

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)	39
4. Total credits in required courses (4.21-B)	27
5. Total credits in elective courses (4.22-A)	12
6. Specializations advertised as available (4.22-C)	8 (1999-2000), 5 (2000-2001)
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)	3
9. Number in faculty nucleus (5.1-B)	12
10. Number of students in degree program (6.3-D)	Full-time, 41 Part-time, 53 Total 94
11. Is 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

STANDARD 1.0—ELIGIBILITY FOR PEER REVIEW AND ACCREDITATION

1.1 Eligibility

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 several ways. First, students are trained to be expert professionals through coursework in such areas as quantitative methods, financial analysis, and policy and program evaluation and analysis. This professionalism is, of course, a necessary prerequisite to effective leadership in the professionalized agencies where most of our students work. Second, faculty by design encourage the exercise of individual responsibility by students in all courses in the knowledge that this sense of responsibility is a necessary component of effective leadership and management. Third, several courses directly address issues of leading and managing effectively in public, health and nonprofit organizations.

B. Degree Specification

Three master's programs are offered by the Department of Public Administration and Urban Studies: the Master of Public Administration, the Master of Science of Urban Policy Studies and the Master of Science of Human Resource Development. Only the MPA program will be addressed in this document. We view the other two graduate programs as exempt from this review for several reasons:

1. Both lack the public service orientation of the MPA. Students in the MS-UPS program tend to be interested in academic as opposed to practical preparation. Students in the MS-HRD are interested in practical preparation, but without a public service focus since MS-HRD graduates are more likely to work in the private sector than the public sector.
2. Their roots lie outside the MPA program in the earlier Department of Urban Studies (MS-UPS) and in the College of Education (MS-HRD), and most of the instruction is the responsibility of the Urban Studies or HRD faculty, not Public Administration faculty.

1.4 Program Length: Four Years in Operation

Date of First Admission: September, 1972

Date of First Graduation: December, 1973

STANDARD 2.0--PROGRAM MISSION

2.1 Mission Statement

A. Background

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 School of Commerce was organized, according to the Georgia Tech Trustees, to provide evening courses in Downtown Atlanta to deal with the "new science of business." The institution grew and, during a general reorganization of state government in the 1930s, the new Board of Regents for the University System decided that the Georgia Tech Evening School of Commerce should be an independent college in the new system. In 1969 the Board of Regents changed the name of the Institution to Georgia State University. By 2000, Georgia State University had achieved the status of a major urban research university, offering approximately 23,000 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. 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 which were involved in teaching the public administration courses, and the name of the degree was changed to the Master of Public Administration. The process of bringing the designated public administration courses offered by other departments "into" the Institute began in 1984. In 1985 the Institute's full-time, in-house faculty began to be expanded. The public administration program continues to draw upon an interdisciplinary faculty and the number of faculty involved in teaching MPA-related courses has grown steadily since the mid-1980s. By the academic year 1999-2000, the full-time faculty of the Department of Public Administration and Urban Studies had grown to 22. In 1996, the College established a Department of Public Administration and Urban Studies headed by a Chair, and this academic unit continues to house the MPA program. In 1996, a major university reorganization resulted in the establishment of the School of Policy Studies (SPS), and the Department of Public Administration and Urban Studies and 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.

The MPA program is now one of several major and mutually reinforcing educational and policy-related research activities of the AYSPPS. Those most directly connected to the MPA curriculum and the interests of program faculty are: (1) graduate degree programs in economics, human resource development, public policy, and urban policy studies; (2) research centers and programs, including the Applied Research Center, the Environmental Policy Center, the Fiscal Research Program, Research Atlanta, Inc., and the International Studies Program.

MPA Students

Historically, most students entering the Master of Public Administration Degree Program at Georgia State University have been government employees seeking to improve their professional skills and qualifications. This traditional mix began to change significantly in the early to mid-1990s, as an increasing proportion began to come from nonprofit agencies and other non-governmental organizations. 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. This has particularly been the case since the implementation of the MPA-JD program in 1997, a program enhancement which resulted in the addition of a substantial group of well-qualified pre-entry students from the College of Law. The MPA program has always attracted minorities and women, and they have always been a substantial proportion of those enrolled in the program. In short, the MPA program at Georgia State University has been and continues to be characterized by an increasingly diverse student body.

Approximately 50% of MPA students are from minority backgrounds, including African-American, Hispanic and Asian-American students. More than half of the School's students are women. The School has also consistently offered opportunities to "non-traditional" students who might not otherwise have the opportunity to pursue advanced degrees. Applicants for admission to the MPA program who do not meet basic criteria but who might well succeed if their academic skills are improved, are given the opportunity to take compensatory course work as a condition of admission. Admission under provisional status allows many students to demonstrate their ability to handle the demands of graduate professional education by maintaining a "B" average in several rigorous courses they must take at the start of their programs. Many of the students who have enrolled under these special conditions have succeeded in classes, graduated, and pursued careers in governmental and nonprofit agencies throughout the United States and in other countries.

Market for the MPA Degree

The size and scope of the governmental and nonprofit sectors in the Atlanta area presents many opportunities and challenges for the MPA program at Georgia State University. The Atlanta metropolitan area includes several city and county governments, the state capitol and many federal agencies and regional headquarters. It is a transportation center, with MARTA and Hartsfield International Airport within easy reach of the GSU main campus. It also offers numerous headquarters operations of major non-profits, such as CARE, and other quasi-governmental organization, such as the Atlanta Regional Commission. Georgia State University's MPA program, therefore, functions in a dynamic urban setting, one that offers potentially a large and diverse market from which to recruit new students and in which to place program graduates. As this report indicates, the AYSPS, the Department of Public Administration and Urban Studies, and the MPA program faculty have been continuously seeking to respond effectively to this environment in a variety of ways, including developing and organizing the resources required to achieve distinctiveness and excellence in areas of specialization that will appeal to potential students and employers. An additional factor to be considered has been the continuing and steady expansion of the MPA program's potential market in geographic terms, and there are preliminary plans to offer at least some courses at the satellite GSU campus in Atlanta, an Atlanta suburb.

Enrollment Challenges and Competition

The strong economy and conversion to a semester system (1998-1999) have combined recently to cause a decline in program enrollments. The Atlanta-area labor market has been very strong for the past several years, governmental workforces have not expanded, and those who might otherwise be in school seeking to upgrade their skills are working full-time. Under the prior quarter system, MPA students often enrolled in 2 courses or a total of 10 quarter hours during the Fall, Winter, and Spring Quarter (30 credit hours per year), and many enrolled in at least one course during the Summer Quarter. Under the two-semester system, most students still take 2 courses per semester (6 credit hours) but, since there is no third term, the program generates fewer credit hours.

Relatively fewer public sector employees working in the Atlanta area currently are seeking graduate degrees, including the MPA, but this decline has been counteracted somewhat by growing demand for the MPA from other areas, particularly workers in the nonprofit sector. 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. There are other NASPAA-accredited MPA programs in relatively close proximity, including those at Kennesaw State University and the University of Georgia, but there is little evidence to suggest that they presently are significant competitors for the same potential students.

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. Since the creation of the Andrew Young School of Policy Studies, the Department has had more Graduate Research Assistants funded, and this has been a very positive development. The Department has also begun the process of building a well-organized job placement activity for mid-career as well as pre-entry students. (See Section 7.2.A below.) Linkages with a wide variety of public and nonprofit agencies are being created, including a community Nonprofit Advisory Committee that brings together practitioners, faculty, and interested students on a regular basis and provides 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 (See Section 4.4).

An Overview of the MPA Program

In its present configuration, the MPA program offers a high-quality generalist degree core that is complemented by a limited number of specializations or career tracks. Both the core curriculum and specializations are delivered in large measure by a strong tenure-track faculty with substantial scholarly and professional credentials. This faculty maintains an active research, publication, and service agenda. The Department of Public Administration and the MPA program continue to attract highly qualified junior faculty from the nation's best universities and the faculty are among the best-published in the nation, with a national reputation for scholarly achievement and professional excellence. They are also fully involved in matters of school, college, university, professional, and community service of all kinds. Those faculty offer a strong curriculum preparation for students interested in beginning or advancing careers in governmental and the nonprofit agencies.

Most of the core public administration faculty have achieved substantial records of scholarly publication in refereed journals. For example, twelve of our faculty have published in Public Administration Review, the top journal in the field, and ten of those twelve have published two or more articles there. 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 well above the average for GSU courses overall, and faculty involvement in community and public service is also extensive.

Despite strenuous efforts during the faculty recruitment process, achieving diversity has been difficult. We have achieved some diversity of gender, with two women counted among the full-time public administration faculty. The department is committed to a sustained effort to recruit African-Americans, women, and other minorities for open and new faculty positions. These efforts are described in Section 5.5. This is a particularly important effort, given the nature of our student body and the racially diverse Atlanta area we serve.

The core MPA curriculum is a strength of the program (see Section 4.0). The core curriculum underwent changes geared to the requirement of the new semester system, including several new courses and revisions to others (see Section 4.0). The present MPA core is designed and sequenced in a manner intended to help students to develop basic research and communication skills, improve their career- and job-related problem solving and diagnostic abilities, and to acquire the skills, knowledge, and abilities now expected of all professional administrators, policy analysts, and managers working in the public and nonprofit sectors.

The MPA program also offers, on a regular basis, elective PAUS 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, subject to track requirements and advisors' support. The MPA faculty established five formal specializations or career tracks in order to address what was judged during the previous NASPAA accreditation review to be program weakness. 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 governmental and nonprofit agencies.

The MPA is treated as a terminal professional degree and the curriculum is designed accordingly. The recent approval by the University System Board of Regents of a joint Ph.D. program in Public Policy with the Georgia Institute of Technology (Georgia Tech), however, does provide an option for MPA students who are interested in pursuing doctoral studies in public policy after completing the MPA. In the long-term, the availability of a doctoral program is expected to enhance the attractiveness of the MPA program to students who are interested in preparing for research and teaching careers.

B. 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 mid-career students working in the Atlanta metropolitan area who wish to further develop their managerial, leadership, and policy knowledge and skills as well as pre-service students wishing to develop basic administrative competencies in preparation for careers in the public service. 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 nonprofit sectors. In addition, the MPA program seeks to sensitize students to the

social, economic, political, institutional, and organizational environments of public administration and to help them develop appropriate professional and ethical values relative to their roles in the public service.

In October, 1996, the public administration faculty adopted a formal mission statement for the public administration program. Having been amended slightly to incorporate a more recent emphasis on nonprofit management, the statement now reads:

The mission of the public administration program is to advance the practice of public administration in the state of Georgia and elsewhere through excellence in graduate professional education, scholarly and applied research, and public and professional service. The instructional program is designed to prepare skilled graduates for leadership positions as managers, analysts, and policy specialists in government and related nonprofit organizations. In addition to a high quality, generalist Master of Public Administration curriculum, the program offers opportunities for students to develop specialized knowledge and skills in the areas of public management and finance, public policy analysis and evaluation, and nonprofit management. Faculty research seeks to enhance the knowledge base and state of the art in these areas, as well as public administration generally, in order to support classroom instruction as well as professional practice. Public administration faculty are also committed to sharing their expertise through public service to governmental and nonprofit constituencies and by contributing to the advancement of professional organizations in the field.

As noted above, the primary market for the MPA traditionally has consisted of in-service students who are already working in governmental agencies and nonprofit organizations in the Atlanta metropolitan area. They range from individuals who have experience at senior management levels, reflective practitioners who want to broaden their knowledge and skills or be exposed to the theoretical underpinnings of the field, to others working at entry level positions who want to acquire basic knowledge and skills in order to pursue a professional career in the public service. Most of these in-service students are working full-time and thus choose to pursue the MPA degree on a part-time basis.

Pre-entry students tend to be younger, may be working in unrelated part-time jobs, and are more likely to pursue the MPA degree as full-time students. We have found that enrolling these pre-service students along with the more experienced in-service students in the evening classes tends to enrich the educational experience for both groups, but particularly for the pre-service students.

The purpose of the MPA program is to provide students with a general preparation for a wide range of leadership positions at all levels of government and the nonprofit sector. It is probably fair to say that it is somewhat more oriented to state and local government than to the federal level, based on the interests of both students and faculty, but it is not a particularly urban oriented program. Nor is it intended to emphasize particular substantive policy areas (e.g. health, transportation) at the expense of others.

Rather, the program is generally marketed as providing professional graduate education for helping students prepare for the following three kinds of 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 degree program is intentionally designed as a generalist MPA program for the purpose of preparing students for these different kinds of careers in the public and nonprofit sectors. We view the generalist orientation as a strength, not a weakness. It derives not from a void of potentially more distinctive characterizations, but rather from a firm belief that a generalist curriculum 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 & evaluation, and (3) nonprofit management. (Specializations are also available in planning and economic development and human resources, but these are not viewed as part of our distinctiveness.) Secondly, we are enhancing the distinctiveness of our generalist core curriculum through strong emphasis on the development of critical thinking, analytical capabilities, and problem solving skills throughout the program.

This distinctive identity — focusing on critical thinking, analytical, problem solving approaches, particularly as they apply to public management & finance, public policy, and nonprofit management — derive in part from, and are supported by some of the real strengths of our public administration faculty. Our program often ranks in the top ten programs nationally in terms of research productivity, and many of our faculty are widely recognized for their scholarly research and publications, including a steady stream of books, research reports, and articles placed in highly regarded professional journals. Much of this research is highly analytical and employs a range of research methods and sophisticated quantitative techniques.

While research interests here run the gamut of issues in public administration, our faculty has impressive expertise, and considerable depth, in the area of public management, focusing on leadership, strategic planning and management, and performance measurement as well as human resources development and budgeting and financial management. In addition, many of our faculty have strong credentials in survey research, policy analysis, public program analysis, and evaluation research, and two of our newer faculty members, supported by several others, are building reputations in the area of nonprofit administration. Rather than forming distinct groups, however, there is considerable overlap among the faculty members working in these three areas, and one of our departmental objectives is to develop a *collective* national reputation as a PA faculty with significant accomplishments and capabilities in these three subfields. 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:

- An exit survey of graduates: conducted on an occasional basis in the past, this survey is now being converted to on-line to permit easier completion by graduates.
- A master's student list serve: this mechanism, initiated more than a year ago, allows students to raise issues about the MPA program, as well as providing a means for the program to communicate with students. (the program also has an internship and job announcement list serve that provides a means for the program to make students aware of the two kinds of opportunities.)
- Student course evaluations: student evaluations are required for all courses, with the results shared with the chair and the teaching faculty member and used in annual faculty evaluations.
- Feedback on the curriculum in one concentration, nonprofit management, has been obtained from a community Nonprofit Advisory Committee, composed of students and area nonprofit executives.
- Qualifications of applicants to the MPA program: summary data on applicant characteristics are reviewed every two or three years to gain a sense of the quality of applicants and the consistency of administration of entrance standards.
- Enrollment and graduation rates for the MPA program as a whole and by concentration: these are reviewed at least annually to track the program's marketing success and the value of the different specializations.

2.3 Guiding Performance

Information from the various sources is circulated and discussed by faculty through two mechanisms:

- E-mail discussions of MPA issues are held on an as-needed basis to discuss and resolve various program issues.
- Issues which cannot be resolved by email are approached at MPA faculty meetings, which are usually held two or three times each semester.

This information has been instrumental in a variety of program changes in recent years, including:

- Conversion of the three one-credit modules into a single three-credit course: student feedback suggested practical difficulties in scheduling these courses.
- Reduction in the number of program specializations: Data on student numbers and other feedback from students pointed to the need to streamline the available specializations.
- Addition of the practicum exit option: This experiential option was added to the MPA program in response to two kinds of student requests: (1) Students interested in pursuing a Ph.D. lacked a significant research effort in the MPA program. The practicum offered such an option without sacrificing the programs' interest in a strong experiential component. (2) Students whose jobs did not meet the criteria for an internship waiver needed an experiential option which did not require a separate internship work commitment. The practicum option permits them to undertake an applied research project in their work setting.

STANDARD 3.0--PROGRAM JURISDICTION

Governance and Mission: The mission of the public administration program at Georgia State University is to advance the practice of public administration in the state of Georgia and elsewhere through excellence in graduate professional education, scholarly and applied research, and public and professional service. The instructional program is designed to prepare skilled graduates for leadership positions as managers, analysts and policy specialists in government and related nonprofit organizations. In addition to a high quality generalist Master of Public Administration curriculum, the program offers opportunities for students to develop specialized knowledge and skills in the areas of public management and finance, public policy analysis and evaluation, and nonprofit management. Faculty research seeks to enhance the knowledge base and state of the art in these areas, as well as public administration generally, in order to support classroom instruction as well as professional practice. Public administration faculty are also committed to sharing their expertise through public service to governmental and nonprofit constituencies and by contributing to the advancement of professional organizations in the field.

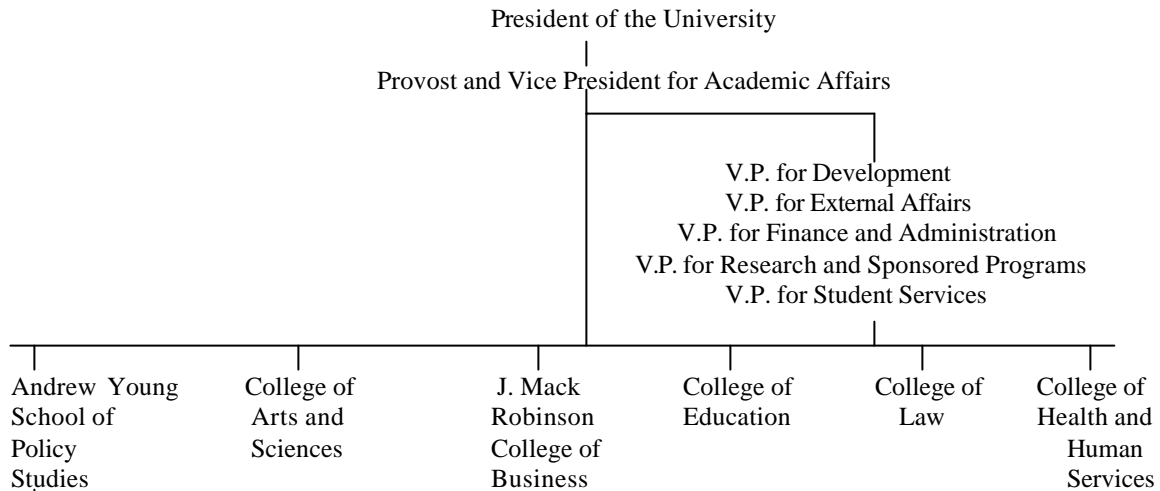
In keeping with this mission, the program is housed within the Department of Public Administration and Urban Studies in the Andrew Young School of Policy Studies. Administrative responsibility for the program rests with the Department Chair and the department's public administration faculty. The program draws on a diverse set of instructors, including full-time departmental faculty, faculty with joint appointments between Public Administration and Urban Studies and another academic department, and adjunct faculty whose primary employment is in governmental or nonprofit organizations.

3.1 Administrative Organization

The Master of Public Administration program is located in the Department of Public Administration and Urban Studies which also houses an undergraduate program in urban policy studies, masters degree programs in urban policy studies and human resource development, and Ph.D. programs in human resource development and public policy. 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
Georgia State University Organizational Chart



- Department of Public Administration and Urban Studies
- Department of Economics
- Applied Research Center
- Domestic Studies Program
- Environmental Policy Center
- GSU Economic Forecasting Center
- Georgia Health Policy Center
- International Studies Program
- Fiscal Research Program
- Research Atlanta, Inc.
- Urban Study Institute Project

In addition to the MPA, the department offers an MPA/JD program provided jointly by the department and the Georgia State University College of Law.

3.2 Recognized Program

The public administration faculty is a subset of the Department of Public Administration and Urban Studies faculty. The program faculty includes all faculty who teach public administration courses, including joint faculty with primary appointments in the Department of Public Administration and Urban Studies, joint faculty with primary appointments in other departments, adjunct and no tenure-track faculty whose primary appointments are in one of the research centers, and part-time instructors.

3.3 Program Administration

Primary responsibility for program administration resides with the chair of the Department of Public Administration and Urban Studies. Currently, 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 appoints a screening committee and secures approval for a search to begin. The 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 screening 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 screening committee and any other interested School faculty. They are made available for meetings with departmental chairpersons and other faculty who wish to participate, and they are interviewed by the Dean and other administrators of the School and University. At the conclusion of the interviews, the School faculty as a group recommends to the Dean the preferred candidate. The Dean can also solicit comments and recommendations from any others who have participated in the interviews. After appropriate consideration, the Dean's recommendation is made to the Vice President for Academic Affairs and, if concurred in, to the Provost and the President. If all concur, the President recommends that the Board of Regents approve the appointment. The Chair serves at the pleasure of the President and/or for a three-year term; the term can be renewed.

The departmental faculty is consulted in the appointment of the department chair. A departmental committee, consisting of senior departmental faculty, is appointed to conduct the chair's triennial evaluation. The committee provides a report and recommendations to the Dean. The committee consults with the faculty at-large regarding the Chair's re-appointment as part of the Chair's triennial review.

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

Admissions: Streib (Chair), Willoughby, and Thomas

Internships: Streib and Willoughby

JD/MPA Program: Waugh

Tracks:

Nonprofit Management: Brooks and Van Slyke

Evaluation and Policy Analysis: Melkers, Henry and Thomas

(Public Budgeting and Financial Management deleted effective fall 2000)

Management and Finance (formerly Public Management, Public Budgeting and Financial Management, and Urban Governance tracks): Poister, Streib, Willoughby, Melkers, and Van Slyke

Planning and Economic Development: Helling and Melkers

(Transportation deleted effective fall 2000)

(Urban Governance deleted effective fall 2000)

3.4 Scope of Influence

The Public Administration faculty and/or the chair of the Department of Public Administration and Urban Studies have substantial 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 program mission was drafted by two MPA faculty members, discussed at length, and adopted by the MPA faculty.

B. Degree requirements:

Responsibility for setting degree requirements resides with the MPA faculty. 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 Curriculum Committee reviews the requirements set by the MPA faculty and they are approved by the AYSPS faculty.

C. New courses and curriculum changes:

The development of the MPA curriculum, for all practical purposes, 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 curriculum committee is charged with the responsibility of overseeing 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 committee 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 is largely pro forma, as each department has already been given the opportunity to respond to the original proposal. Changes in course numbering and other minor curricular matters are sent to the committee as points of information and conveyed by the committee to the School faculty as such. Major program modifications, including substantive changes in the MPA curriculum, are sent to the curriculum committee for approval and are acted upon by the School faculty. Certificate programs and substantive changes in the MPA curriculum are reviewed by the University Senate's Academic Programs and Continuing Education Committee and may be reviewed by the University's Graduate Council.

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.

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 chair of the department. Faculty have opportunity to discuss their assignments. 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 and other departments in which public administration faculty hold joint appointments.

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 five). 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 put together by the chair of the department. Faculty 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 it to the dean of the school. 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 tenuring of program faculty:

The faculty nucleus has a major role in the selection and hiring of school faculty. As a rule, the faculty nucleus 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. A maximum of three years credit toward that minimum probationary period can be given. 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. The criteria for promotion include significant representations of the following qualifications:

- (1) Superior teaching;
- (2) Academic achievement;
- (3) Professional growth and development; and
- (4) Outstanding public service.

Faculty 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 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. 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

According to the formal mission statement for the public administration program:

The instructional program is designed to prepare skilled graduates for leadership positions as managers, analysts, and policy specialists in government and related nonprofit organizations. In addition to a high quality, generalist Master of Public Administration curriculum, the program offers opportunities for students to develop specialized knowledge and skills in the areas of public management and finance, public policy analysis and evaluation, and nonprofit management.

The curriculum provides the requisite skills, competencies, and professional values to prepare students for positions of leadership in public policy-making and administration by developing their managerial, leadership, and policy knowledge and skills as well as their basic administrative competencies. 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 placement in the American system of government; basic managerial skills (budgeting and finance, personnel administration, management systems and strategies, executive leadership, and presentation skills); and basic analytical and research skills (research design, statistics, microeconomics, and technology resources). These courses provide students with basic tools ? organizational skills, analytical skills, planning and decision-making skills, and communications skills ? that are essential for effective managers and leaders in the public and nonprofit sectors.

Second, students complete 12 semester hours in a career track. In 1999-2000, there were eight options: public budgeting and financial management, public management, non-profit administration, policy analysis, human resources, transportation, planning and economic development, and urban governance. In an effort to strengthen this specialized career training, the faculty has reduced these options to five. Transportation and urban governance have been eliminated, and public budgeting & financial management and public management have been combined into the new public management and finance. By working with a smaller number of tracks, the faculty have been able to strengthen the quality and frequency of the course offerings for each track, providing students with deep exposure to a particular career field.

Third, students who do not have substantial prior administrative experience enroll in three semester hours of internship. These internships allow students to apply their theoretical knowledge to real-world problems. Alternatively, students may take a practicum, an applied research project. This meets the career needs of those particularly interested in research, especially those considering pursuing a doctoral degree,

4.2 Curriculum Components

A. Background Information:

1. Credit System: Since 1998-99, Georgia State has been on the semester system.
2. Length of Term: 17 weeks
3. Number of Terms: two 17-week semesters, an 8-week summer semester, and a 3-week Maymester.
4. Full-Time Status: 9 credit hours per semester. Students must receive permission from the Office of Academic Assistance to take more than 12 hours.
5. Time Limitation: No class (including transfer credits) may be more than six years old at the time of graduation.
6. Class Contact Hours: 15 hours per credit hour.

7. Number System:

- a. 1000-2000 Lower division
- b. 3000-4000 Upper division
- c. 5000 Upper division and graduate
- d. 6000-9000 Upper division and graduate

B. Course Distribution:

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

C. Capable Professionals: The entire curriculum is designed to develop capable professional public administrators. Our curriculum begins with an introduction to the study and practice of public administration in the United States, which covers major disciplinary and conceptual foundations of public administration, including theories of organization bureaucracy, administrative behavior and management, politics and administration, and public policy-making. The remainder of the core curriculum focuses on the managerial and analytical techniques that capable professional public administrators require. Students receive intensive training in public management systems and strategies, public personnel administration, public budgeting and finance, executive leadership, and presentation skills. In addition, in a two-semester sequence that combines research design and statistics, students learn how to ask researchable questions, design effective strategies for answering them, and perform the statistics necessary to implement those designs. The microeconomics course focuses on the techniques of most value to public managers. Throughout the curriculum, students gain experience in responding to problems, doing research, writing papers, and making presentations.

D. Assessment and Guiding Performance: Students are asked in the exit survey about the value of different program components. MPA faculty as a whole discuss the MPA core curriculum on at least an annual basis. Faculty responsible for particular specializations do the same, and then submit any proposed changes to the full MPA faculty for review and approval.

E. Graduate Classes: All required common curriculum components are designed for graduate students. Undergraduate students may enroll only with special permission.

F. Required Prerequisites: No required prerequisites.

4.21 Common Curriculum Components

A. Required Graduate Courses: All students must take all core courses. These are not waived except under exceptional circumstances. Beginning 2000-01, the three one-credit courses (8101, 8102, and 8181) have been combined into a single three-credit course (8091), Communication in Public Service.

- PAUS 8101 Technology Resources for Conducting Research (1 hr.)
- PAUS 8102 Presentation Skills for Public Managers (1 hr.)
- PAUS 8111 Public Administration and Organizations
- 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
- PAUS 8181 Executive Leadership in the Public Sector (1 hr.)

B. Ethical Action: All courses include some ethical component. In particular, PAUS 8111, PAUS 8151, PAUS 8171, and PAUS 8181 stress ethical action.

C. Curriculum Coverage:

Management of Public Service Organizations

Public Administration and Organizations (PAUS 8111) provides an introduction to the field, with a focus on organizational analysis;

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 personnel management process, the organizational functions of personnel 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.

Information, including computer literacy and applications

Technology Resources for Conducting Research (PAUS 8101) teaches students how to use the Internet as a research tool.

Applied Research Methods and Statistics (PAUS 8121/31) requires SPSS for statistical data analysis.

Public Budgeting and Finance (PAUS 8161) teaches and uses spreadsheet packages.

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.

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

Political and legal institutions and processes

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), Public Management Systems and Strategies (PAUS 8171), and Executive Leadership in the Public Sector (PAUS 8181) 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 (previously eight) career tracks. 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: *human resources, management and finance, nonprofit management, planning and economic development, and policy analysis and evaluation*. 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. Career tracks are described below.

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 management 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.

Required course:

PAUS 8721 Current Issues in Public Personnel Administration

Choose three courses (9 units) from the following:

PAUS 8431 Managing People and Programs

PAUS 8731 Managing Diversity

PAUS 8751 Human Resource Development Professional Practice

PAUS 8761 Diagnosing Human Resource Development Needs

PAUS 8781 Facilitating Career Development

One course (3 hours) from outside the Andrew Young School of Policy Studies, chosen with written approval from the faculty adviser.

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 8411 Managing Information Resources
PAUS 8431 Management and Organizational Behavior
PAUS 8501 Managing the Public's Money

Choose one course (3 hours) from the following:

ECON 8450 Issues in Public Programs and Tax Policy
ECON 8460 Economics of the State and Local Public Sector
MBA 8121 Accounting for Financial Decisions
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

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 8211 Nonprofit Management
PAUS 8231 Nonprofit Leadership

Choose two courses (6 hours) from the following:

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 track prepares students to be better decision makers on planning and 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 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.

Required courses:

PAUS 8021 Urban Planning and Demography
PAUS 8311 Planning Theory and Analysis
PAUS 8321 Economic Development Planning and Finance

Choose one course (3 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 Planning and Policy
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

Evaluation and Policy Analysis. The Policy Analysis 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

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 must complete 39 semester hours before graduation, of which 3 hours may be for an internship. Students with substantial prior administrative experience may petition for a waiver of the internship requirement.

B. Degree Length:

Normally, students of all types must complete 16 full-time equivalent months of study needed to complete the degree requirements.

C. Concluding Requirements:

There are no requirements for a thesis, masters paper, professional report, comprehensive examination, or a capstone seminar. Students may enroll in a practicum (an applied research project) in lieu of the internship.

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:

CORE CURRICULUM																										
Course #	Cr st	1	2	4	5	7	8	10	11	13	14	16	17	19	20	22	23	25	26	28	29	31	32	34	35	37
PAUS 8101	1/-	A		A	A		A		A				A		A							A	A	A		
PAUS 8102	1/-	A		A	A		A		A				B		A						B	A	A	A		
PAUS 8111 (PADM 804/805)	3/5	A	B/B	A	A	A/A	A	B	A	A/A	A/A	B/A	B	B/B	A	A/B	A/A	B/B	B	A	B/B	A	A	A	A/A	B
PAUS 8121 (PADM 806 & US 806)	3/5	B	A	A	A	B	A	B	A	A	B	B/A	B	B	B	A	B	A	B	A	B	A	B	B	B	
PAUS 8131	3/-	A	B	B	B	B	A	B	A	A	B	B	B	B	B	A	B	B	C	A	B	B	B	B	B	B
PAUS 8141 (ECON 808)	3/5	B	C	B	B	B	A	C	A	A	B	B	B	B	A	A	B	B	B	B	B	B	C	B	B	B
PAUS 8151 (PADM 845)	3/5	B	A	A	A	A	A	C	A	A	A	A	B	B	A	A	A	B	A	A	A	A	A	A	A	B
PAUS 8161 (PADM 846)	3/5	C	B	B	A	B	A		A	A	B	B	A	A	A	B	A	B	B	A	B	A	B	B	A	B
PAUS 8171 (PADM 842)	3/5	B	B	A	A	A	A	B	A	A	A	B	A	B	B	B	A	B	B	A	B	A	B	B	A	B
PAUS 8181	1	B		B	A		A		A				A									A	B	B		B

ADDITIONAL CURRICULUM COMPONENTS																										
PAUS 8011 (US 801)	3/5									A																
PAUS 8021 (US 841)	3/5									A						A			A							
PAUS 8031 (US880)	3/5				A					A				A												
PAUS 8211	3/-					A		A		C														A	B	B
PAUS 8221	3/-					A																				
PAUS 8231 (US 824)	3/5					A		A	A										A							B
PAUS 8241	3/5																									A
PAUS 8261	3/-																								B	
PAUS 8271 (PADM 836)	3/5		A	A		A	A	A		A				B	B	A	A		A							B
PAUS 8311	3/-	B												C			A			B						
PAUS 8321	3/-												A	A			A			A						
PAUS 8351	3/-	B											A		A											
PAUS 8431 (PADM 843)	3/5									A			B						B					B		
PAUS 8451 (PADM 849)	3/5												B									B				
PAUS 8461 (PADM854)	3/5																				A					
PAUS 8471 (PADM 855)	3/5									A							A				B					
PAUS 8501	3/-			A							B				A											
PAUS 8521	3/-					B						B														

Course #	Cr ^{*1}	1	2	4	5	7	8	10	11	13	14	16	17	19	20	22	23	25	26	28	29	31	32	34	35	37
PAUS 8541 (PADM 844)	3/5							B													B					
PAUS 8551	3/-								A																	
PAUS 8561	3/-	A			A	A		A																		
8611(PADM 861)	3/5	B			A	A		A																		
PAUS 8701	3/-											A														
PAUS 8731 (PADM 853 & US853)	3/5		A	A										A	A	A		A					A			
PAUS 8781	3/-			A																			A			
PAUS 8821	3/-		B																	A						
PAUS 8911	3/-		A								A												B		A	
PAUS 8941	3/-	S	S		S		S		S		S			S	S				S						S	
PAUS 8981	3/-					S		S								A			A			S	S			
PADM863	-/5							A																		
PER 8150	-/5												C				B		B					B		
PER 8210	-/5																		B							
PER 8430	-/5											B												B		
PER 8470	-/5																		A							
PER 8490	-/5		A													B		A	B							
MBA 8403	-/5																		B							
MBA 8412	-/5																		A						A	
MBA 8473	-/5				A																					
MBA 8642	-/5				B																					
ELEC 8990	-/5															A										
MGMT 8150	-/5																				A					
GEOG 6532	-/5																				B					
ECON 8220	-/5																						B			
HRM 8230	-/5																							B		
LAW 5030	-/1																									S
LAW 7060	-/2																									B
LAW 7101	-/3																									B
LAW 7478	-/3																									B
LAW 7510	-/3																									B
LAW 8140	-/3																									S
POLS 8780	-/5											B														

*1 "3" means 3 semester credit hours, "5" means 5 quarter hours, "-" means the course was not offered.
3 semester credit hours is also equivalent to 5 quarter credit hours.

4.4 Internships

A. Internship Design:

The main goal of the internship program is to aid 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.

The internship operates as a separate program module. This program seeks to integrate the internship experience with classroom activities through discussion sessions and requirements for a journal and a reflective report. The internship program is managed by two senior MPA faculty, Professors Streib and Willoughby, who guide seminars and help students to grasp the interrelationships between their on-the-job experiences and their MPA coursework.

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 administrators or as analysts. There are no prerequisites for conducting an internship. Students are generally advised to wait until they have finished their first semester, but we also seek to determine what type of an approach best fits each student's individual needs. Students who have been admitted provisionally are not allowed to take an internship until they have been fully admitted into the program. The 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 faculty internship coordinators are responsible for supervising interns. The internship is coordinated through the use of a multi-featured web site that provides a bulletin board, private Email, and chat rooms for communication. The site is password protected. Students must register to use the site and complete an on-line form. We have a second on-line form that students complete once they find a position. Information about internship opportunities is posted on the web and is also available in the form of an Email list. The home page also gives students access to other on-line listings of internship opportunities. Students are able to track their progress in the internship course from the home page. Once students have completed their internship, there is also an evaluation form available on the home page that they are required to complete.

The internships are handled in the same way as any job. We let the students know about internship positions, they apply for positions that interest them, and they may or may not get hired. 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. Levels of pay can vary, with the highest paying positions offering \$10.00 to \$12.00 per hour. We have some excellent positions that are unpaid, but also many paid positions. Any pay is dispensed by the employers.

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. We regularly receive positive feedback from students and employers. The following list covers all placements over the last 4 years. All interns during this period completed 200 hours of work over a period of 3 to 4 months, earning 3 hours of credit (or the equivalent under the quarter system).

1996: Sixty-three graduate and undergraduate students completed internships for academic credit. Unless otherwise noted, all internships are conducted in Atlanta, Georgia. Students held internships at the following agencies:

- Save the Children Child Care Support Center
- Cobb County, Planning Division
- IBM
- Nonprofit Resource Center
- Atlanta Committee on Olympic Games, Olympic Village Resource Center

- ARP, Inc. with Aviation Consulting Engineers
- Georgia Public Service Commission
- Southern Center for Studies in Public Policy
- Atlanta Regional Commission
- Georgia Legislature's Budgetary Responsibility Oversight Committee
- State of Georgia Merit System
- Nonprofits for Nonprofits, Inc.
- Southern Regional Education Board
- Metro Atlanta Rapid Transit Authority (MARTA)
- National Urban Coalition for Unity and Peace, Inc.
- Georgia Department of Community Affairs
- Department of Public Health
- Atlanta Preservation Center
- DeKalb Chamber of Commerce
- Metropolitan Atlanta Community Foundation
- American Cancer Society
- Atlanta Parks and Recreation
- Grady Rape Crisis Center
- Alliance Theatre
- Georgia Department of Labor

1997: Sixty-three graduate and undergraduate students completed internships for academic credit. Unless otherwise noted, all internships are conducted in Atlanta, Georgia. Students held internships at the following agencies:

- Georgia Department of Community Affairs
- Atlanta Downtown Partnership
- Nashville Human Association
- Office of Planning and Budget, State of Georgia
- Police Academy, City of Atlanta
- The American Red Cross, Metropolitan Atlanta Chapter
- Office of the Inspector General, Evaluations and Inspections
- U.S. Department of Health and Human Services
- The Arts Exchange
- Georgia School Age Care Association
- Key Resources
- Career Services, DeVry, Atlanta
- Georgia Department of Labor, Jobs for Georgia Grads
- Make a Wish Foundation
- Georgia Quick Start
- Robinson Humphrey
- Office of Human Resources, Georgia Institute of Technology
- The Hyatt Regency, Atlanta
- The YMCA, Downtown Branch
- Wesley Woods Geriatric Center, Employment Services
- The Atlanta Black United Fund
- CARE
- Aging Services, Atlanta Regional Commission
- Canine Vision, Inc.
- The Friend to Friend Mentorship Program, NAACP, Atlanta Chapter
- The Midtown Alliance
- Planning Division, Cobb County Community Development Department
- The Atlanta Project

- NAACP’s Community Development Resource Center
- Concerned Black Clergy
- Bureau of Planning, City of Atlanta
- ARP, Inc.
- U.S. Airways
- Georgia Council on Aging
- The Aging Connection, Atlanta Regional Commission
- Hands On Atlanta
- The Department of Family and Child Services
- U.S. Department of Labor, Career Assistance Program
- The Center for Effective Performance
- Metro Atlanta Rapid Transit Authority (MARTA)
- Amano Japanese Business Consulting Group
- Kaiser Permanente
- The Home Depot
- DeLoitte & Touche Consulting Group, Atlanta Office
- United Parcel Service
- Office of the Governor, State of Georgia
- Rock-Tenn Corporation
- Georgia Institute of Technology
- Georgia State University, Career Counseling Office
- Kennesaw State University, Career Services Center
- DeKalb College, International Student Orientation
- Oglethorpe College
- Board of Regents, University System of Georgia
- BellSouth Telecommunications
- The Coca-Cola Company
- Saint Joseph Hospital, “Project Opportunity”
- American Intercontinental University
- Manchester Partners International
- Oglethorpe Power
- Scientific Atlanta

1998: Seventy graduate and undergraduate students completed internships for academic credit. Unless otherwise noted, all internships are conducted in Atlanta, Georgia. Students held internships at the following agencies:

- Boys and Girls Clubs of Metro Atlanta
- Office of Evaluation and Inspections, U.S. Department of Health and Human Services
- Georgia Legislature’s Budgetary Responsibility Oversight Committee
- Egleston Children’s Health Care System
- Southern Region Education Board
- Georgia Department of Education
- Housing Authority of Fulton County
- The Atlanta Baptist Association
- Travelers Aid of Metro Atlanta
- Fairlie Poplar Revitalization Task Force
- Central Atlanta Progress
- Centers for Disease Control and Prevention, Health Practice Program
- City of Atlanta, Department of Finance
- East Lake Meadows Association
- Social Security Administration, Civil Rights Division
- Georgia Municipal Association

- Georgia State University, School of Policy Studies, Office of Community Outreach and Partnership
- U.S. Army's Office of the Judge Advocate
- Magistrate Court of Fulton County, Landlord/Tenant Mediation
- Evergreen Aviation
- Beth Craig and Associates, Inc.
- Metro Atlanta Rapid Transit Authority (MARTA)
- Dr. Carolyn Coarsey Rader, Transit Consultant
- Veterans Affairs, Office of Rehabilitation Research and Development
- Lutheran Towers Retirement Community
- Quality Living Services
- Atlanta Day Shelter for Women and Children
- CARE
- Coxe Curry and Associates
- Community Design Center
- United Way of Metro Atlanta
- Georgia Public Service Commission, Office of Consumer Affairs
- Midtown Alliance
- Georgia Department of Community Affairs
- The Atlanta Preservation Center
- The Atlanta Downtown Partnership
- City of Atlanta, Department of Public Works, Waste Water Division
- City Manager, West Valley City, Utah
- PBS and J (engineering and planning firm)
- Fulton County Department of Environment and Community Development
- The Nature Conservancy
- Emory University, Campus Planning
- Progressive Redevelopment, Inc.
- City of Atlanta, Department of Planning, Development and Neighborhood Conservation
- Community Design Center
- The Weather Channel
- The Kroger Company, Marketing Area Training
- Mentor Exchange
- State Farm Insurance
- The Technical Association of the Pulp and Paper Industry
- Wal-Mart
- MGR Food Services
- Pepperidge Farm, Inc.
- American Institute for Managing Diversity
- Georgia Department of Human Resources, Office of HR Management, Job Analysis and Development
- Georgia Department of Labor
- Grady Health Systems
- Georgia Commission on Equal Opportunity
- BellSouth
- Pride Staff
- State of Georgia, Vital Records
- Peachtree Doors
- Boeing Corporation

1999: Fifty-six graduate and undergraduate students completed internships for academic credit. Unless otherwise noted, all internships are conducted in Atlanta, Georgia. Students held internships at the following agencies:

- American Institute for Managing Diversity

- Athens-Clarke County Planning Department
- Automation Research Systems
- Andrew Young School of Policy Studies Applied Research Center
- BellSouth
- Boys and Girls Clubs of Metro Atlanta
- Community Housing Resource Center
- DeKalb County Courthouse
- FULCO CDC
- Georgia Department of Audits and Accounts
- Georgia Department of Community Affairs
- Governor’s Council on Developmental Disabilities
- Gwinnett County Adult Protective Services
- International Association for Financial Planning
- Metro Atlanta Rapid Transit Authority (MARTA)
- McCalla, Raymer Law Firm (lobbying)
- Office of Congresswoman Cynthia McKinney
- Oglethorpe Power Company
- OHRM—Policy Development Section
- Program for Rehabilitation Leadership/GSU
- Research Atlanta
- Atlanta Northside Aviation
- Governor’s Office of Highway Safety
- Alzheimer’s Association, Atlanta Chapter
- Senior Connections
- Wesley Woods
- Community Recycling, Inc. (in conjunction with Sierra Club)
- Consumer Credit Counseling Service
- Global Health Action
- Travelers Aid of Metro Atlanta
- United Way of Metro Atlanta, Loaned Executive Program
- Atlanta Project
- CARE
- Community Relations Plus
- Georgia Department of Transportation
- The Kevric Company, Inc.
- SouthStar CDC
- Federal Home Loan Bank of Atlanta
- The Fun Company
- Georgia Department of Transportation
- Mailboxes, Etc.
- Parisian
- Automatic Data Processing
- Crusade for Christ
- Wachovia Bank

STANDARD 5.0--THE FACULTY

5.1 Faculty Nucleus

A. Critical Mass: The MPA faculty includes 12 core faculty members and 11 supporting faculty members drawn from other programs within the department, from other departments, and from university research centers.

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

Name	Rank and Title	Tenure Status	Administrative Unit	Degree and Field
Brooks, Arthur C.	Assistant Professor	Untenured	PAUS	Ph.D. Public Policy Analysis
Helling, Amy	Associate Professor	Tenured	PAUS	Ph.D. Economics
Lewis, Gregory B.	Professor	Tenured	PAUS	Ph.D. Public Administration
Melkers, Julia	Associate Professor	Tenured	PAUS	Ph.D. Public Administration
Nigro, Lloyd G.	Professor	Tenured	PAUS	Ph.D. Public Administration
Poister, Theodore H.	Professor	Tenured	PAUS	Ph.D. Social Science
Rubenstein, Ross	Assistant Professor	Untenured	PAUS/ Education	Ph.D. Public Administration
Streib, Gregory	Professor	Tenured	PAUS	Ph.D. Political Science
Thomas, John C.	Professor/Chair	Tenured	PAUS	Ph.D. Political Science
Van Slyke, David M.	Assistant Professor	Untenured	PAUS	Ph.D. Public Administration
Waugh, William L.	Professor	Tenured	PAUS	Ph.D. Political Science/ Public Administration
Willoughby, Katherine G.	Associate Professor	Tenured	PAUS	DPA Public Administration

C. Teaching Assignments: Table 5-2 provides information on the courses taught by the faculty nucleus.

FULL-TIME FACULTY	SUMMER 1998	FALL 1998	SPRING 1999	SUMMER 1999	FALL 1999	SPRING 2000
Brooks			PAUS 8141 PAUS 8211		PAUS 8141	PAUS 8211
Helling		PAUS 8021	PAUS 8311		PAUS 8021	PAUS 8311
Lewis				PAUS 8131		
Melkers		PAUS 8101/8102	PAUS 8101/8102 PAUS 8171	PAUS 8101/8102	PAUS 8101/8102	PAUS 8181 PAUS 8321
Nigro	PADM 804 PADM 845	PAUS 8111 PAUS 8151	PAUS 8151	PAUS 8151		PAUS 8151 PAUS 8431
Poister		PAUS 8121 PAUS 8171	PAUS 8131		PAUS 8121 PAUS 8171	PAUS 8131
Rubenstein		PAUS 8161			PAUS 8161	PAUS 8261
Streib	PADM 806	PAUS 8121 PAUS 8131	PAUS 8121 PAUS 8941	PAUS 8121 PAUS 8941	PAUS 8121 PAUS 8131	PAUS 8121
Thomas			PAUS 8351		PAUS 8181	PAUS 8351
Van Slyke					PAUS 8231	PAUS 8171 PAUS 8101/8102
Waugh	PADM 855	PAUS 8111 PAUS 8431	PAUS 8541	PAUS 8111 PAUS 8271	PAUS 8111 PAUS 8151	PAUS 8111
Willoughby		PAUS 8101/8102 PAUS 8501	PAUS 8161		PAUS 8501	PAUS 8941 PAUS 8161

D. Course Load:

The normal course load for MPA faculty is two courses 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 5-2 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 5-3 provides information on other full-time faculty who taught at least one MPA course during the self-study year and preceding year.

Name	Rank and Title	Tenure Status	Administrative Unit	Degree and Field
Chard, Richard E.	Assistant Professor	Untenured	Political Science/ PAUS	Ph.D. Political Science
Foster, E. Michael	Associate Professor	Tenured	PAUS/ Nursing	Ph.D. Economics
Ghobrial, Atef.	Professor	Tenured	PAUS	Ph.D. Civil Engineering
Hansen, Carol D.	Associate Professor	Tenured	PAUS	Ph.D. Human Resource Development and Curriculum Design/Instructional Systems
Henry, Gary T.	Professor	Tenured	Applied Research Center/PAUS	Ph.D. Social Sciences
Kahnweiler, William M.	Associate Professor	Tenured	PAUS	Ph.D. Counseling and Human Systems
Newman, Harvey K.	Associate Professor	Tenured	PAUS	Ph.D. History of Religion
Ottoson, Judith M.	Associate Professor	Tenured (expedited)	PAUS	Ed.D. Education: Administration, Planning, and Social Policy
Roch, Christine	Assistant Professor	Untenured	PAUS	Ph.D. Political Science
Scafidi, Benjamin P.	Assistant Professor	Untenured	Economics/Public Administration	Ph.D. Economics
Willis, Verna J.	Associate Professor	Tenured	PAUS	Ph.D. Instructional Systems Design and Management

5.2 Professional Qualifications

Percent of Full-Time Faculty with Doctorate Degree: 100%

Percent of Other Faculty with Doctorate Degree: 93% (100 % as of Spring 00)

5.3 Practitioner Involvement

A. Instruction by Practitioners:

N of required courses taught by part-time faculty during last two years: None

Percent of total required courses: 0 %

N of elective courses taught by part-time faculty during last two years: 1

Percent of total elective courses: 3%

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

	Fall 1999	Fall	Spring 2000	Spring
Part-time instructors		Enrollment		Enrollment
Elsberry	PAUS 4551	17	PAUS 4571	11
Good	PAUS 4221/8701	13,4	PAUS 4221/8701	21
Lewis	PAUS 8241	6		
O'Kane			PAUS 8221	16
Southwell	PAUS 4551(Delta)	21		
Parko	PAUS 3011	29	PAUS 3011	25
Staff				

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.

5.4 Faculty Quality

A. Faculty Data Sheets: See data sheets in volume II.

B. Promotion and Tenure:

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. The criteria for promotion include significant representations of the following qualifications:

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

Faculty 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 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.

5.41 Instruction

A. Quality of Instruction:

There is a course evaluation for every course taught and the scores are used in promotion and tenure decisions and in determining annual merit salary increases. Faculty are encouraged to offer rigorous courses and to be effective teachers. The University provides support through the Center for Teaching and Learning. 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” (Faculty Handbook). Professor Lloyd Nigro is the departmental liaison with the Center for Teaching and Learning.

PAUS faculty evaluations compare favorably with other departments.

B. Workload Policy:

The normal teaching load for MPA faculty is two courses per semester or four courses per academic year. Most courses are offered for 3-credit hours. During the self-study year and preceding year, faculty teaching 1-credit hour courses (e.g., PAUS 8101 or 8102) have been assigned two such courses to even out the workload. PAUS 8101 and 8102 have been consolidated into one 3-credit hour course, PAUS 8091, effective in the fall of 2000. 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.

There is no reduction in teaching load for faculty engaged in supervising dissertations or theses. MPA faculty frequently supervise doctoral dissertations for students in the Ph.D. program in political science and frequently serve on dissertation committees for students in political science, educational policy studies, and other programs. The Ph.D. in public policy program is relatively new and there are, as yet, no policy students engaged in dissertation writing.

There is a reduction in teaching load for the two faculty members responsible for MPA and urban studies internships, Professors Streib and Willoughby. (One receives an academic year release, the other a summer course equivalent.) The reduction in teaching load for departmental internship supervision has been in effect since the mid-1980s. However, there is no reduction in teaching load for faculty who serve as supervisors for individual interns or for students doing other independent projects.

C. Class Sizes:

Table 5-5 provides information on class sizes during the self-study year and three preceding years.

Class Size	Summer 1996- Spring 1997	Summer 1997- Spring 1998	Summer 1998- Spring 1999	Summer 1999- Spring 2000
1-9	20	16	29	30
10-19	16	16	25	26
20-29	1	9	9	11
30-39				6
40-49			1	
Over 50				

D. Actual Credit Hours Taught:

Table 5-6 provides information on the actual credit hours taught by each nucleus faculty member during the self-study year and preceding year.

Nucleus Faculty Member	AY1999*				AY2000*			
	Graduate	Undergrad	Cont. Ed.	Total	Graduate	Undergraduate	Cont. Ed.	Total
Brooks, Arthur C.	9	0	0	9	9	3	0	12
Helling, Amy	4.5	7.5	0	12	4.5	7.5	0	12
Lewis, Gregory B.	9	0	0	9	3	6	0	9
Melkers, Julia	12	0	0	12	9.5	1.5	0	11
Nigro, Lloyd	15	0	0	15	6	0	0	6
Poister, Theodore	9	0	0	9	9	0	0	9
Rubenstein, Ross	9	0	0	9	9	0	0	9
Streib, Gregory	16.5	1.5	0	18	15	3	0	18
Thomas, John C.	3.5	3.5	0	3	1.5	5.5	0	7
Van Slyke, David M.	N/A	N/A	N/A	N/A	8	3	0	11
Waugh, William L.	15	0	0	15	12	3	0	15
Willoughby, Katherine	8	3	0	11	10.5	1.5	0	12

*Where undergraduate and graduate courses are crosslisted, the credit hours were split evenly between undergraduate and graduate columns.

5.42 Research

Faculty in the public administration program maintain a high level of scholarly productivity. As the faculty data sheets show, the twelve core faculty report a total of 101 articles and book chapters and three books published or forthcoming for the years 1997 through the present. That equates to an average of more than two articles per year per faculty member, a statistic made all the more impressive by the fact that three of these faculty came to GSU to begin their careers after 1997. The quality of the scholarship is suggested by the fact that the school as a whole contains twelve different faculty (including ten in the faculty nucleus) who have published in *Public Administration Review*, the top journal in the field. Ten of these twelve faculty have published two or more articles in PAR.

Faculty are also extensively involved in externally funded research, with the total grants in which faculty are involved exceeding a million dollars in most years. 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.

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.

Arthur Brooks has been a consultant to the RAND Corporation on projects in the nonprofit sector, science & technology, and intelligence, is a member of the National Policy Board of Americans for the Arts, and has done studies for Research Atlanta on the state of philanthropy and the options in developing a cultural district for downtown Atlanta.

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).

Julia Melkers has developed evaluation plans and/or performance monitoring systems for the Georgia Department of Administrative Services (ongoing), the State of Maine (1999-00), the Ohio Department of Development (1998-99), four United Way-funded programs in Atlanta (1998), the Alaska Department of Commerce and Economic Development (1996-97), the Alaska Department of Health and Social Services (1996), the Council on School Performance (1997), and the Alaska Science and Technology Foundation (1993 and 1994). She has also done studies for the American Association for the Advancement of Science (1998), the Southern Policies Growth Board (1996), the City of Atlanta (1995), and NSF (1994-96).

Lloyd Nigro has testified on civil service reform and pay for performance before the Georgia Assembly's House and Senate Subcommittees on Government Operations, is 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 advisory committee on Organization and Administration of the Fulton County (GA) Department of Voter Registration and Elections (1987), for Coopers and Lybrand, Inc. to the Naval Laboratories Demonstration Project (1982), and to OPM for the Naval Laboratories Demonstration Project (1979-81). Dr. Nigro has been active in the American Society for Public Administration, as well.

Theodore Poister has helped develop performance measurement systems for the Division of Sexually Transmitted Diseases Prevention, U.S. Centers for Disease Control and Prevention; the Georgia Department of Administrative Services (on-going); the Georgia Office of Child Support Enforcement (with John C. Thomas and James Wolk, on-going); and the Pennsylvania Department of Transportation. He also helped analyze unmet health needs for the Georgia Department of Community Health, conducted a workshop on performance measure for the North Dakota Office of the State Auditor, developed a strategic plan for the Williamsport (PA) Bureau of Transportation, and helped assess the Pennsylvania Department of Transportation's Quality Initiative.

Ross Rubenstein is a member of the Government Accounting Standards Board's advisory committee on development of a user's guide to school district financial statements, has provided data and technical assistance on Georgia school finance to the General Assembly's Blue Ribbon Panel on Funding of the Quality Basic Education Act (1998), served as a consultant on measuring the efficiency and effectiveness of educational organizations for the staff of the Joint Legislative Audit and Review Committee of the Washington State Legislature, helped evaluate the effects of Georgia's HOPE Scholarship Program on grade inflation, academic performance, and college enrollment for the Council on School Performance, and was recently appointed to the staff of the funding subcommittee for Georgia Governor Roy Barnes' Education Reform Study Commission. He has also participated in training for Palestinian local government finance officers, funded by World Bank, and the Uganda Intergovernmental Decentralization Training Program in Entebbe, Uganda (1999).

Greg Streib helped develop an assessment instrument for local government managers (with the staff of ICMA, Mark Rivera, Katherine Willoughby, Theodore Poister, Lloyd Nigro, and Gary Henry, 1998-99), studied the benefits and costs of a statewide immunization registry for the Georgia Department of Human Resources (with Katherine Willoughby), and evaluated the welfare reform effort in Fulton County (GA). He also conducted a poll on pollution prevention for the Georgia Environmental Protection Division (with Edith Kelley Manns and Kathleen Basile, 1994), helped develop a solid waste management action plan for the City of Atlanta with other members of the Atlanta Solid Waste Advisory Commission (1991), and served as a member of the Special Task Force on the Fulton County (GA) Department of Voter Registration and Elections (1987).

John Thomas assisted in developing and assessing the customer service/problem resolution unit of the Georgia Office of Child Support Enforcement (with Theodore Poister and James Wolk, on-going), developed quality surveys for the City of Atlanta (1995), conducted an economic analysis of the National Black Arts Festival (1994), surveyed citizen contacting of the Solid Waste Division of the Department of Public Works in City of Kansas City, MO (1991), evaluated the Entrepreneurial Training Program for the Kansas City Chamber of Commerce (1990), and conducted programs on nonprofit and public service leadership (1998-99). Dr. Thomas is also active in NASPAA and the Urban Politics Section of the American Political Science Association, and served as president of the Urban Affairs Association from 1990-1992.

David Van Slyke has conducted a study of charitable giving in the Metro-Atlanta Region (2000), serves as a member of the Affiliate Board Education Committee of the statewide Georgia Court Appointed Special Advocates, Inc. (CASA) organization, and conducted focus groups with local businesses for the Mental Health Association in New York State, Inc. (1998). He also did a presentation on "Privatization in the U.S. Economy" to international dignitaries for Research Atlanta (2000). Dr. Van Slyke has been active in the American Society for Public Administration, serving as secretary of the Empire State Capital Area Chapter (1997-99).

William L. Waugh, Jr., is a member of the steering committee for the update of the Atlanta-Fulton County Emergency Management Agency's emergency operations plan (1999-00), reviewed the City of Decatur (GA) Y2K contingency plan (1999), developed college-level courses on "Public Administration and Emergency Management" and "Terrorism and Emergency Management" for the Federal Emergency Management Agency's Emergency Management Institute (1996-2000), served as an adjunct instructor at FEMA's National Emergency Training Center in Emmitsburg, MD (1998-2000), analyzed Atlanta Public School System financial issues for Research Atlanta (1995-98), served as consultant to the education committee of the Atlanta City Charter Review Commission (1995) and the executive/legislative subcommittee of the Georgia General Assembly's Atlanta Charter Review Study Committee (1985-86), assisted in the revision of a hazard mitigation handbook for the Organization of American States (1995), and helped develop a training program on strategic management for Solidarity Trade Union's national council in Gdansk, Poland (1994). He has also done training programs on professional development for the Regional Office of the IRS (1992), the Georgia Merit System (1990), and the Georgia Department of Human Resources (1987 and 1989) and on anti-terrorism policy for the American Society of Military Comptrollers at Ft. McPherson (GA)(1999), the State of Connecticut (1996), the US Naval Reserve Training Center in Atlanta (1991), and the Public Safety Training Institute in Jonesboro (GA)(1991). Dr. Waugh has also been active in the American Society for Public Administration.

Katherine Willoughby helped develop assessment tools for local government managers for ICMA (with Greg Streib, 1997-99), helped develop rules and regulations for the State of Georgia Immunization Registry Project of the Georgia Department of Human Resources (with Greg Streib, 1996-97), surveyed artists' perceptions regarding the

move of the Arts Festival to Downtown Atlanta (with John C. Thomas, 1996), and analyzed state appropriation flows to local government (the case of Fulton County) for Research Atlanta (1997).

MPA faculty have also been very active in the profession as journal editors and editorial board members. Currently, two faculty members are editors and MPA faculty sit on 11 editorial boards.

Journal Editorships:

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

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

William L. Waugh, Co-Editor, *Policy Studies Review*.

Journal Editorial Board Memberships:

Amy Helling, *Economic Development Quarterly*.

Julia Melkers, *Evaluation and Program Planning*.

Lloyd G. Nigro, *Public Administration Review*.

Lloyd G. Nigro, *Review of Public Personnel Administration*.

Lloyd G. Nigro, *International Journal of Public Administration*.

Lloyd G. Nigro, *Policy Studies Review*.

Theodore H. Poister, *Public Productivity and Management Review*.

Theodore H. Poister, *American Review of Public Administration*.

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

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

William L. Waugh, *Public Organization Review*.

5.5 Faculty Diversity

A. Diversity Plans:

The Department of Public Administration and Urban Studies has a strong commitment to diversity in faculty, staff, and students. The University resides in a community, the City of Atlanta, in which African Americans are the majority. In fact, Georgia State University enrolls more African American students than any college or university in the State of Georgia, including the predominantly black institutions.

The Andrew Young School of Policy Studies also has a special commitment to diversity in keeping with the values of its namesake.

The Georgia University System and its constituent institutions, including Georgia State University, are EEO/AA employers. System policy is that “[n]o person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or handicap be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by the Board of Regents of the University System of Georgia or any of its several institutions now in existence or hereafter established. (BR Minutes, 1969-70, p. 154; 1979-80, p. 15). Georgia State University has extended that policy to prohibit job discrimination based upon sexual orientation.

Primary responsibility for implementing Georgia State University's affirmative action program lies with the president and the vice presidents. In turn, this responsibility rests with respective deans, department heads and directors. Operational responsibility for implementing, monitoring and annually updating the university's Affirmative Action Plan lies with the Director of Affirmative Action. The director is responsible to the Provost and Vice President for Academic Affairs.

The responsibilities of the Director of Affirmative Action include, but are not limited to, the following:

1. monitoring all matters within the university that pertain to affirmative action and equal employment opportunity, and developing policy statements, training programs and other affirmative action programs and activities designed to assure compliance in this area,

2. updating and maintaining current data required for the university's annual affirmative action plan, state and federal agencies, and the central office of the Board of Regents,
3. identifying affirmative action/equal employment opportunity problem areas within the institution, and helping the university's administration arrive at solutions to these problems,
4. designing and implementing auditing and reporting systems to assess the effectiveness of the university's affirmative action/equal employment opportunity program, and
5. investigating affirmative action/equal employment opportunity complaints and serving as a liaison with federal, state and local agencies that enforce and monitor affirmative action compliance. (Source: Georgia State University Executive Order Affirmative Action Plan)

In the faculty hiring process, “departments are encouraged to establish committees with diverse membership, which includes, if possible, members of an under represented group\protected class, such as women and minorities, all committee members are responsible for promotion of diversity within department. The Department Chair or a designee shall serve as the committee's compliance resource member.”

The Office of Affirmative Action schedules workshops to “acquaint faculty with legal and other information relevant to conducting searches. Search Committee Chairs and Chairs of departments must attend one of these workshops or arrange with the Director of Affirmative Action to schedule a meeting in order to be briefed on the relevant information. The Office of Affirmative Action provides information from the Optional Applicant Self-Identification form and the Search Chair, in consultation with the Department Chair, completes an Affirmative Action Checklist and Approval of Pool form which are submitted with CVs of the candidates selected to the Dean for transmittal to the Office of Affirmative Action for review. Once approval has been given, the department can invite candidates for on-campus interviews. Once the top candidate has been identified, the department has to submit materials on all candidates interviewed and the chair has to submit a letter specifying the basis for choosing the preferred candidate over the others who were brought to campus. The materials are reviewed by the Provost/VP for Academic Affairs who approves the search. (Source: Adopted by the Administrative Council, 7 January 1998)

‘The Affirmative Action Office, in consultation with the Provost and Vice President for Academic Affairs and the deans of the colleges, set(s) the affirmative action goals for hiring women and minority faculty for each year.

To assure that minority faculty are retained, the University offers African-American Faculty Research and Development Grants of up to \$4,000 (with one-half provided by the Provost’s Office and the balance by the College or other academic unit). The grants are available for untenured, tenure-track African-American Assistant or Associate Professors who are U.S. citizens for the following activities: course releases, graduate research assistance (one per semester per fiscal year), travel related to research agenda, and equipment and materials if justified.

B. Diversity Data:

Faculty Nucleus =	11		
Male	8	Caucasian	11
Female	3	Other	0
Other Faculty =	14		
Male	9	Caucasian	13
Female	5	Other	1

C. Faculty Searches:

The Department of Public Administration and Urban Studies has conducted six searches over the last two years and offered two research associates in the Applied Research Center faculty appointments. The hiring process is described in the section on program jurisdiction (Standard 3.0).

The department and the school have worked strenuously to hire African-American faculty, thus to better reflect GSU’s student body, but without success. Efforts that have been made in recent searches include the following: (1) In the search for a senior faculty member several years ago, an application was received from a young African-American scholar, someone with a strong record but too junior for the position. The department chair talked with

him, in the process learning that his wife was also looking for a position in higher education. A joint interview was arranged for him for a position in PAUS and his wife for a joint position between PAUS and the College of Education. Positions were offered to both of them, but they chose to go elsewhere. (2) An African-American economist, a new Ph. D. from Northwestern University, was offered a joint position between PAUS and the Department of Economics, but chose another position instead. (3) The department interviewed an African-American female for a position in nonprofit management in spring 1999, but decided not to tender an offer because the candidate had only just prepared a dissertation proposal and was at least a year away from finishing. (4) The department attempted to interview an African-American male for an earlier position in nonprofit management in spring 1998, but the candidate had already accepted another position.

Other efforts in this regard involved initiating individual contacts at conferences and other professional settings. On several occasions, African-American scholars were personally contacted in an effort to convince them to apply for specific positions that the department and school were seeking to fill at the senior level. PAUS faculty are committed to establishing contacts with minority colleagues who are potentially candidates for positions currently open or which may be available in the future, and they are all seeking to establish GSU, the Andrew Young School, and PAUS as desirable places to work from the perspectives of minorities and women. In addition, all open positions are widely advertised in professional and minority-oriented media, position notices are mailed to all NASPAA member institutions, and targeted mailings are sent to minority colleges and universities. Finally, when appropriate, African-American scholars at other universities are contacted directly asking that they inform their students and colleagues of faculty positions currently available in the Department.

FACULTY HIRES OVER THE PAST FOUR YEARS

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

STANDARD 6.0--ADMISSION OF STUDENTS

6.1 Admission Goals and standards

A. Relate admission policies to program mission.

B. Describe the admission policies, standards and practices of your program relative to the categories of admittees listed below.

1. Full-time graduate students
2. Part-time graduate students
3. Any special admission policies

In our mission statement, we emphasized that our program has a generalist orientation. As a result, we do not have any specialized needs when it comes to admissions, nor do we make any formal distinctions between full-time or part-time students. Our efforts are limited to identifying students with the kinds of basic skills associated with a social science education. In our view, good students write well and possess a comprehensive understanding of the workings of the American political system. They have also done introductory work in statistics, logic and the scientific method, and microeconomics. 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. A qualified applicant is required to have a history of appropriate coursework, a GPA of 3.0 and a GRE (or comparable test score) of 1000, and if undergraduate work was completed outside of the US, the TOEFL score must be above 600. We have been using a formula to "smooth out" differences between GPA and GRE scores, so that high scores on one measure may compensate for low values on the other. *Students who achieve the appropriate value on the formula and meet the other criteria are granted a full status admission.* Also, we are usually willing to grant full admission status to students who meet all of these standards except the history of appropriate coursework. A typical case would be an applicant who has an excellent academic background in a technical field such as engineering, with substantial governmental experience. In our view, such a student would have the ability to quickly "catch-up" in any areas where they are weak and that the governmental experience is a reasonable substitute for an undergraduate degree in the social sciences.

In recent years, our average admissions scores have remained very close to our full status standards. This is achieved partly by admitting a growing number of students with truly excellent test scores and undergraduate grades. At the low end, we show some flexibility by admitting some students in what we call provisional status students. These are students with potential that fall short of a full status admit. Students admitted on a provisional basis are required to take 8111, 8121, and 8131, in order, with no grades lower than a "B."

We try to be flexible with students who show promise, but will not admit students who fall substantially below the standard set by our better students. We always work from the basic full status standard at the high end. The low end is established through an analysis of our recent admissions data. We do get a few students who might have a low value on one of our measures, but these students usually show strength in other areas. As an example, we might have a student with a GPA of 2.4 who was an undergraduate engineering major with extraordinary quantitative scores on the GRE. Our formula score helps guide us in evaluating candidates with uneven records. Work experience is sometimes a factor in our admissions decisions as well. For example, we may have an applicant who has served in the military for a number of years following their undergraduate career and is now returning to graduate school. Regarding work experience, we look for noteworthy accomplishments in public sector or nonprofit employment, primarily. Letters of recommendation are carefully reviewed; that that carry the most weight come from trusted colleagues in other programs of the Andrew Young School.

C. Affirmative Action

1. Describe the efforts of your program to recruit and retain minorities, women and handicapped individuals.

Since our percentage of women and minorities are high and well above university averages, we have not made special efforts in this area. In terms of retention, members of these groups can benefit from the developmental opportunities that we offer all of our students. Should these students need remedial work, they are able to take advantage of a number of programs offered by the university.

2. Describe the efforts of your program to provide a positive, supportive environment for women, minorities, and handicapped individuals.

We have an alumni association, in which a number of minority alumni are active. Most of our students commute to the university, sometimes over long distances, and they are generally not interested in additional university activities late in the evening or on weekends. There is no reason, however, why some specialized support groups could not be developed if requested. Another factor to be considered is that minorities and women are amply represented in our program, and do not actually constitute a minority. Further, we have had several students with disabilities of various sorts fully accommodated by our faculty and staff. For example, several students with visual impairment or learning disabilities have required extra support, such as large-type examinations, separate examination dates and times, special seating arrangements in their classes all of which have been fully accommodated; our performance in this regard rests with the successful graduation of these students.

6.2 Baccalaureate Requirement

- A. Explain any special condition that would permit admission to applicants other than those with a baccalaureate degree from a regionally accredited institution or those with appropriately evaluated credentials from non-U.S. universities.**

University restrictions would not allow us to admit an applicant who did not have a baccalaureate degree or its equivalent.

6.3 Admission Factors

- A. Provide a chart as indicated below for the self-study year and the three preceding years.**

ADMISSIONS, AY1996

	Minority Female	Minority Male	White Female	White Male	Total
Applicant	46	20	10	14	70
Regular Admission	Info not available	Info not available	Info not available	Info not available	Info not available
Probationary Admission	16	5	1	3	25
Registration	29	14	8	8	59

ADMISSIONS, AY1997

	Minority Female	Minority Male	White Female	White Male	Total
Applicant	56	23	28	28	135
Regular Admission	36	14	23	29	102
Probationary Admission	10	4	3	0	17
Registration	38	14	25	21	98

ADMISSIONS, AY1998

	Minority Female	Minority Male	White Female	White Male	Total
Applicant	44	21	23	18	106
Regular Admission	28	12	22	24	86
Probationary Admission	7	4	1	1	13
Registration	29	14	19	16	78

ADMISSIONS, AY1999

	Minority Female	Minority Male	White Female	White Male	Total
Applicant	44	25	30	14	113
Regular Admission	33	16	28	10	87
Probationary Admission	6	7	4	3	20
Registration	27	15	24	9	75

D. Enrollment/Size of Program:

PROGRAM SIZE--NUMBER OF STUDENTS REGISTERED IN FALL TERM

Year	Total	Minority Male	Minority Female	Total Minority	White Female	Total Female
1996	71	14	32	46	16	48
1997	96	13	34	47	29	63
1998	85	13	32	45	27	59
1999	94	16	29	45	33	62

STANDARD 7.0--STUDENT SERVICES

7.1 Advisement and Appraisal

A. Advising System: Students entering the MPA program are assigned a faculty advisor, usually someone from the student's designated specialization (if specified by the student). Students are encouraged to use the advisor in developing a coherent and useful set of electives and, as needed, to consult with that advisor before registering each semester. The Coordinator of Internships is responsible for providing advisement to students seeking internships, including arranging for academic credit and establishing the standards for the internship report and the monitoring of the intern's performance.

The progress of all students admitted as "provisional" (meaning less than "full admission") is monitored by the school's Office of Academic Assistance at the conclusion of each semester to determine whether they are eligible for "full admission" or have failed to meet the standards necessary to remain in the program. The department is informed when a student's admission status should be considered for upgrading or if a student should be dropped from the program.

B. Financial Assistance: We do not have the ability to track information on scholarships or fellowships for our students. We do provide support in the form of graduate research assistantships to our MPA students and have provided that data in the table below. Data for 1996-1997 was not available.

MPA Students Receiving Graduate Research Assistantships	
1997-1998	13
1998-1998	23
1999-2000	23

C. Student Attrition: The following chart is based on the MPA students accepted during fall, 1997. During that semester, 60 students were accepted, and 49 enrolled. 24 have graduated or applied to graduate and 5 were excluded from the program due to poor grades. The remainder were considered still active if they had taken PAUS course(s) during the past academic year (AY 1998).

STUDENTS WHO ARE NO LONGER ACTIVE

	Total Number*	Total Percent
Minority Female	1	14.3
Minority Male		
White Female	2	28.6
White Male	4	57.1
Total No Longer Active	7	100%

*Does not include students terminated due to poor grades

7.2 Placement Service

A. Placement Assistance: The majority of our students who are early- or mid-career do not seek career guidance. For the pre-service students and those of the experienced students who are interested in career change, the department provides career guidance and placement assistance in several ways. First, the department maintains a graduate student list serve which is used to post all job opportunities which come to the attention of faculty. This list serve has been increasingly utilized over the past year as measured by both the number of job announcements and the success in student placement. Second, as attractive job opportunities become known, faculty talk with each other about whom among the current students might be the best fits for the position. These potential nominees will then be encouraged to apply. Third, career guidance is offered on an individualized basis by faculty in talking with their advisees.

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.

B. Number of Graduates:

PROGRAM GRADUATES

Year	Total Graduates	Minority Male	Minority Female	White Female
96	36	7	16	8
97	30	5	13	6
98	37	7	13	12
99	35	3	14	11

C. Follow-up of Graduates:

Positions held by MPA Graduates 1996 to present (Affirmative Action Information not available):	
Executive Director, Georgia Municipal Association	
Director, Office of Planning and Budget, State of Georgia	
Director of Business Process Improvement, Georgia Department of Administrative Services	
Executive Director, Southwest Georgia Regional Board of Mental Health	
Mental Retardation and Substance Abuse Director of Risk Management, Georgia Department of Administrative Services	
Assistant Director, Georgia Legislature's Budget Responsibility Oversight Committee	
Fulton County Manager	
Fulton County Annex Manager	
Director of Administration, DeKalb County Board of Health	
Tax Commissioner, Gwinnett County	
City Manager, Forest Park, Georgia	
Member of Atlanta City Council	
Executive Director, Metropolitan Atlanta Crime Commission	
Director of Administration, National Credit Union Administration	
Compliance Officer, U.S. Department of Labor	
Office of Federal Contract Compliance Programs	
Special Agent, Federal Bureau of Investigation	
Associate Dean, Stetson School of Business and Economics, Mercer University of Atlanta	
Director of Research and Sponsored Programs, Georgia State University	
List of Employers of MPA Graduates 1996-present (Affirmative Action Information not available)	
Atlanta History Center	Georgia State University
Center for Disease Control (CDC)	Governor's Children & Youth Coordinating Council
DeKalb Community Service Board	Johnson C. Smith University
Department of Education	Mayor's Office – City of Atlanta
Department of Health and Human Services	Morehouse College
Dynamo Swim Center	Office of Planning and Budget
Federal Home Loan Bank of Atlanta	Office Specialists
Fulton County Sheriff's Department	Primerica Financial Services
Future Image	State of Georgia
Georgetown University	U. S. Army
Georgia Institute of Technology	U. S. Environmental Protection Agency
Georgia Municipal Association	U. S. General Accounting Office
Georgia Power Company	U. S. Postal Service

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. Over the past few years, the greatest gains have been made in our budget (faculty salaries), graduate research assistant funding, library, and instructional equipment. Limited classroom enhancement has occurred with the addition of Classroom South Building, but competition for adequate space and for particular classrooms remains very high within the program, the department, the College and the University. The program and the Andrew Young School more generally are also hampered by the failure to date to move to the school's anticipated new building.

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 usually provided by the State and Regents, with the allocation of these increases pegged to faculty annual performance evaluations. Since 1994, distribution of merit increases is based on performance evaluations performed by a three-member committee consisting of the chair and two senior tenured faculty. The department also receives only \$6600 in line-item state funds for research assistants, but the dean's office in recent years has usually allocated an additional \$25,000-50,000 for GRAs.

B. Budget Sufficiency:

The state-funded budget for the department is not sufficient to support the essential basic activities of the department. Fortunately, the department has been able in recent years to draw on a number of other funding sources which together have provided the more than sufficient funding. These funds include course buyouts from grants, other kinds of grant support, and supplementary funding from the dean's office.

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.

DEPARTMENT OF PUBLIC ADMINISTRATION AND URBAN STUDIES*
FOUR YEAR BUDGET ANALYSIS

	FY 2001	FY2000		FY1999		FY1998	
Entire PAUS	Original Budget	Original Budget	Year-end Expend	Original Budget	Year-end Expend	Original Budget	Year-end Expend
Salary and personal items	1,741,447	1,630,410	1,650,482	1,597,567	1,609,177	1,180,108	1,348,059
Supplies	29,500	29,500	81,065	29,500	53,347	29,500	49,720
Travel	12,500	12,500	21,740	12,500	16,692	7,500	22,956
Equipment			21,248		2,438		16,108
Total	1,783,447	1,672,410	1,774,535	1,639,567	1,681,654	1,217,108	1,436,843

* This is the budget for the entire Department of Public Administration and Urban Studies including the MPA program and the graduate and undergraduate programs in Urban Policy Studies and Human Resource Development.

C. Salary Information*

FACULTY SALARY DATA*

RANK	NUMBER	MEAN	MEDIAN
Professor	6	\$91,961	\$94,191
Associate Professor	1	\$60,379	\$60,379
Assistant Professor	5	\$54,147	\$52,088
Instructor	0	N/A	N/A

*9-month academic year salary

8.2. Library Services

A. Library Services:

Georgia State University's Public Administration and Urban Studies (PAUS) collection is a part of the Pullen 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 2000 book budget specifically for materials supporting the Department of Public Administration was \$8,898.39. 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 \$180,000 in FY00 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 (see below) 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. Through a joint borrowing program, faculty and students may obtain either a joint borrower's card or an interlibrary use card to obtain borrowing privileges at 40 other academic libraries throughout the metropolitan Atlanta area and the state of Georgia. (See also GALILEO under Online Resources). Additionally, all faculty and students have available to them the services of Pullen Library's Interlibrary Loan department, which will obtain books, microforms, and copies of articles from other libraries throughout the region, nation and the world.

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

All patrons of the Pullen Library can access not only the Pullen Library's over 1.2 million volumes, including 7,700 current serial titles and 7,200 media materials, but those of other libraries, both public and private in the region and state via GIL (Galileo Interconnected Libraries). This new online catalog is World Wide Web accessible from any Internet connected computer at gil.gsu.edu and features a graphical interface with hotlinks from catalog records to related records and relevant Web sites. Serving as a union catalog, it also provides access to the large collections of the University of Georgia and Emory University. Recently available is the ability to renew library books online from any internet-accessible computer. When fully implemented, the system will permit statewide borrowing privileges within the University System of Georgia libraries.

Library journal holdings include the following:

SELECTED PERIODICALS IN PUBLIC ADMINISTRATION AND MANAGEMENT

Academy of Management Journal/Academy of Management Review

Administration and Society (formerly Journal of Comparative Administration)

Administrative Science Quarterly

American Review of Public Administration (formerly Midwest Review of Public Administration)

The Bureaucrat (Washington Area Chapter of ASPA)

Evaluation Review (formerly Evaluation Quarterly)

Intergovernmental Perspective (Advisory Commission on Intergovernmental Relations)

*International Review of Public Administration

Journal of Health and Human Resource Administration

Journal of Policy Analysis and Management (Association for Public Policy Analysis and Management)

*Management Science and Policy Analysis Journal (ASPA Section on Management Science and Policy Analysis)
Policy Sciences

Policy Studies Journal (Policy Studies Organization)

Policy Studies Review (Policy Studies Organization)

Policy Administration (Royal Society for Public Administration, (Great Britain))

Public Administration Review (American Society for Public Administration)

Public Administration Quarterly (formerly Southern Review of Public Administration)

Public Choice

Public Budgeting and Finance (ASPA Section on Budgeting and Financial Management)

The Public Interest

Public Personnel Management (International Personnel Management Association)

Public Productivity Review (ASPA Section on Management Science and Policy Analysis)

Publius: The Journal of Federalism (Center for the Study of Federalism)

Review of Public Personnel Administration (ASPA Section on Personnel Administration and Labor Relations)

MAJOR POLITICAL SCIENCE JOURNALS (AMERICAN):

State Government (Council of State Governments)

State and Local Government Review (Vinson School of Government, University of Georgia)

American Political Science Review (American Political Science Association)

American Journal of Political Science (Midwest Political Science Association)

American Politics Quarterly

Annals of the American Academy of Political and Social Science

Journal of Health and Human Resources Administration

Journal of Health Politics, Policy and Law

Journal of Politics (Southern Political Science Association)

Political Science Quarterly (Academy of Political Science)

Polity (Northeastern Political Science Association)

Social Science Quarterly (Southwestern Political Science Association/Southwestern Social Science Association)

Southeastern Political Review (Georgia Political Science Association)

Western Political Quarterly (Western Political Science Association)

In addition, via GALILEO, Georgia's statewide online library system of over 200 databases, faculty and students may access the following databases related to public administration and urban studies:

- 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
- PAIS International
- Periodical Abstracts Research
- Social Sciences Abstracts
- Statistical Universe
- The World Almanac and Book of Facts
- WorldCat

The library also purchases online databases for the Pullen 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
- PCI/Periodicals Contents Index
- PolicyFile
- Political Science Abstracts
- Project Muse
- ScienceDirect
- SIRS Knowledge Source

- STAT-USA
- Taylor & Francis Online Journals
- Web of Science
- Wiley Interscience Journals Online
- World News Connection

During the regular semester term, Pullen 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 contains approximately 70 networked computers accessing the Internet, GALILEO library system, GIL and the library's research databases mounted on the CD-ROM LAN. As Pullen Library serves the general public as well as the university community, some of these terminals are available to non-GSU patrons, while the majority are for currently enrolled GSU faculty and staff and require appropriate logins. GIL, GALILEO and some of the library's research databases are remotely accessible with the current password.

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.

La Loria Konata serves as the Pullen 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, or e-mail. Apart from the policy studies liaison, there is a part-time GRA who assists with development and maintenance of the public administration and urban studies specific collection. All other staff serves the needs of the entire library as well as the public administration and urban studies faculty, staff, and students.

8.3 Support Personnel

The department currently employs an administrative assistant to the chair, an administrative coordinator for the department, and a halftime student assistant. This level of staff support appears to be adequate in an era when most faculty do their own word processing and handle their own messages through e-mail and voice mail. An important weakness in the existing administrative system is the lack of a comprehensive management information system; such a system would greatly improve MPA program planning and evaluation capacities.

The Andrew Young School also has an Office of Academic Assistance which supports PAUS and the Department of Economics. As such, this office provides substantial support to the department through student advising and other kinds of student services.

8.4 Instructional Equipment

A. Computer Support:

Georgia State's data network consists of over 10,000 connections, comprised of switched 10 megabit/sec Ethernet and legacy Token Ring. The campus backbone is a high-speed ATM mesh which is being upgraded to gigabit Ethernet. The University has a 60 megabits per second connection to the Internet as well as a 155 megabits per second connection to the Internet2 research network called Abilene. Access to centralized computing is provided by three primary computers: 1) IBM Multiprise system for administrative applications and statistical computing; 2) Sun SPARCserver 1000 for telnet access; and 3) Silicon Graphics Origin 2000 for research and academic computing. Over 120 departmental and central NetWare file servers provide access to standard software suites, including Microsoft Office 2000, GroupWise, Netscape, etc. The University supports 4 general-access computer labs containing approximately 300 workstations, predominantly PCs but some Macintosh. There are many technology-enhanced classrooms on campus, ranging from rooms with simply a network port for an instructor laptop to fully-equipped rooms with instructor and student workstations. The University offers many information services to faculty and staff, including: e-mail, Web-site creation, online course management software (WebCT), training, digital printing, and an on-line library system including full-text periodicals.

B. Audio-Visual Support:

Audio-visual support has improved greatly in recent years. At the university level, most classrooms are equipped with overhead projectors, and an increasing number of classrooms are equipped with VCRs and also wired for Internet connections and Web usage. At the faculty and departmental level, many faculty now work with university-owned notebook computers that can be used for PowerPoint and other kinds of in-class presentations. The department also owns projectors for use in facilitating these presentations. Finally, the department also owns a growing number of videos that faculty use in the classroom.

8.5 Faculty Offices

Every fulltime faculty member has a separate office on the 12th floor of the Urban Life Building. In that regard office space for faculty is adequate. In some other respects, however, the department's physical space is inadequate. For one thing, the space on the 12th floor is badly configured, with very little storage space, only a shared faculty conference room, and very limited space for graduate assistants and part-time instructors.

The reception area and hallways leading to faculty offices are not separated from the elevator lobby, and so are open to the public any time the building is open. This situation has several negative consequences for the School. It makes the facility unattractive to faculty, staff and students after normal business hours, since at those times it is open to the general public and the 12th floor is largely unoccupied. As a facility, the school is not a secure or safe location after normal working hours. Campus security patrols are so infrequent that they cannot serve as a serious deterrent to potential intruders. It is uncomfortable, unattractive, and generally inefficient.

As perhaps the biggest problem, the department is separated by almost six blocks from the dean's office and the Department of Economics. As a consequence, face-to-face communication is difficult between the department and most of the rest of the school.

All of these problems likely would be solved if the department were to move with the rest of the Andrew Young School into the anticipated new building. It is unclear, however, when this move might occur.

8.6 Classrooms

Most classes are taught in the General Classroom Building, Sparks Hall, 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. The move to equip increasing numbers of classrooms with media and internet linkages will improve the classroom situation.

8.7 Meeting Area

The department has access to a shared meeting room (Room 1222) on the 12th floor of the building, and can obtain meeting rooms elsewhere in the Urban Life/University Center/Student Center complex. The department itself, however, has no public spaces except open hallways. The nature of the 12th floor configuration makes maintaining attractive, cared-for public spaces infeasible since there is no way to control or secure them. This is an unpleasant environment for visitors and students, and it reduces the opportunity for informal interaction among faculty as well as between faculty and students.

STANDARD 9.0--OFF-CAMPUS AND DISTANCE EDUCATION

Not applicable.