

ACADEMIC PROGRAM REVIEW
Self-Study Report
Department of Public Administration and Urban Studies
Andrew Young School of Policy Studies
Georgia State University
December 2004

Review Period: Fiscal Years 2002, 2003 and 2004

Section A: Historical Context

The Department of Public Administration and Urban Studies (hereafter referred to as “the Department” or “PAUS”) resulted from the merger of an Institute of Governmental Administration and a Department of Urban Studies and was first housed in the College of Public and Urban Affairs at Georgia State University. Originally called the School of Public Administration and Urban Studies, we were renamed a department in 1996, as part of a major university reorganization which realized the birth of the School of Policy Studies, now named, the Andrew Young School of Policy Studies. The Department is one of two foundation departments that reside in the Andrew Young School, the other being the Department of Economics. The following section provides a definition of public administration and urban studies, briefly describes the Department and its mission, and explains our degree programs.

Public administration and urban studies encompass the examination, assessment and dissemination of information about how public policies are developed and implemented, how governments and nonprofits operate and are managed, and how the public, nonprofit and private sectors interact to advance the economic, social and physical well being of communities both here in the United States and abroad. Our disciplines are central to the mission of the Andrew Young School of Policy Studies, fundamental to the strategic goals of Georgia State University, and vital to the public at large.

During the review period, the Department had 19 full-time faculty in 2002, 22 full-time faculty in 2003, and 23 full-time faculty at the start of fiscal year 2004. Currently, the Department has 20 full-time, regular faculty, given losses to faculty retirements and junior faculty leaving for other universities. The Department also has maintained three adjunct faculty¹, and a small cadre of adjunct or part-time instructors during the review period to support departmental production in the areas of teaching, research and service. See **Appendix D** for a detailed listing of current faculty, and **Table F-1** for access to individual faculty curriculum vitae. In addition, Department faculty support and collaborate with every research center within the Andrew Young School. These centers conduct research on a broad range of public policy issues, including water and the environment, public health,

¹These include: Joe Frank Harris, Professor of Public Administration and Urban Studies and Distinguished Executive Fellow at Georgia State University, Carl V. Patton, Professor of Public Administration and Urban Studies, Professor of Geography, and University President, and Andrew Young, Former United Nations Ambassador and Public Affairs Professor of Policy Studies.

public finance, nonprofit management, and domestic and international studies. A list of these centers is provided at <http://aysps.gsu.edu/>.

During the three year review period, the Department has enrolled 1,411 undergraduate majors, graduating 258 of these students and enrolled 1,012 graduate students, graduating 237 with a master's or doctoral degree. The Department has also created several certificate programs, having enrolled 31 students since 2002 (see **Table B-3**).

Members of the PAUS faculty have produced at least 50 scholarly publications in academic journals and texts and at least one book in *each* of the past three years. Their scholarship covers all areas of the disciplines of public administration and policy, and urban studies, with focused attention to public and nonprofit management, finance and budgeting, urban/regional economics and planning, and human resource management. Much of this research has strong, direct policy and interdisciplinary applications. This research is published in the top academic journals, award winning books, and many other professional outlets in our disciplines and has contributed substantially to the international recognition that our professors, the Department, the Andrew Young School and the University have realized in the last few years. In fact, PAUS has been recognized as the fifth most productive public administration faculty in the nation, while two of our faculty have been ranked in the top 15 most prolific researchers.² Further testament to the productivity of the Department is noted by the fact that since 1996, faculty of the Department have generated close to \$25 million in external grants and contracts with the annual average external support generated consistently approaching \$3 million. In the most recent three-year period for which we have data (2001-2003), faculty generated over \$8 million in external research funds (see **Table A-1**).

The 2004 *U.S. News and World Report* ranks Georgia State University 26th in the nation in public affairs graduate education. This internationally recognized ranking places Georgia State's public affairs programs in company with the following universities:

- Arizona State University <http://spa.asu.edu/>
see also the homepage for ASU College of Public Programs @ <http://www.asu.edu/copp/> for additional links to the Center for Nonprofit Leadership and Management, the Center for Urban Inquiry, and the Morrison Institute for Public Policy
- Florida State University <http://askew.fsu.edu/>
- Johns Hopkins University <http://www.jhu.edu/~ips/maps/>
- Rutgers State University, Newark <http://rutgers-newark.rutgers.edu/pubadmin/>
- University of Nebraska, Omaha <http://spa.unomaha.edu/>
- University of Washington <http://www.evans.washington.edu/>
- Virginia Tech <http://www.spia.vt.edu/>
see also the homepage for the VT College of Architecture and Urban Studies @ <http://www.arch.vt.edu/> for additional links to the Center for Public Administration and Policy and the Department of Urban Affairs and Planning

² Watson, Douglas J., Wendy L. Hassett, and Donna M. Handley, 2005. "The ASPA Journals: Who is Publishing?" *Journal of Public Affairs Education* (January).

Rankings in specialties within public affairs are even more impressive. We are ranked 5th in the nation in public finance and budgeting³; tied for 12th with University of California-Berkeley in city management and urban policy; ranked 16th in public management and administration⁴; and tied at 21st with Johns Hopkins in public policy analysis. These stellar rankings are a direct result of a strategic focus on the mission of our Department through faculty contribution in the areas of research and scholarship, teaching and program advancement, training and other consulting initiatives, professional service and grantsmanship. That PAUS faculty have achieved such success is especially noteworthy given the substantial growth in our student enrollments in an environment of chronically limited support. PAUS has recently lost several valued faculty members, both junior faculty pursuing better career opportunities as well as senior faculty who have retired. In addition, other senior faculty have bought out courses through external funding, which strengthens the Department's budget position but reduces our teaching capacity. The Department has also suffered constraints on filling vacant positions.

The Department has undergraduate and graduate degree programs in urban policy studies (before the reorganization, urban studies), a graduate degree program in public administration, a doctoral program in public policy, and several newly developed policy related certificate programs. The Department has also sustained undergraduate and graduate degree programs in human resources that landed in PAUS from Georgia State's College of Education in 1997. The doctoral program in Human Resource Development was terminated in the early part of this review period. The Bachelor of Science degree name was changed to Human Resource *Policy and Development*. Enrollments in both the Master's and Bachelor's degree programs in human resources grew substantially in just a few years of existence in PAUS. Nonetheless, in spite of these increasing enrollments, both programs have been closed. The MS HRD ended when retired faculty in the specialty were not replaced. The BS HRPD has been chosen by the University for dismantling.

Section B: Current Context

This section provides a data based description of the three-year period of review, academic years 2002, 2003 and 2004.

Staffing

The basic configuration of the Department has been relatively constant during the three years under study. Total number of faculty members has ranged from 19 to 23. The Department has been majority male during throughout this period, though the percentage of female faculty members has stayed consistently above 30 percent. As **Table B-1a** shows, 14 of 20 tenure-track faculty are tenured, ten are

3 GSU is surpassed in this specialty by just four institutions: New York University, University of Georgia, Indiana University-Bloomington and Syracuse University (ranked first).

4 GSU is accompanied in the 16th position by the following universities: Arizona State University, Carnegie Mellon University, and University of California-Berkeley. The top five schools in this specialty, from first to fifth, are: Syracuse University, University of Georgia, Indiana University-Bloomington, Harvard University, and University of Southern California.

full professors, and nine are white male full professors. The full time faculty has been totally white during the period under study.

Scholarship

PAUS had the fifth most productive faculty in the country in publications in mainstream public administration journals between 1993 and 2002. We fell behind only Georgia, Syracuse, Indiana, and Florida State, and our 65 refereed articles in ASPA journals were 19 above the next public administration faculty. Two individual faculty members ranked among the 15 most prolific researchers.⁵ In the three years covered by this report, we produced over 170 publications, greater than \$8 million in external funding, over \$50,000 in internal funding, and more than 145 conference paper and research presentations (see **Table A-1**, **Table B-2** and **Table F-1**).

Credit Hour Production

Enrollments for fiscal years 2002, 2003 and 2004 in PAUS degree programs are displayed in **Table B-3**. Our largest programs are the undergraduate degree in urban policy studies, with 319 majors, and the master's degree in public administration, with 240 students. The MPA program grew by more than 50 percent between 2002 and 2004, and BS UPS grew slightly, despite spinning off its largest track to become its own major, the BS HRPD, which grew from 66 to 237 majors over this period, before the University chose to terminate it. All degrees in human resource and policy development are being phased out: the BS HRPD, the MS HRD, and the Ph.D. HRD. The smaller master's in urban policy studies degree program (54 students) also grew by nearly half in two years. Our joint doctoral program in public policy with Georgia Tech is relatively new and small by design although it too has realized strong growth – a 45 percent increase in enrollments since 2002. The Department has recently begun to offer several certificate programs which encourage some to enroll in PAUS master's programs.

The number of credit hours generated by the Department has risen dramatically during the three years covered by this review. Overall, credit hours generated rose from 6,198 in 2002 to 11,561 in 2004 – an 87 percent increase. **Table B-4** shows the credit hour data broken down by a series of instructor characteristics. The percentage of graduate credit hours produced by other than tenure-track faculty actually fell slightly, from 7 to 5 percent. With dramatic increases in undergraduate majors, PAUS faculty first had to cut back on lower-division perspectives classes. Then, with upper-division credit hours increasing by 48 percent between 2002 and 2004, PAUS faculty had to pass more of the load of upper-division classes for our majors to part-time instructors (PTIs) and graduate teaching assistants (GTAs). Although tenure-track faculty were still generating 80 percent as many upper-division hours in 2004 as in 2002, PTIs, GTAs, and non-tenure-track faculty generated 65 percent of our undergraduate credit hours by 2004.

The greatest increase has been in classes taught by GRAs, whose credit hours quadrupled over this period, made possible by the growth of our doctoral program in public policy. This new pool of talented instructors covers many of the introductory and methods courses in the undergraduate program, freeing tenure track faculty to teach more specialized courses. PTIs, in contrast, teach

⁵ Watson, Hassett, and Handley, 2005.

primarily specialized courses in the aviation and human resources programs. Although teaching evaluations reflect student satisfaction with instruction by PTIs and GTAs, PAUS wants to ensure that undergraduates primarily interact with tenure track faculty in their major courses.

Program Relevance

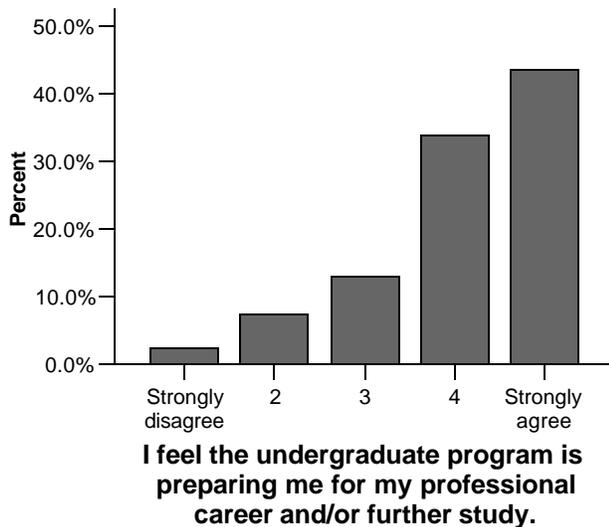
PAUS provides strong, applied programs, preparing our students for meaningful careers in the public and nonprofit sectors in the United States and around the world. All of our degree programs offer germane specializations – every program is focused on specific career-oriented goals. Indicators of our effectiveness in this area include: (1) rising enrollments; (2) our strong relationship with practitioners – this is demonstrated by the highly committed members of our MPA advisory board (<http://www.gsu.edu/%7Ewwwpau/programs/mpa/advisoryboard/index.htm>; see also, **Table E-4**); (3) our hugely successful internship program (<http://www.gsu.edu/~padgds/Update.html>); and (4) the career placements of our graduates (see **Table E-3**). Our work is well integrated with existing public and nonprofit professions in the Atlanta community, the nation, and in other countries around the world.

While government employment is not our sole focus, the Bureau of Labor Statistics projects that there will be strong market for new government employees over the next decade (<http://stats.bls.gov/oco/oco2003.htm>). Further, we have steadily strengthened relationships with a variety of government agencies, including the United States Government Accountability Office (GAO) (<http://www.gao.gov/sitemap.html>), especially the Atlanta Field Office. This research arm of the U.S. Congress increasingly hires our students for internships and careers, and that trend is likely to become even stronger as retirements rise. There are similar patterns in many other federal agencies as well as in Georgia's local governments.⁶ And, while hiring by the state is slow, we find our graduates landing in many select positions that have direct impact on state policy and budgets. Student hires at the local level have been equally impressive (see **Table E-3**).

While it is helpful to look at our placements, understanding student perceptions of the career relevance of our programs is vital to departmental advancement. We asked our students to consider career relevance of PAUS programs and to provide us with feedback based on their experience with us. One item on our undergraduate student survey asked students this question: "I feel that the undergraduate program is preparing me for my professional career and/or further study." Roughly 44 percent of the respondents strongly agreed with this statement, while another 34 percent agreed. (See also, **Appendix K** for a summary of PAUS student and alumni surveys conducted by the Office of Institutional Research at Georgia State.)

⁶The following recent internship description is typical of our students—conducting of an internship leads to a full time career:

"This summer (2004) I did my internship at the Centers for Medicare and Medicaid Services (CMS), which is the federal agency that administers the Medicare and Medicaid programs. This agency's headquarters is located in Baltimore, Maryland and there are ten regional offices around the country, including Atlanta, where I worked. I worked in the Division of Medicare Financial Management, Program Integrity Branch. ...Towards the end of the internship, I was asked by senior management at CMS to conduct a case analysis of problems that were occurring in one of the agencies divisions. It was the responsibility of me and three other interns to analyze the situation, find the root of the problems and provide recommendations on how to resolve these problems. The majority of our recommendations were implemented and the division is running more efficiently than it did before our analysis. I was able to obtain a permanent position with the agency and currently work there full-time as a policy analyst specializing in new policies that were implemented with the passing of the Medicare Modernization Act in 2003. I really enjoy my job and this internship was excellent preparation for a job with the federal government."



Our collection of internship descriptions also makes clear the relevance of our programs. All students conducting an internship are required to post a description of their internship position and their activities on our internship bulletin board and explain how their work relates to their academic experience at Georgia State. The most recent batch of descriptions attests to a consistent theme – students gaining valuable, real world experience where they apply skills and knowledge that they have learned in our courses. Often, our students secure full-time positions by virtue of their completion of the internship course. You can read in our students’ own words their consideration of the fit between our programs and employment by visiting **Student Internship Descriptions Summer 2004** in the **TABLES** folder.

The programs selected for comparison with PAUS are among the very best in the nation. Each has developed a reputation for excellence, often in areas where our own program is highly regarded. Explanations for comparable programs and schools are provided in **Appendix A**. We have worked hard to support advancement of our ranking nationwide in public budgeting and finance to bring us into direct competition with the University of Georgia and Syracuse (top schools in the United States in these areas) for both students and faculty. Our public management focus, the MPA and our Ph.D. programs compare very well with those at both Northern Illinois and Rutgers University. Our commuter status is also similar to the programs at both these universities. The Reubin O’D. Askew School of Public Administration and Policy at Florida State University and the Institute of Policy Studies at Johns Hopkins both offer favorable comparison with our programs in urban studies and policy analysis.

- **Appendix A:** Explanation and access to comparable programs and schools.
- **Appendix B:** Organization of Unit Governance and Committee Structure (an organization chart showing unit committees, key administrators, and staff.).

- **Appendix D:** Current Faculty Roster that indicates names, hire date, entry rank, current rank, tenure status, and full or part-time status.
- **Appendix E:** Our Program for Rehabilitation Leadership (PRL) is a training and research center in PAUS that links several disciplines: public administration, non-profit management, public policy, human resource development, organizational development, social services, rehabilitation counseling, and disability rights advocacy. The PRL is funded by federal grants and state/local contracts. Current awards total over \$5 million, of which approximately \$400,000 are indirect dollars for Georgia State University. Staff annually provide over 45,000 participant contact hours to 6,000 individuals throughout the Southeast and beyond. The PRL developed a strategic plan for 2003-2006, in which two primary goals were adopted: (1) Expand scope of expertise to provide tailored solutions incorporating research, education, training, and consulting services; and (2) Expand the Program's role within the Georgia State University community, relative to faculty, students, and curricula. Staff have made significant progress in both these areas. Program growth and activities are highly consistent with the mission and goals of the University, the Andrew Young School of Policy Studies, and the Department of Public Administration & Urban Studies.

Section C: Progress toward Goals and Objectives since the Last Academic Program Review

At the time of the last program review, PAUS was part of the College of Public and Urban Affairs, which was a collection of **academic** and **vocational** programs. The move to the new School of Policy Studies as a department—which soon became the Andrew Young School of Policy Studies—has served PAUS well. The Department has flourished in a more policy-oriented environment, without losing its historically strong professional orientation. From 1994 to the beginning of 2004, the full-time faculty grew from 14 to 23. During this period, replacements and new lines were filled with highly qualified research faculty. The changes in faculty have also seen the Department become increasingly policy-focused, befitting its location in a policy school. The number and quality of public administration faculty have also grown over this period, while there has been some decline in the number of urban studies faculty.

The 1994 review did not require that the Department prepare a strategic plan. Nonetheless, to address the review findings, PAUS moved forward on the following action items:

- The addition of a Ph.D. in Public Policy, a joint program with the Georgia Institute of Technology. Implementation of this program addressed one of the weaknesses noted in the 1994 self-study: the absence of a doctoral program.
- Re-naming of the Bachelor and Master of Science in Urban Studies to “Urban Policy Studies” and revision of the program curricula. This re-naming better reflected the changed curricular focus of these degree programs within a policy school.
- Strengthening of the nonprofit specializations in the Master of Public Administration and the Master of Science in Urban Policy Studies: The Department added another faculty member in this area, and anticipates another addition in the near future. As a result, the specialization has become the largest specialization in the graduate program.

- Reduction in the number of specializations in the BS UPS, MS UPS, and MPA programs. The number of specializations in each of these programs has been reduced, resulting in more focused degree programs.
- A variety of factors combined to greatly increase student headcounts and credit hours during the late 1990s and the Department took steps to increase overall capacity on the undergraduate and graduate levels. These steps included more rational and demand-driven scheduling and staffing and expanded use of GTAs and PTIs where appropriate.
- In 1994, the physical space where PAUS was housed was described in the self-study as “woefully inadequate.” That description no longer applies now that PAUS and AYSPS as a whole have moved to the new AYSPS building.
- In 1994, PAUS faculty assessed themselves as “not sufficiently aggressive in seeking external funding.” That description also no longer applies given the substantial external funding current faculty annually bring into the School and the University.
- In 1994, the review cited that “linkages with a variety of public and nonprofit agencies must be improved.” Since then, PAUS has created the MPA Advisory Board that provides a direct, strong, and consistent relationship with numerous federal, state and local public and nonprofit agencies. The growth in the PAUS internship program (PAUS 4941 and 8941) has furthered these linkages as well. PAUS has ~75 students conducting internships in governments and other organizations annually.
- In 1994, the review mentioned that application of technology resources to courses other than statistics and methods courses must be improved. Related to this, the report suggested a lack of computer application requirements in courses other than statistics and methods courses as a weakness. Since 1994, all faculty in PAUS have created online capacity for their courses using WebCT or more recently WebVista. PAUS faculty are now required to have their course available through such electronic course tools that are provided by Georgia State. As well, preparation of course objectives for every course provided by PAUS faculty has allowed for greater consistency across curricula in all programs regarding assignments and course requirements that build student computer application skills and knowledge.

Items that PAUS has not been as successful in addressing that were highlighted in the 1994 review include:

- “The Urban Studies faculty is too small to provide adequate coverage of even required courses.” Addition of sufficient faculty to support urban policy studies programs enrollments
 - “Failure to merge fully and coordinate aviation with public administration and urban studies is a continuing weakness.”
 - “Lack of a consistent emphasis throughout the MPA curriculum on ethics, communications and leadership.”
- **Appendix F-1:** PAUS 1994 Self-Study
 - **Appendix F-2:** PAUS Unit strategic plan and goals (in place at the beginning of the self-study cycle)

Section D: Quality of Curricula Addressed in the Self-Study

As noted above, the Department offers one undergraduate degree, two master's degrees, and one doctoral degree.

Bachelor of Science in Urban Policy Studies

The BS UPS prepares students to understand the roles of cities as the sites of policy activity in all sectors of modern societies and to gain the knowledge and skills needed to understand and contribute to a specialized policy area as it operates in relation to the broader urban environment. The components of this degree program are explained at: <http://aysps.gsu.edu/academics/degrees/BSUS.htm>. Degree requirements for Areas A-I require 120 semester hours of coursework, 21 semester hours in Area H, the student's specialization. These requirements are described in detail and with course indications at: <http://aysps.gsu.edu/academics/undergraduaterrequirements/BSUS.htm>.

Core requirements in Areas A-E introduce undergraduates to university-level academic life; Area F provides students with a grounding in the social sciences, including required courses in microeconomics, macroeconomics, psychology, and sociology. Area G supports the bulk of program outcomes. The core course, *Introducing the City* (PAUS 3011) provides students the ability to identify key contributions that the social sciences and other academic disciplines make to the field of urban policy studies. This writing intensive course focuses on improving student writing through detailed feedback on a large number of writing assignments. One of the best aspects of this introductory undergraduate course may be the requirement for students to explore the City of Atlanta; learn about its physical, political, cultural, social and economic structure; and write about the experience. Another core requirement, *Urban Political Economy* (PAUS 3111) provides for student ability to explain the role the economy in shaping the urban environment. Government structures and particularly, local government political and organizational structures are first explained in PAUS 3011, with continued emphasis throughout the core. The core course, *The Public Policy Process* (PAUS 3311) helps students to identify the major steps in the public policy process, including agenda setting, policy formulation, budgeting, implementation, and evaluation. Our policy research methods sequence (PAUS 4021 and 4031) requires students to apply appropriate research methods and demonstrate basic quantitative skills in the study of urban policy. These classes also teach the general education skills of quantitative literacy and technology in the context of urban policy.

Urban Policy undergraduate students must develop a specialized understanding of one major area of urban policy by taking seven additional courses (21 semester hours) in one of four fields of specialization: Aviation and Transportation, Local Government Management, Planning and Economic Development, and Public Policy. Each specialization has three to five required courses, with the remaining courses chosen from a list of approved electives. Specialization requirements can be found at: <http://aysps.gsu.edu/academics/undergraduaterrequirements/BSUS.htm> under Area H.

Results from the survey of our undergraduate students conducted by the University's Office of Institutional Research attests to the quality of this undergraduate program. Eighty-three percent of current undergraduate students in the Andrew Young School agreed that the "undergraduate program of study is academically challenging," with 45 percent strongly agreeing. In addition, 77 percent agreed that faculty are "interested in the academic development of undergraduate majors" (42 percent

strongly agreed); 83 percent agreed that faculty “are appropriately prepared for their courses” (48 percent strongly agreed); and, as noted above, 78 percent agreed that their undergraduate program was “preparing me for my professional career and/or further study” (44 percent strongly agreed). (See also, **Appendix K** for a summary of PAUS student and alumni surveys conducted by the Office of Institutional Research at Georgia State.)

The relevance of our programs to living and working in metropolitan America and in other metropolitan areas across the United States is reflected even more dramatically by our enrollments. More importantly, students voted with their feet; the number of students choosing our undergraduate programs grew dramatically over the past five years. The number of students in each specialization doubled. Between Fall 1999 and Fall 2004, Aviation and Transportation grew from 40 to 105 students; Planning and Economic Development grew from 26 to 47; Urban/Local Governance rose from 5 to 8; and Public Policy jumped from 4 to 38. Human Resources was the largest specialization in the BS UPS in 1999, with 71 students choosing that field. In Spring 2001, we created a separate major for these students, the Bachelor of Science in Human Resource Policy and Development (BS HRPD). The number of majors in this degree program reached 170 by Spring 2004, when the University decided to close the major down.

Presently, the Department is developing enhanced methods of assessing learning outcomes for all of our instructional programs, in concert with a university-wide initiative related to student performance and learning outcomes. In this degree program, each student will be required to develop a portfolio of four term papers consisting of (a) three term papers or projects from faculty-designated courses in the BS UPS core curriculum and (b) one term paper/project of the student’s choice from a course in the student’s primary specialization. Course syllabi will include requirements and evaluations of student performance covering general education skills, and projects and papers from designated courses will be included in portfolios and used to provide assessment information in the areas of written communication, critical thinking, contemporary issues, and quantitative literacy. PAUS 3011 specifically will continue to provide focused evaluation of written communication skills of all majors in addition to that provided through other course evaluations and the portfolios.

Master of Science in Urban Policy Studies

The MS UPS prepares graduates for leadership roles in urban policy organizations. The degree provides graduates with the knowledge and skills needed to understand the urban policy environment and specialized policy areas within this context. This is an interdisciplinary degree program designed to provide students with an understanding of, and methods of generating new knowledge about, urban issues. The program of study examines the functioning of cities and suburbs; the roles of the public, private and nonprofit sectors in this functioning; and the special importance of public policy in linking these sectors in metropolitan areas. The program prepares graduate to work as high-level planners, economic development specialists, administrators and managers in a wide array of governmental, private sector, public service, and nonprofit organizations. The components of this degree program can be found at: <http://aysps.gsu.edu/academics/degrees/MSUS.htm>.

The core curriculum introduces students to the scope of urban studies, develops skills in urban policy planning, teaches students the lessons of urban political economy, and instructs them in the

structure and management of local governments. It also develops policy-relevant skills in statistical and microeconomic analysis.

Students choose a primary and secondary specialization (requiring 12 and 6 credits, respectively) to develop additional skills in Nonprofit and Civic Leadership, Planning and Economic Development, Policy Analysis, and Social Policy. Descriptions and requirements of these specializations can be found at: <http://aysps.gsu.edu/academics/degrees/MSUS.htm> by looking under “Specializations within Urban Studies.” This program has also doubled in size in the past five years, with enrollments growing from 23 in Fall 1999 to 47 in Fall 2004.

The plan for assessing PAUS master’s programs builds upon a collection of learning objectives that the Department developed for every course offered (see **Appendix G**). For this task, the faculty made sure that every course had measurable learning objectives. This effort was very beneficial in that it helped to enhance our efforts to produce measurable results.

The program assessment effort is broader in scope. The goal is to assess the performance of entire degree programs. Toward this end, instructors will rate students in nearly every course on a number of different domains that correspond to class learning objectives. To better capture program effects, faculty organized these domains by whether they involve concepts or analytical skills and techniques. The course instructors will use an assessment rating form to categorize student performance on each measured domain as fully demonstrated, partially demonstrated, and not demonstrated. Staff members will then collect and tabulate the ratings, so that they are available for further analysis and discussion.

Master of Public Administration

The MPA program advances the practice of public administration in Georgia, throughout the nation and globally by providing students with the state-of-the-art skills and knowledge they require for effective professional careers and leadership positions as managers, analysts, and policy specialists in governmental and related nonprofit organizations. The components of this degree can be found at: <http://aysps.gsu.edu/academics/degrees/MPA.htm>.

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.

All students must complete 24 semester hours in 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.

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.

Students also must complete 12 semester hours in one of five career tracks: human resources, management and finance, nonprofit management, planning and economic development, and policy analysis and evaluation. An explanation of each career track can be accessed at: <http://aysps.gsu.edu/academics/mastersbulletin/MPA.htm#Career%20Track>.

Finally, students who do not have substantial prior administrative experience enroll in three semester hours of internship. All interns complete at least 200 hours of work over a period of three to four months, allowing them to apply their theoretical knowledge to real-world problems. Our placement experience with interns has been excellent. The job market is excellent in Atlanta, and as noted above in Section B, students express high levels of satisfaction with the internship course as an entrée to full time positions. Evaluations by employers also indicate high levels of satisfaction. We regularly receive positive feedback from both our students and their employers. 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.

The MPA program at Georgia State University is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA), just one important indication of this program's ability to reach prescribed goals of excellence. (To review NASPAA accreditation standards, see: <http://www.naspaa.org/accreditation/seeking/reference/standards.asp>.) Accreditation of this program is through 2008. For a list of all NASPAA accredited schools in the United States, go to: <http://www.naspaa.org/accreditation/public/AnnualRosterofAccreditedPrograms04-05.pdf>.) Another indication of the national visibility and quality of this program is demonstrated by the dramatic increase in enrollments during the review period alone. The number of MPA students equaled 153 in 2002, growing to 240 by 2004 (see **Table B-3**). Our Fall 2004 enrollment in this program is 50 percent higher than just five years ago.

Graduate students indicate the high quality of our master's programs in their surveys: 71 percent agree that the faculty are interested in their academic development, 69 percent call the graduate program academically challenging, 86 percent agree that faculty are appropriately prepared for their courses, and 68 percent agree that the program is preparing them for their professional careers. (See also, **Appendix K** for a summary of PAUS student and alumni surveys conducted by the Office of Institutional Research at Georgia State.)

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The program assessment effort is broader in scope. The goal is to assess the performance of entire degree programs. Toward this end, instructors will rate students in nearly every course on a number of different domains that correspond to class learning objectives. To better capture program effects, faculty organized these domains by whether they involve concepts or analytical skills and techniques. The course instructors will use an assessment rating form to categorize student performance on each measured domain as fully demonstrated, partially demonstrated, and not demonstrated. Staff members will then collect and tabulate the ratings, so that they are available for further analysis and discussion.

Joint Doctoral Program in Public Policy

The joint doctoral program in public policy builds on the strengths of Georgia State's Andrew Young School of Policy Studies and Georgia Tech's School of Public Policy. Students take classes at both universities, use libraries and other facilities on both campuses, and graduate from both institutions. Graduate research assistants are placed with faculty and research centers on the Georgia State and Tech campuses, providing them with opportunities to perform both academic and applied research that contributes to policy-making and management at all levels of government. Components of this program can be found at: http://aysps.gsu.edu/academics/degrees/PhD_policy.htm

The doctoral program prepares research-oriented experts in policy design, analysis, implementation, and evaluation for responsible positions in universities, research centers, nonprofit organizations, and government agencies. Core courses focus on policy theory, research design, quantitative methods, microeconomics, program evaluation, and the philosophy of science. Students develop two fields of expertise from offerings in public finance, science and technology policy, public administration, program evaluation, urban policy, health policy, environmental economics and policy, information and telecommunications policy, and urban and regional economic development.

The general learning outcomes and assessment methods are in place and include the following:

- ✓ To achieve a high level of competence in understanding and using the literature and analytical skills of public policy.
 - Students take a comprehensive examination covering the material of the core courses and the key concepts in public policy. In the first eight-hour day of the take-home exam, students answer at least one question on policy theory, testing their understanding of the literature and concepts of the field, and at least one question on microeconomics or econometrics, testing their understanding of the analytical skills of public policy. On the second day, they review a manuscript for its theoretical and statistical accuracy and sophistication.
 - Exams are graded and students pass only if they demonstrate sufficient competence in the field. Out of 17 joint doctoral students who have taken the core exam, five joint doctoral students have failed the core exam at least once and two have failed twice.
 - Recurring student weaknesses on exams lead to changes in the core curriculum and examination. The original

examination allowed students free choice of questions; when one group avoided all methods questions, the graduate committee decided to divide questions into two sections, with students required to answer one from each section plus one additional question. When comprehensive exam answers did not demonstrate sufficient familiarity with the current literature, the introductory seminar (*The Scope and Theory of Public Policy*, PAUS 9151) was adapted to place greater emphasis on current research. The examination was then modified to include a manuscript review to assess students' ability to pull together theoretical and research design issues. When the initial exam answers showed weaknesses in synthesis, several core classes were further tailored to add exercises that would advance student development of these skills.

- ✓ To achieve a high level of competence in one specialized sub-field of public policy.
 - Students take an eight-hour take-home examination in their major field of study. To date, no one has failed a field exam.

- ✓ To demonstrate ability to conduct independent and original basic and applied research in public policy.
 - After successful completion of the core and field comprehensives, students write and defend a dissertation proposal demonstrating detailed knowledge of a policy area and the ability to develop and implement a research design. Once the proposal is approved by their dissertation committee, students write the dissertation under the close supervision of their dissertation chair and committee.
 - To date, three students have successfully defended dissertations. Four more have defended proposals. The quality of all seven dissertations and proposals has been good. Six other students have passed comprehensives but have not yet defended proposals, suggesting the need to build more research projects into the curriculum. To address this need, the quantitative methods sequence now requires original research papers in both semesters. Also, the doctoral research seminar now requires a research paper rather than a research proposal. The graduate committee is considering requiring doctoral students to present original research papers to the faculty and other doctoral students.

The best student feedback on the quality of the curriculum comes from two discussion groups organized by doctoral students in November 2003 and January 2004 as part of a larger assessment of the joint doctoral program. The groups were facilitated by a second year doctoral student who followed a discussion guide, to gather information on student perceptions on a variety of topics, including the core curriculum, the specialty curricula, and comprehensive exams. A total of 16 students participated in 90 minute discussions, and three others provided additional comments later. The sessions were digitally recorded and transcribed, and all students received a draft of the report for review. That report can be found by accessing the **Ph.D. Student Assessment** that is available in the **APPENDICES** folder.

Students are pleased with the content and quality of teaching in core courses, though they raised some concerns about the frequency of course offerings and about the number of students in the quantitative methods courses. Some raised questions about why the seven core courses comprise the core and why they are perceived as fundamental in the field of public policy, though students who had completed the comprehensive exams suggested that it was the process of studying for these exams that helped them form an understanding of public policy as a field. Some students also expressed desires for core classes to address public policy directly, to explore specific public policies, to cover qualitative methods, and not to focus on the United States to the exclusion of the rest of the world.

In terms of field courses, students are generally pleased with course content, the quality of

teaching, the breadth of specialties offered in the program, although many feel that some of the specialty areas do not have a sufficient number the courses available. Students said the experience of preparing for the comprehensive examinations was difficult and challenging, but that they learned a lot by doing it. They felt the questions included on the comps and the grading of the comps was fair, though many felt there was a lack of direction about what content to concentrate on in preparing for these exams and that a seminar for students about how best to prepare for the comps would be useful.

- **Appendix G:** Learning Outcomes Statements by PAUS Course Syllabi
- **Appendix H:** Current Course Description for Approved Writing Intensive Course (PAUS 3011)
- **Appendix I:** Degree Requirements
- **Appendix J:** A list of courses offered by the Department for the past three years.
- **Appendix K:** Summary Results of PAUS Undergraduate and Graduate Alumni/Student Surveys
- **Appendix L:** Undergraduate and Graduate Advisement Procedures

Section E: Quality of the Students in the Academic Program(s) Under Review

Admissions Requirements

The Department currently offers two undergraduate degrees, the Bachelor of Science in Urban Policy Studies (BS UPS) and the Bachelor of Science in Human Resource Policy and Development (BS HRPD). Since the latter degree is currently being phased out, with no new admissions allowed, this narrative will focus on the BS UPS. The Department has just completed development and proposed the creation of a new Bachelor of Science in Public Policy. The proposed degree program has yet to be acted upon by the University.

Admission requirements for the undergraduate degree programs in PAUS are no different from those for admission to the university. In an effort to strengthen our degree programs, PAUS faculty proposed a higher admissions standard (i.e., an undergraduate GPA minimum of 2.2), but that proposal was rejected by the University.

The Department offers three master's degrees: the Master of Public Administration (MPA), the Master of Science in Urban Policy Studies (MS UPS), and the Master of Science in Human Resource Development (MS HRD). Again, since the last of these master's degrees is being phased out with admissions now closed, it will not be considered in this review. The Department also offers a Ph.D. in Public Policy in a joint program with the Georgia Institute of Technology.

The PAUS admissions committees for the MPA and MS UPS degree programs assess a number of factors when considering candidates. In general, faculty look for the equivalent of a 3.0 undergraduate grade-point average (UGPA) and a combined 1000 score on the verbal and quantitative portions of the Graduate Record Examination. In addition, since both programs include many working students, faculty also look at past and current work experience, time out of school (which may mitigate the impact of a poor UGPA), and letters of recommendation in the review of applicants.

Acceptance Rates

Table E-1a displays data on the academic qualifications and performance of PAUS undergraduates separately for the BS UPS and the BS HRPD degree programs. As the table shows, the quality of BS UPS students has risen steadily over recent years, with, for example, the average total SAT score increasing by 70 points between 1999 and 2004. By comparison, students in the BS HRPD program, which is now being phased out, show lower SAT scores and no improvement across time.

Table E-1b shows that PAUS degree programs have typically accepted 50 to 75 percent of applicants in recent years. Dramatic growth in enrollments has led the Department to become more discriminating, however, with acceptance rates dropping from 25 to 50 percent in the doctoral program by fiscal year 2004. Both the MPA and the MS UPS degree programs illustrate substantial drop in acceptance rates from fiscal year 2002 – the MPA moving from a 66 to 50 percent acceptance rate and the MS UPS moving from a 76 to 57 percent acceptance rate by fiscal year 2004.

Standardized GRE scores, as displayed in **Table E-2**, show admits scoring substantially better than applicants in general for all degree programs. As would be expected, the doctoral program shows the highest GRE scores for new enrollees, with average scores of 498 verbal, 615 quantitative, and 613 analytical in fiscal year 2003. (The lower verbal scores are due to the substantial number of international students in the doctoral program.) The lowest GRE scores are found for students in the MS HRD, the program that is now being phased out.

Enrollment and Graduation Rates

Table B-3 illustrates that several of the PAUS degree programs have substantial numbers of majors with many students graduating in any given year. The largest numbers are found in (1) the BS UPS, with averages of 307 majors and 59 graduates over the past three years, (2) the MPA, with averages of 200 majors and 48 graduates, and (3) the BS HRPD, now being phased out, with averages of 157 majors and 27 graduates. Smaller, but still substantial numbers are found in the Department's other two graduate programs, the MS UPS and Ph.D. in Public Policy.

Output Quality Indicators

The principal data available on output quality of program graduates focus on job placements. Although neither the Department nor Georgia State University maintains formal data of this kind, our faculty maintain informal records of recent placements, and these are displayed by program in the **Table E-3**. In some cases the lists include both employers and positions taken by graduates, while in others only the employer names are noted. Many of our graduates who began in these types of positions upon graduation from our programs have gone on to stellar public service careers.

Consideration of our MPA Advisory Board attests to this – nine of the current or recently retired members of the Board have earned degrees in our programs (see **Table E-4**).

Section F: Quality of the Program Faculty

The Department of Public Administration and Urban Studies features a high-quality and highly-productive faculty, one that ranks among with the best in the country. In the area of public administration, for example, the area with which the largest number of faculty identify, the Department was recently ranked as having the *fifth* most prolific faculty in terms of scholarly publications of any program in the country. Two of our faculty members were ranked among the top 15 most productive public administration faculty anywhere.⁷

The reputation of the faculty rests on strong and sustained records of publications in scholarly journals and books. Over the last three years (from the beginning of 2001 through mid-2004), PAUS faculty have published:

- Close to 100 articles in refereed journals
- More than 40 book chapters
- Four books (with others in press)

The scholarly articles have appeared in all of the elite journals in public administration, public policy and urban studies, with multiple articles in *Public Administration Review*, the *Journal of Policy Analysis and Management*, the *Journal of Public Administration Research and Theory*, the *American Review of Public Administration*, *Administration & Society*, and *Urban Affairs*. Nor are these successes restricted to just a few faculty. For example, at least twelve different PAUS faculty have had their work appear in *Public Administration Review*, considered the premier journal in the field.

These scholarly achievements have brought several awards to various faculty in recent years, including:

- The best dissertation award from the National Association of Schools of Public Affairs and Administration (two of our faculty have earned this prestigious award)
- The Fannie Mae Foundation Award for the best paper in housing and community development.
- The Charles Wootan Award for transportation research from the Transportation Research Board of the National Academies.

The faculty are also active in their professions in other ways. Three faculty edit or co-edit scholarly journals, and many hold positions on editorial boards of the top journals in the field. Faculty also serve or have served in leadership positions in professional associations, including the American Society for Public Administration, the American Political Science Association, the Association for Budgeting and Financial Management, and the Urban Affairs Association. Finally, faculty have made approximately 150 paper presentations at professional conferences over the past three plus years. Inspection of faculty vitae using **Table F-1** attests to the volume and quality of faculty production over the last several years.

⁷ Watson, Hassett, and Handley, 2005.

Our faculty are also extremely active and successful in the pursuit of external research funding. It is common for PAUS faculty to serve as principal investigator on externally-funded research totaling well over \$2 million in a typical year. Our total externally-generated funding exceeds \$8 million for the years 2001 through 2003 (not including 2004) and is illustrated in **Table A-1**.⁸ Faculty are equally successful in receiving funding from the University to advance teaching, research, and mentoring. Summary data of PAUS faculty productivity is provided in **Table B-2** and indicates a four year average of ~\$15,000 per year in internally-funded research. Footnote 4 below explains why numbers in Table B-2 actually under report faculty production.

Consideration of **Table B-2** along with attention to individual faculty vitae (**Table F-1**) illustrates the wealth of PAUS faculty contribution in a broad range of service capacities both within the University and in the larger community.

An important, additional reflection of the outstanding quality of PAUS faculty can be found in the results of promotion and tenure reviews in recent years. In the past three plus years, the Department has recommended two faculty for promotion to full professor, one for the awarding of tenure and promotion to associate professor, and one for the awarding of tenure. All of those recommendations were approved at all subsequent levels of the University, underscoring the achievements of these candidates.

A final and telling indicator of faculty quality in PAUS can be found in the fact that several of our junior faculty have been recruited by equal and/or better programs in recent years. For example, three faculty were recruited by the Maxwell School at Syracuse University, generally acknowledged to be the top public administration/public policy program in the world. Another faculty member was recruited by the University of Chicago, Illinois (which houses very well respected Urban Studies programs) and now resides there. Their success also speaks to the quality of mentoring program that junior faculty receive in PAUS.

- **Appendix M:** Definition of Graduate Faculty and Criteria for Selection of Graduate Faculty
- **Appendix N:** List of Graduate Faculty

Section G: The Adequacy of Resources

Tenure track faculty numbers in PAUS have remained relatively flat for three years, increasing just slightly to 20 in 2004 from 18 in 2002; this increase of 11 percent has occurred while undergraduate majors in all programs increased by 51 percent and graduate majors in all programs increased by 34 percent (see **Table B-3** and including majors in HRD and HRPD programs currently being dismantled). **Table G-1** illustrates enrollment growth more clearly indicating that both our undergraduate and graduate student/faculty ratios have increased in each year of the review period.

⁸ Data included in Table B-2 is under reported, sometimes significantly so, given that we lost four highly productive faculty during the review period. While their externally funded research for which they served as principal investigator is provided in Table A-1, related information regarding internally generated funds, publication records, teaching schedules, and service production were unavailable at the time of this report preparation. These faculty were contacted and asked for vitae and other information but had not responded at the time of report production.

This ratio has become particularly troublesome for upper level undergraduate courses as well as in many of our introductory graduate courses, where the ratio of student to faculty is often 40 to 1 (see **Appendix J**). Such a high ratio in these types of classes is simply unacceptable.

This problem is exacerbated in several ways: (1) PAUS faculty numbers are flat during the review period; (2) PAUS has realized several significant faculty losses in the last few years, with some replacement of lines, but some loss of positions as well. Faculty losses have included junior members moving to new and advanced career opportunities as well as senior members who have retired. Finally, (3) **Table G-2** illustrates PAUS faculty who draw in external research funds and thus buy down their teaching load to accommodate this research. By 2004, the Department had six faculty members with teaching load reductions (two of these included new junior faculty members provided competitive packages to accept the tenure track positions). Our greatest inadequacy, if we are to sustain our high levels of productivity in the areas of teaching and research as well as reduce our dependence on PTIs and GTAs, is faculty numbers.

As noted earlier in this report, the number of credit hours generated by the Department has risen dramatically during the review period. Overall, PAUS credit hours generated rose by 87 percent by 2004. **Table B-4** shows the credit hour data broken down by a series of instructor characteristics and illustrates that although tenure-track faculty were still generating 80 percent as many upper-division hours in 2004 as in 2002, PTIs, GTAs, and non-tenure-track faculty generated 65 percent of our undergraduate credit hours by 2004.

Regarding administrative support, PAUS remains lean. We have had the support of one Administrative Specialist/Academic and one Administrative Coordinator/Administrative as well as the half time services of one undergraduate student assistant during the period under review. The Administrative Specialist/Academic provides support directly to the PAUS Chair and programmatically as required. This staff person is also responsible for all PAUS budget and personnel activities related to faculty, PTIs and GRAs. Our Administrative Coordinator/Administrative supports the Department in all matters related to teaching (including that related to faculty course needs) and the service and professional development of faculty (including travel voucher support), and for all visitors (for example, planning related to all MPA Advisory Board meetings, departmental receptions, special seminars and lectures, and faculty candidate visits).

Regarding technological resources, PAUS is a lead department at Georgia State in terms of use. Faculty must provide their courses using WebCT and now VISTA. Faculty are urged to reduce any paper production for courses – and asked instead to take advantage of the paperless facility of WebCT (for the provision of readings, lecture notes, and other materials, as well as for the receipt of assignments electronically). PAUS faculty are heavy users of Microsoft products, a number of statistical and financial software packages, and report generating products like FrontPage. Faculty invest heavily of their time to make sure that students leave our programs being able to “locate, receive, analyze, and transmit information [well] in oral, written, and numeric form” (see University Strategic Plan (http://www.gsu.edu/~wwwsen/strategic_plan/4.19.html)).

Regarding facilities, we view our recent move to the facility on 14 Marietta Street as vital to sustaining momentum in building a Department of national stature with programs that are internationally renowned and that further build University strength in teaching, research and service.

We have already greatly advanced our synergy among faculty with the Economics Department and with the research centers as noted in individual faculty vitae (**Table F-1**) that list such work. Access to AYSPS computer labs for specific class sessions during a semester greatly advances our teaching capacity; this allows us to conduct most class sessions in regular classrooms and schedule lab dates once or twice during a semester for more applied sessions. Further, we are able to conduct training sessions and hold meetings with external stakeholders (like the MPA Advisory Board) and other professionals by way of online scheduling.

The Department does manage several endowments funds totaling ~\$437,000 that include several public administration and urban studies specific accounts, a few small aviation related scholarships, and the two most significant endowments, the Dan Sweat Scholarship and the Amanda G. Hyatt Fellowship. Total operating funds for all accounts currently stands at ~\$62,500.

Finally, PAUS faculty have access to Pullen Library facilities that can be considered as merely adequate. In August 2004, the Library pulled ABI Inform subscriptions as a resource to all Georgia State faculty. PAUS faculty joined many others across the University to successfully dissuade dropping this important research tool. ABI Inform subscriptions are currently available to faculty and continue to support much of our research efforts. Appendix Q provides a more detailed accounting of the library resources available specifically to PAUS.

- Appendix P: See **Table B-4** for credit hour generation and **Table G-1** for student/faculty ratios
- **Appendix Q**: Pullen Library Report

Section H: The Strengths and Weaknesses of the Program

PAUS strengths are significant. During the review period, our student headcounts grew at every level and in every program. Our greatest advance was realized in the MPA program, majors increasing by 57 percent from 2002 to 2004. The PAUS Ph.D. program with Georgia Tech increased majors by 45 percent, while MS UPS majors increased by 35 percent. Our bachelor of science degree programs realized six percent growth from 2002 to 2004, with demand for the BS UPS program increasing by ten percent.

Our students are moving on to meaningful practical and academic careers. **Table E-3** provides a sampling of typical jobs for which our graduates are hired. Our programs are preparing students to conduct the business of government and nonprofits as well as contributing to the advancement of work in the private sector. In the period under review alone, 292 students completed internships (see **Appendix J**, numbers for PAUS 4941 and 8941), many, if not most which led to full time job offers. PAUS provides the academic and practical experiences necessary for our students to realize their career dreams.

In addition to teaching larger numbers of students, PAUS faculty maintain an aggressive research agenda. Faculty in the Department have generated >\$23 million in external funding in the last decade, not including 2004. This averages to ~\$3 million per year, with over \$8 million generated in fiscal years 2001 to 2003. Virtually every senior faculty member, save one or two, have served or are

-serving as the principal investigator of an externally funded research project in the years during the period under review.

Virtually every member of PAUS faculty maintains an active research agenda and has produced published evidence of such in the years 2002 to 2004 as noted in Section B under Scholarship of this report. As recognized by the 2004 *U.S. News and World Report*, Georgia State University ranks 26th in the nation in public affairs graduate education. We are ranked significantly higher in the specialty areas of public finance and budgeting (5th); city management and urban policy (12th); public management and administration (16th); and public policy analysis (21st). We attribute much of Georgia State's visibility in these areas to our highly productive faculty. Further, we consider these rankings to be a challenge – we want to rank higher in all of these areas next year, and significantly higher in five years.

PAUS faculty are equally productive in the area of service and community action. Consideration of **Table B-2** lists just a sample of the professional and community contributions of the faculty. Assessment of individual vitae (see **Table F-1**) also illustrates faculty involvement in many of the international training initiatives of the School, and in Department, School and University service that includes Senate membership and committee membership for university positions and reviews among other contributions.

Our most glaring deficiency is low faculty numbers relative to the teaching and research demands realized in the last few years. The number of faculty in the Department has remained flat during the review period. We have had 14 full or associate tenured faculty from 2002 to 2004; we have increased our tenure track, junior faculty by just two since 2002, increasing from four to six. We had one non tenure track faculty member in 2002, increasing to three by 2004. Our part-time instructor counts have remained steady at 13. Also, PAUS faculty do lack diversity in race and level if not gender. In 2002, we had eight female full time faculty members to 11 male. At the beginning of fiscal year 2004, we had nine female full time faculty members to 14 male. Yet, to date, two women faculty have recently departed from the Department – one retired, a second left to pursue another job opportunity. In 2004, we have just four assistant professors compared to 16 professors at the associate or full rank. Finally, we must diversify the racial make-up of our faculty which is entirely white.

Section I: Program Goals and Objectives for the Next APR Cycle

As noted in Section C above, the Department has been successful in addressing many of the items highlighted in the 1994 program review. Such success is due, in part, to the realization of the Andrew Young School of Policy Studies made up of PAUS, the Department of Economics and a number of policy research centers as well as an understanding of the Department's role in strengthening the School's and the University's policy research, teaching and service capacities. It is important to recognize too that PAUS faculty have stepped up to the plate by advancing research, external and internal funding, and teaching methods and content. PAUS is a stronger department today than in 1994 if measured by student enrollments and graduations, career placements, academic publications, external funding, and applied research support and training provided to the community. Given the critical research needs highlighted in Section G and in light of the strengths and weaknesses so noted

in Section H, the Department considers the following goals and objectives as achievable for the next academic program review cycle. These goals and objectives are also specified in **Appendix F-2**.

1. The Department holds the primary goal of continuing to advance high quality undergraduate and graduate programs that are central to the University, the School and PAUS.
 - a. We will grow our joint Ph.D. program, seeking additional student support, adding new faculty and expanding faculty involvement in teaching and research within this program.
 - b. We will maintain and further advance recognition of our accomplished professional MPA program as excellent by streamlining and fully staffing career tracks within three major areas – public management, budgeting and finance, and nonprofit management and policy.
 - c. We will transform the MS UPS program by building critical faculty mass in select policy areas. Further, having established a strong foundation of external funding in the last decade, we will advance funding linkages in this program with research centers in the AYSPS, across the University and with external organizations to advance urban policy study and career placement of students.
 - d. We will implement the BS PP degree, hire needed faculty, and develop a flagship undergraduate public policy program for the University.

Each of these objectives folds directly into the University strategic plan (http://www.gsu.edu/~wwsen/strategic_plan/4.19.html) to develop an environment at Georgia State that is conducive to inspired teaching and learning.

2. The Department will build and advance our nationally recognized research faculty by attracting, retaining, and supporting highly productive scholars who focus on leading policy issues. Further, PAUS will continue to expect faculty to engage in collaborative relationships with research centers within the AYSPS, across the University and with organizations external to the University.
 - a. We will recruit and hire 4 new junior faculty in key areas of public policy (Education Policy, Health Policy, Public Finance, Urban Policy, Social Policy) with high potential for excellence in instruction, scholarship and service and expected collaboration with research centers. These positions are needed to staff the new BS PP and enhanced MS UPS.
 - b. We will recruit and hire 2 new senior faculty to spearhead two specific policy areas – Health or Education and Nonprofit – to take PAUS to the next level in policy research.
 - c. We will recruit and hire at least 2 research scholar positions with major teaching and student mentoring responsibilities in the joint Ph.D. program.
 - d. We will add staff support to faculty to advance instructional programs, internships, placements, and external research funding that flows into the Department as well as research centers.
 - e. We will support faculty training initiatives that contribute to and extend the work of a variety of programs and centers in the AYSPS.

These objectives not only advance the School's effort to become the "Policy School of Choice" for excellent faculty (**AYSPS Strategic Plan** available in the **APPENDICES** folder), but also University plans to advance connections across disciplines and content areas, opportunities for collaborative research and scholarly interaction among faculty, and participation in partnerships that have a positive impact on the community.

3. The Department will continue to advance teaching excellence.

- a. We will encourage technological advancements by faculty in course presentation.
- b. We will continue strong mentoring of junior faculty in both their teaching and research activities.
- c. We will implement course learning assessments to maintain "cutting edge" courses and programs in substance, teaching approach and requirements that advance student learning and relevance for ultimate career placement.
- d. We will advance multiple faculty evaluation methods that support a portfolio approach. This approach produces a more comprehensive assessment of faculty teaching effectiveness by requiring faculty vita and research products, course syllabi and online capacity, student evaluations, personal written summaries, and assessments by co-instructors, if applicable.

These objectives advance the School's effort to become the "Policy School of Choice" for excellent students (AYSPS Strategic Plan) and the University's plan that underscores faculty as the "absolute driver" of student quality.

4. The Department will seek the additional resources needed to realize stated goals 1-3. We believe that this report provides ample justification for both PAUS existence and growth. The data presented illustrates the need for growing our faculty lines to meet *current* demand in the classroom (reduce dependence on PTIs and GTAs) as well as some increase in staff to support the level of faculty grantsmanship and research funding that we have been able to realize in the last few years. We recognize, in particular, our need to increase the number of PAUS junior faculty as well as to broaden the diversity of our faculty pool.

As stated at the beginning of this report, our disciplines are central to the mission of the Andrew Young School of Policy Studies, fundamental to the strategic goals of Georgia State University, and vital to the public at large. We have worked hard to build our programs to meet exceptional demand, we have strongly advanced the external funding that flows into the University, and we have extensively utilized the technology resources of Georgia State to advance our classroom delivery. We have done all of this with relatively few faculty, minimal staff support and in facilities that were weak, at best. Given our new facilities, we need to concentrate on building our faculty and staff to meet today's and tomorrow's demand for premier education in public administration, public policy and specifically urban studies.