review recommendations, essay, and work experience as well as potential supplemental course

work to assess individually the student’s potential to succeed in the MPA program. Special consideration is often given to students who have work experience, particularly in the public sector, and may have matured beyond poor undergraduate grades and/or whose GREs may be lower because of years out of classroom. We also give special consideration to international students recommended by the Fullbright program, based on the understanding that Fullbright staff have interviewed and screened the applicants.

B. Admission Record

The following tables indicate that the program has been successful in its efforts to retain and to graduate those who are admitted to the program and register for classes. For example, of the 52 who registered for classes Fall 2003, 31 have graduated and 5 are still active students. Likewise, for Fall 2004, of the 23 who registered, 19 have graduated and 3 are active.

Key:

- The first row is all applicants by minority status and sex.
- The second row is all applicants who were admitted by minority status and sex.
- The third row is all applicants who were admitted on provisional status by minority status and sex.
- The fourth row is everyone from rows two and three who were admitted and enrolled.
- Row five is all students who are still active.
- Row six is everyone who graduated from row four.

Table 6-3B: Admission and Retention (2003-2007)

Fall 2003	Minority Female			Minority Male			White Female			White Male			Total		
	FT	PT	SUM	FT	PT	SUM	FT	PT	SUM	FT	PT	SUM	FT	PT	SUM
(1) Applicants	92		92	45			25			22					193
(2a) Regular Admittees	14		14	12		12	11		11	14		14	51		79
(2b) Probationary Admittees	3		3	0		0	0		0	2		2	5		5
(3) Registrants	14		14	10		10	9		9	16		16	52		52
(4) Active Students	2		2	0		0	0		0	0		0	5		5
(5) Graduates	7		7	7		7	8		8	9		9	31		31

Table 6-3B2: Admission and Retention (2003-2007)

Spring 2004	Minority Female			Minority Male			White Female			White Male			Total		
	FT	PT	SUM	FT	PT	SUM	FT	PT	SUM	FT	PT	SUM	FT	PT	SUM
(1) Applicants	42		42	19		19	16		16	14		14			97
(2a) Regular Admittees	16		16	6		6	10		10	10		10			49
(2b) Probationary Admittees	1		1	0		0	0		0	0		0			1
(3) Registrants	9		9	5		5	7		7	10		10			35
(4) Active Students	2		2	0		0	0		0	3		3			5
(5) Graduates	6		6	5		5	6		6	5		5			25

Table 6-3B3: Admission and Retention (2003-2007)

Fall 2004	Minority Female			Minority Male			White Female			White Male			Total		
	FT	PT	SUM	FT	PT	SUM	FT	PT	SUM	FT	PT	SUM	FT	PT	SUM
(1) Applicants	69		69	24		24	35		35	10		10			152
(2a) Regular Admittees	4		4	2		2	13		13	2		2			55
(2b) Probationary Admittees	0		0	0		0	0		0	0		0			0
(3) Registrants	4		4	2		2	13		13	2		2			23
(4) Active Students	1		1	0		0	0		0	1		1			3
(5) Graduates	2		2	1		1	12		12	2		2			19

Table 6-3B4: Admission and Retention (2003-2007)

Spring 2005	Minority Female			Minority Male			White Female			White Male			Total		
	FT	PT	SUM	FT	PT	SUM	FT	PT	SUM	FT	PT	SUM	FT	PT	SUM
(1) Applicants	46		46	12		12	17		17	6		6			90
(2a) Regular Admittees	10		10	1		1	13		13	3		3			37
(2b) Probationary Admittees	0		0	0		0	0		0	0		0			0
(3) Registrants	8		8	1		1	8		8	2		2			24
(4) Active Students	3		3	2		2	3		3	1		1			12
(5) Graduates	4		4	0		0	1		1	2		2			9

Table 6-3B5: Admission and Retention (2003-2007)

Fall 2005	Minority Female			Minority Male			White Female			White Male			Total		
	FT	PT	SUM	FT	PT	SUM	FT	PT	SUM	FT	PT	SUM	FT	PT	SUM
(1) Applicants	48		48	16		16	29		29	21		21			133
(2a) Regular Admittees	13		13	4		4	11		11	10		10			81
(2b) Probationary Admittees	0		0	0		0	0		0	0		0			0
(3) Registrants	13		13	4		4	11		11	10		10			44
(4) Active Students	6		6	1		1	4		4	8		8			21
(5) Graduates	7		7	3		3	7		7	2		2			21

Table 6-3B6: Admission and Retention (2003-2007)

Spring 2006	Minority Female			Minority Male			White Female			White Male			Total		
	FT	PT	SUM	FT	PT	SUM	FT	PT	SUM	FT	PT	SUM	FT	PT	SUM
(1) Applicants	33		33	8		8	17		17	11		11			69
(2a) Regular Admittees	13		13	5		5	12		12	9		9			42
(2b) Probationary Admittees	0		0	0		0	0		0	0		0			0
(3) Registrants	12		12	5		5	11		11	8		8			36
(4) Active Students	10		10	4		4	7		7	5		5			26
(5) Graduates	1		1	0		0	1		1	1		1			3

Table 6-3B7: Admission and Retention (2003-2007)

Fall 2006	Minority Female			Minority Male			White Female			White Male			Total		
	FT	PT	SUM	FT	PT	SUM	FT	PT	SUM	FT	PT	SUM	FT	PT	SUM
(1) Applicants	55		55	37		37	25		25	18		18			164
(2a) Regular Admittees	12		12	5		5	6		6	4		4			76
(2b) Probationary Admittees	0		0	0		0	0		0	0		0			0
(3) Registrants	12		12	5		5	5		5	4		4			37
(4) Active Students	11		11	5		5	4		4	4		4			34
(5) Graduates	0		0	0		0	0		0	0		0			1

Table 6-3B8: Admission and Retention (2003-2007)

Spring 2007	Minority Female			Minority Male			White Female			White Male			Total		
	FT	PT	SUM	FT	PT	SUM	FT	PT	SUM	FT	PT	SUM	FT	PT	SUM
(1) Applicants	29		29	16		16	11		11	7		7			69
(2a) Regular Admittees	7		7	1		1	5		5	2		2			24
(2b) Probationary Admittees	0		0	0		0	0		0	0		0			0
(3) Registrants	7		7	1		1	5		5	2		2			16
(4) Active Students															
(5) Graduates															

C. Probationary Student Assessments:

During the 2003-2004 year, a total of 6 students were admitted on probationary status. In these cases, the admissions committee determined that factors such as experience, maturity, and strength of the undergraduate institution justified a probationary admission despite undergraduate grades and/test scores that did not meet the program’s minimum requirements. Starting the Fall Semester of 2004, no students have been admitted on probationary status. Of the 6 admitted to probationary status, 1 was successful and graduated, 1 withdrew from the program, 2 did not achieve the required grade point average and were excluded from the program, and 2 did not attend.

D. Enrollment/Size of Program

The MPA program’s enrollments peaked at 182 in 2003, and these enrollments in combination with those in other degree programs placed great stress on departmental faculty and physical space capacities. Analysis done at that time suggested that the department could adequately support 150 MPA students, though there have been other changes since this time. We are more heavily invested in our undergraduate and doctoral policy degrees, for example. We consider the current enrollment levels to be somewhat lower than desired.

Table 6-3D: Program Size across Four Years (Registered Students/Fall Term)

Year	Full-Time	Part-Time	Sum	Minority	Female	Disabilities*
2006	132		132	67	86	NA
2005	136		136	60	89	NA
2004	147		147	69	95	NA
2003	182		182	101	106	NA
* These data are not available to the department.						

STANDARD 7.0--STUDENT SERVICES

7.1 Advisement and Appraisal

Much of our student service efforts are focused on getting students through the MPA program efficiently. Most of them do work; they have an internship at a minimum. The ways to find a job and develop a career are generally not a mystery to them. Their biggest challenge is often navigating through university and degree requirements. It is for this reason that we present the Office of Academic Assistance as the primary point of contact. They are best able to answer the types of questions that most typically arise.

The generalist nature of our program also creates a need to make sure that students have a solid career plan. While most do work, it is also clear that they would not be pursuing a master's degree if all of their career aspirations had been fully attained. We began a series of events known as Career Week during the self-study year to offer students additional guidance, and our efforts continue to evolve. Career week includes a career panel that features members of our MPA board and invited guests, a faculty panel discussion focused on the MPA concentrations, a government and nonprofit job fair (sponsored by the GSU Office of Career Services), and a series of smaller sessions focused on specific areas of interest, such as small meetings with professionals of different types and alumni. We also offer different sessions throughout the year as ideas and opportunities converge.

The advising system begins with good communication. We try to make sure that students have the information needed to make good decisions. There is a considerable amount of material that is mailed to new students, and the chair sends regular emails to students. There is an orientation page on uLearn that students are required to visit, and there is a fall newsletter every year that is packed with program information.

A. Advising System

When students have a question or an issue to resolve, we recommend the Office of Academic Assistance as the first place to go. Our experience is that most students come to see us about some sort of a university regulation. Completing an MPA is a challenge for our students. We offer a challenging degree, and they have many demands on their time.

We also provide students with a list of "track specialists" these are faculty advisors who are available to help them with their academic and career concerns. Faculty members have office hours, and they are also happy to make appointments with interested students.

The internship coordinators have specific responsibilities for internship activities. They provide advisement to students seeking internships, arrange for academic credit, and establish the standards for the internship report and the monitoring of the intern's performance.

B. Financial Assistance:

Financial assistance for MPA students normally comes in the form of Graduate Research Assistantships (GRAs). Fellowships and scholarships are used for the most part to support AYSPS doctoral students. Funding for GRAs comes from two sources: appropriated state funds and sponsored research projects or contracts. The department receives a fiscal year budgetary allocation that has historically allowed approximately 10 appointments per semester. GRA appointments funded by external sources have allowed another 20 or so per semester. GRA appointments come at several levels and pay varies accordingly. Available appointments are allocated on the basis of merit and faculty needs with regard to expertise and interests. In addition to pay, GRA appointments cover all tuition and fees for resident as well as non-resident students. The department does not provide paid internships but many interns find appropriate paid internship positions.

Table 7-B: Graduate Research Assistance to MPA Students

Fiscal Year	Resident GRA Appointments	Non-Resident GRA Appointments	Fellowships	Scholarships	Paid Internships*
2006	26	30	2	1	NA
2005	24	30			NA
2004	27	24		1	NA
2003	32	32		1	NA
Total	109	116	2	3	NA

C. Student Attrition

By appearances, our retention numbers seem reasonable. This is especially true of the students admitted post 2003. We have noticed a switch in recent years toward students who are more likely to begin classes in the fall, take more classes, and complete the degree. Of course, we have also seen an increase in our GRE scores at admission. We have certainly been focused on retention in recent years, in part by increasing the value of our degree. We have done this by curriculum changes and by building bridges to our alumni and community outreach. We are focused on making sure that the MPA degree is a ticket to increased career success for our students.

7.2 Placement Service

A. Placement Assistance:

While the true demand for career guidance is unknown, we certainly have some students with no interest in career guidance. Others would most certainly benefit from some type of support, and there are a number of options available. Most of what we do is to find different methods to acquire and share information about different types of careers and

job listings. On a day-to-day basis, one of the most important things that we do is support our jobs and internships mailing list, which currently has around 350 subscribers. We use this mailing list to post all job opportunities which come to the attention of faculty. Of course, there are also individual discussions between faculty and between faculty and students. These discussions help to match students with specific opportunities or types of careers. We also offer the different career week events that are described above in the advisement section. Again, the focus is on getting information to students about career opportunities and sharing information about what it takes to get started. The Public Performance and Management Center has taken the lead on providing career development opportunities for the students who work there. They have offered seminars on resume writing, career coaching, and access to public sector training events where they can network with public sector employers.

The internship experience also serves an important role in placement for pre-service students. Most pre-service students use the internship experience as a means of defining and narrowing their career interests. In addition, many students transition from their internships to full-time positions with their agency sponsors. The mid-career students seeking career changes are also counseled in terms of their long-term professional interests. Overall, the department has been very successful in placing pre-service students in positions consistent with their professional interests. Our success in assisting mid-career students at supervisory and middle management levels can be measured by the many high-level administrative positions that they have obtained.

Additional placement services are offered by the University's Placement Office. That office provides career planning counseling, employment interviewing advice, and resume-writing assistance. These services are free and open to any students and alumni needing assistance. Further, we collaborate with the career services office on the development of the government and nonprofit career fair and on arranging different types of presentations and learning opportunities.

Table 7-2A: Program Graduates

Fiscal Year	Total	Male	Female	Minority Male	Minority Female
2007			(Total Not Yet Available)		
2006	41	14	27	5	12
2005	55	21	24	7	13
2004	58	20	38	10	15
2003	71	29	42	11	28

B. Follow-up of Graduates:

Doing an appropriate follow-up on our graduates has been a challenge for us. It is hard to explain why we do not maintain this information. Efforts have been made in the past, but a lack of staff support brought these efforts to an end. There have been some

improvements during the self-study year and on into the present day that brings some hope that this weakness will be dealt with effectively. One development worthy of mention is that we now have an online alumni survey that will be available in many different ways—perpetually. We have also been able to obtain an alumni data base from our alumni office. The data base gives us a good data base, but very limited information about the current positions of our graduates. We are using the database, combined with other approaches to get the new survey out to our alumni. Finally, we have also hired a new staff member to help with MPA program development. He is not going to be building an alumni database on his own, but he may become a catalyst for helping to move this project along.

STANDARD 8.0--SUPPORT SERVICES AND FACILITIES

The best way to accomplish the program's mission is to present and discuss information with students in the most sophisticated classroom settings, while providing access to state-of-the-art library resources, computer equipment and software. An effort is made in our program to expose students to a wide variety of resources so that they can develop the skills necessary to conduct research, analyze data, and communicate results effectively and efficiently. The supportive services and facilities of the program include: budget, computers and related electronic connections, library, supportive personnel, instructional equipment, faculty offices, classrooms, and meeting areas. Each of these components contributes positively to the development of our students into high-quality leaders in public service. In many respects, our resources are superb and enviable, but we do have high expectations for our program. As the following sections will explain, we have a positive story to tell about the status of our program, but we also see areas where improvements are needed.

8.1 Budget

A. Budget Process:

The departmental budget is prepared through the Andrew Young School of Policy Studies with the participation of the department chair. When the University allocates budgetary resources to the colleges during the spring, the funds are divided into personnel services, supplies, travel, and equipment categories. The personnel services funds are committed to salary lines. Funds for annual merit increases for faculty and staff are appropriated by the State and the Board of Regents, with the allocation of these increases pegged to faculty annual performance evaluations. On the university level, within policy guidelines established by the provost and the dean, the chair recommends merit increases to the dean. Historically, the dean has accepted these recommendations. Overall increases received by faculty members may also include equity and/or compression adjustments. Since 1994, distribution of merit increases has reflected performance evaluations performed by a three-member committee consisting of the chair and three tenured faculty members.

Within the university, all programs are not treated exactly equally. There is a

program review process, which the Department of Public Administration and Urban Studies recently completed, that plays a role in determining where we sit in the resource hierarchy. The final stage in the process is the development of an action plan. The PAUS action plan was fully funded, and our program is on the university “invest” list. This process does not guarantee a flow of funds, but it does put us somewhere closer to the head of the line as funds become available.

B. Budget Sufficiency:

The state-funded budget for the department historically is less than we need to function as a nationally competitive program—especially in the area of travel. Fortunately, however, the department has been able in recent years to draw on a number of other funding. The college is generous in how faculty buy-outs from grants are handled, for example. We also do receive supplementary funding from the Dean’s Office on a regular basis. This hand-to-mouth existence is not ideal, but we have been able to regularly acquire the funds needed to meet most of our needs.

In addition, the department can move funds between different categories without much difficulty. As well, most equipment replacement and upgrading are funded by the school or the university. The School also has an account through the Alumni Foundation, including gifts and other outside monies. Those funds can be spent within the very broad guidelines set by the Foundation. Finally, department faculty have been successful in obtaining awards from the University's small research grant program, which brings in additional funding for travel, supplies and research assistants. All this means that there often are significant differences between the original approved budget and actual expenditures due to supplemental reallocations and augmentations.

C: Salary Information

The field of public administration does have a need for more detailed salary data. Questions about salaries are something of a guessing game at this point. We can certainly say that our current salary situation is good, though it may fall somewhat short of our ambitions. Salary compression is a problem, as is the case with many institutions, though some may be seeking to address this problem more aggressively than has our university and/or our college. The following tables, 8.1B and 8.1B2 show the aggregate salary information for the self-study year and the current year. The improvement during just these two years is striking, and this level of progress certainly testifies to the high level of support that we receive.

Table 8.1B: MPA Faculty Pay Data, Fiscal Year 07

Rank	FY07 Total Number	FY07 Mean Salary	FY07 Median Salary
Professor	10	113,576	119,886
Associate Professor	4	65,678	65,617
Assistant Professor	5	72,091	70,959
Instructor	1	40,000	40,000

Table 8.1B2: MPA Faculty Pay Data, Fiscal Year 08

Rank	FY08 Total Number	FY08 Mean Salary	FY08 Median Salary
Professor	8	117,411	114,071
Associate Professor	3	71,428	71,383
Assistant Professor	5	75,854	74,762
Instructor	2	47,500	47,500

The best comparison data we have for faculty pay is from a salary study done by Oklahoma state university, and these data appear to be viewed as credible by GSU administrators. It is our position that our salaries should be compared to a group that OSU classified as “research high.” We have a list of these institutions, and virtually all of these institutions appear to be below us in status or equivalent. According to this study the average pay for faculty last year at these comparable institutions was \$70,856 for assistant professors, \$83,639 for associate professors, and \$123,865 for full professors. It can be argued that Lake Woebegone is the only place where everyone is going to be above average, but there are MPA faculty members who certainly do find these comparison numbers troubling. We do have highly productive faculty lacking pay consistent with the OSU data.

8.2. Library Services

A. Library Support

Georgia State University's Public Administration and Urban Studies (PAUS) collection is a part of the University Library, the campus's general library housing the undergraduate and graduate research collections, except law. The law library has a collection of more than 130,000 hard-copy volumes and more than 100,000 microform equivalent volumes that are fully accessible to PAUS faculty, staff, and students.

The Library materials book budget for academic departments is now calculated using a formula based on current student enrollment figures, faculty FTE, the number and type of programs offered, and external factors including publisher output and material costs. The subject liaisons make recommendations to the department allocation based on information about the department's scholarly activity and instructional emphasis.

The book budget is used to purchase materials requested by faculty and students. Subject liaison librarians also use these funds to purchase items selected from professional literature and academic library reviewing media. The FY 2007 book budget specifically for materials supporting the Department of Public Administration was \$3,183.99. This allocation is supplemented indirectly by the selections for other related departments. In total, the Business Cluster (of which PAUS is a part) received over \$33,000.00 in FY07 for the purchase of library materials including video-recordings, CD-ROMs, software, etc., to support the curriculum and faculty research.

The library's collection in public administration and urban studies aims to support the coursework in the Department of Public Administration and Urban Studies, the

various degree programs and the research interests of the faculty and graduate students. These are public administration, urban policy studies, human resource development, and public policy. As new degree programs are developed, library holdings in the particular area receive collection emphasis. The collection policy for public administration and urban studies is periodically reviewed by the policy studies liaison in consultation with the Department of Public Administration and Urban Studies' library representative. This ensures that the library continues to meet the research and teaching interests of the department.

The library currently operates an approval book plan supplied by Yankee Book Peddler whereby new titles arrive weekly and are screened for appropriateness for the collection by the policy studies liaison and any faculty members who wish to participate in the process. Those deemed inconsistent with the library's collection policy are returned. Slips for new publications are sent weekly for those titles not falling with the established profile for approval books. Faculty and students are regularly encouraged to make requests for purchase of materials deemed necessary to the library's mission of support for teaching and research, either by communicating with the library's policy studies liaison or the department's faculty liaison to the library.

Through the GETS (University of Georgia, Emory, Georgia Tech and Georgia State University) reciprocal borrowing program, all currently enrolled faculty and students of these institutions have borrowing privileges with the libraries. This program is supplemented with the recent establishment of GIL Express. GIL Express allows students, faculty, and staff of University System of Georgia schools to search a single online catalog, the Universal catalog,¹³ that includes the holdings of all 35 USG libraries, and request delivery of regularly circulating books to the library of choice. GIL Express books can also be returned to any University System library.

Faculty and students may obtain an interlibrary use card to obtain borrowing privileges at other colleges or universities outside of the University System of Georgia. Additionally, all faculty and students have available to them the services of the University Library's Interlibrary Loan department, which will obtain books, microforms, and copies of articles from other libraries throughout the region, nation and the world. These requests can now be made online via the ILLIAD system.¹⁴

The University Library contains more than 1.4 million volumes, including approximately 4,800 active serials (newspapers, journals, magazines, etc.), 20,000 media materials, and over 293 electronic databases, many of which include full-text. The University Library is also a Federal Document Depository and has more than 800,000 government documents.

During the regular semester term, the University Library is open a total of 89.5 hours per week and during a semester break, a total of 50 hours. All public service units listed above and the Access Services Department (circulation) are open and staffed during this time. Reference or other assistance is also available during the library's hours by phoning any of these units in the Information Services department. From the library's Web page, patrons may submit reference questions.

The library is a selective depository of U. S. government publications, with approximately 70% of publications from the Government Printing Office being currently

¹³ <https://giluc.usg.edu/>

¹⁴ <http://illiad.gsu.edu/illiad/GSU/logon.html>

received, including those of the Health and Human Services Department, the Education Department, and the Census Bureau. These documents are primarily housed in a separate collection and arranged by Superintendent of Documents Classification number. Currently, holdings are being loaded into GIL, the online catalog, via the GPO tapes from 1976 to the present. State of Georgia publications are supplied electronically in full-text images from 1994 to the present on the statewide GALILEO system. Other technical reports are cataloged in the regular collection and are available through our online library catalog, GIL.

While it could be argued that the book selection could be improved, we are fortunate to have excellent electronic resources, and this is arguably the best place for the university to invest. The statewide GALILEO system gives access to these data bases: ABI Inform Global, Academic Search Elite, Books in Print + Reviews, Census Data: current and retrospective files, ContentsFirst, Current Contents, FactSearch, Georgia Government Publications, Georgia Libraries Journal List, GeorgiaNet, Index to Legal Periodicals and Books, Lexis'-Nexis' Academic Universe, OCLC Union List of Periodicals, Periodical Abstracts Research, Social Sciences Abstracts, Statistical Universe, The World Almanac and Book of Facts, and WorldCat .

The library also purchases online databases for the University Library Network. These research databases are: Columbia International Affairs Online (CIAO), CQ Weekly/CQ Researcher, EIU Viewswire, Emerald Online Journals, Interactive Atlas of Georgia State University, JSTOR, NBER Working Papers Online, PAIS International, PCI/Periodicals Contents Index, PolicyFile, Political Science Abstracts, Project Muse, ScienceDirect, STAT-USA, Taylor & Francis Online Journals, Web of Science, Wiley Interscience Journals Online, World News Connection.

The library contains over 300 networked computers accessing the Internet, GALILEO library system, GIL and other research databases. As the University Library serves the general public as well as the university community, four of these terminals are available to non-GSU patrons, while the majority are for currently enrolled GSU faculty and staff and require appropriate logins. GALILEO and some of the library's research databases are remotely accessible with the current password or with barcode number via the proxy server.

B. Library Program Role:

The library has moved to a subject liaison librarian model to deliver services and select materials. The liaisons are divided into small groups called clusters. The purpose of each cluster is to foster communication and cooperation among liaisons where their subject areas overlap. The Andrew Young School of Policy Studies, which includes the departments of economics and public administration and urban studies, is in the business cluster.

The policy studies liaison is responsible for collection development in public administration and urban studies, including selection, approval plan management for books and audio-visual materials, preservation, evaluation of collections, and weeding of library materials. The liaison also participates in management of the library materials budget allocation for public administration and urban affairs and serves as liaison with the Andrew Young School of Policy Studies, meeting or corresponding frequently with members of the School to provide information and instruction about library services, collections, and programs. The liaison also serves as an advocate within the library for this group, resolving or referring problems as members of the Andrew Young School of Policy Studies raise them.

Presently, La Loria Konata serves as the University Library's policy studies liaison. Ms. Konata holds the Master in Public Administration from Georgia State University, the Masters of Science in Library Service from Clark Atlanta University, and the Bachelor of Arts degree in Political Science from Tougaloo College. Ms. Konata is available for research consultation either by drop-in, individual appointment, phone, e-mail or IM.

8.3 Support Personnel

During the self-study year, the resources available to the MPA program included two staff assistants, two work study students, and the staff of the Office of Academic Assistance. The staff assistants in the department are focused to the extent possible on the department's financial and academic responsibilities. (It is impossible to divide the duties perfectly into these two categories, but we have tried to do this.) Whether our department is typical or not is something that we cannot fully assess, but we can certainly state that we have a considerable amount of work for our staff to do. We have degrees other than the MPA, of course, and we also have many faculty involved in contract research. The work of the department is quite complicated and intense.

The Office of Academic Assistancess does provide us with very meaningful support. They have considerable knowledge about our classes and our programs. We work closely with them, and they are certainly a program asset. The staff members working in this office do report to the Dean's Office, but they certainly help with the management of the MPA degree and provide meaningful student support. We just recently hired a development officer for the MPA degree, and this is a very positive event. This also speaks to the willingness of our college to invest in making our programs better. We do not have a placement director, and there is a difference of opinion about the possible value of such a person given that so many of our students already work.

8.4 Instructional Equipment

Most would probably agree that instructional equipment has never been more important. We have become nearly totally dependent on technology, and our resources in this area have received a great deal of attention.

A. Computer Support:

From a faculty perspective, there is little reason to question the computer resources that are available to our MPA faculty. The equipment they use in their offices is state-of-the-art. Computers are replaced on a regular schedule. Special needs have always been addressed effectively. Hands-on personal support is sometimes slower than we would like—do to personnel constraints, but the actual equipment available is of high quality. Faculty can also take advantage of state-contract prices for home purchases, including free Microsoft products and substantial discounts on other commonly used software like SPSS, DreamWeaver, PhotoShop, etc. Faculty members also benefit from unlimited printing and phone calls. Our scanning capacity is also good. Internet connections in our offices are good, and we have access to Web mail from any location, and we have support for handheld devices. Our phones have conference call capabilities, and we can hold electronic meetings on the Internet quite easily (using Elluminate). Progress in these areas has been quite significant since our last self-study. There is no question that our technology resources help us to keep functioning at a very high level. The AYSPS support staff have a can-do attitude; they are overwhelmed on occasion, they do a remarkable job at making sure that everyone has what they need.

The situation for students is somewhat different, but there has also been significant progress. The library has been recently remodeled to allow for increased computer access, and wireless access has greatly improved on the campus in recent years. There is a student lab in the Andrew Young School building and access to the campus wireless network on all floors. While the majority of our students do their work at home or at their jobs, there is a sizable population of international students who do work in campus facilities. The current facilities are at least adequate.

B. Audio-Visual Support

Faculty members can teach in a technology classroom upon request. Such rooms can include just an instructor's station and projector, or they can offer computers for both the instructor and students. These technology rooms are not an unlimited resource, but they are commonly used. We try to make sure that classes are only assigned to these rooms when the equipment will be used. It is also possible to get one of these rooms for just a few classes.

There have certainly been equipment problems in the technology classrooms over the years, but it does seem that these days are behind us to some extent, though some level of difficulty appears to be inevitable. Computer and equipment thefts are a problem, for example. Equipment simply does not work all the time, and no amount of maintenance will totally eliminate this possibility.

Faculty also have unlimited access to WebCT Vista and Elluminate. Vista is an asynchronous tool for placing class materials on line that also offers communication tools like a bulletin board. There is also a limited chat capacity. There have been problems with the implementation of Vista, but it is a wonderful tool that is intensively used by the MPA faculty. It certainly helps to accommodate our busy students, who certainly appreciate 24/7 access to critical class materials. Elluminate gives faculty access to a fully-featured electronic classroom. The potential for this technology is great, and it works very well. It is a basic requirement, though, that all users have a dependable

Internet connection and the ability to talk and listen on their computer. These are relatively minor issues, but getting an entire classroom functioning at this level is not easy.

8.5 Faculty Offices

The faculty offices in the Andrew Young School are exceptional, though the number of rooms is limited. The practical consequence of the space limitation is that there is limited interaction between teaching practitioners and regular faculty. Interaction would only occur if it was planned in some way. Better space management might help this situation.

8.6 Classrooms

Most classes are taught in the General Classroom Building, Sparks Hall, Alderhold, and Classroom South. Those in Sparks Hall are inadequate as not temperature controlled, extremely noisy, and generally antiquated. Rooms in the General Classroom Building are mostly at least adequate, and those in Classroom South are superior. Alderhold offers a stunning teaching space in many respects, sitting in the center of one of the cities most visually appealing areas with space for student interaction. Just the same, MPA classes do end up in small rooms without windows in that building. On the whole, though, the classroom situation has changed remarkably since our last self-study.

We also do have seminar rooms in the Andrew Young School. We are not allowed to hold classes in the building on a regular basis, but we can use the space for special events—like student presentations and guest speakers.

8.7 Meeting Area

Again, the Andrew Young School building offers a wonderful setting for the MPA program. The changes since the last self-study are dramatic. We can accommodate just about any type of meeting. There is a wonderful vault area for students, and they also have a lab. Students are welcome anywhere in the building at any time, and there are tables for them to use. There is wireless access throughout the building; there are also work stations to accommodate many GRAs. At this point in time, we probably lack an area where students can truly call there own, though this is probably arguable. The vault is great. We lack a dynamic student presence in the building at the moment, and the reasons why are not totally clear. We are certainly working on addressing this situation. Students are in the building, doing their work and working with faculty.

STANDARD 9.0--OFF-CAMPUS AND DISTANCE EDUCATION

(Not Applicable)