

**A Needs Assessment for a Ph.D. Program in Public Administration for Texas State
University**

by

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For Eleanor Butt Crook,
a woman of grace, beauty, wisdom
and a giving soul. Words can never
express my gratitude to you.

Abstract:

Purpose: The purpose of this research is to explore the need for a Ph.D. program in Public Administration at Texas State University in San Marcos, Texas. The research is designed to collect data that will support the development of a Ph.D. program. To do this, the paper attempts to show that a Ph.D. program in public administration would meet the needs of Texas and the nation. This research provides some of the preliminary data that demonstrates the need for a Ph.D. program in public administration.

Methodology: The components of the Preliminary Authority Request document, established by the Texas Higher Education Coordinating Board, led to the development of a conceptual framework. The goal of the Preliminary Authority Request is to establish a need or justification for a particular academic program in Texas, in this case the need for a public administration doctoral program. From the Preliminary Authority Request document, pillar questions were developed to explore the state and national need for a Ph.D. in public administration. The methods used to collect the data for this needs assessment include document analysis, website analysis, survey research, and interviews with key-informants.

Findings: Overall, the findings of the needs assessment showed mixed results for the need of a Ph.D. program in public administration at Texas State University. Although some of the evidence did provide a need for Ph.D. graduates of public administration, cumulatively, none of the data provided quantitative or specific market evidence to support the need. In general, more market or concrete evidence is necessary to give a stronger argument for the need of a doctoral program in public administration.

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About the Author

Genevee Vernique Varela is a student in the Master of Public Administration Program at Texas State University- San Marcos. She graduated with a bachelors' degree in Liberal Arts in 2005 from Texas State University. Ms. Varela was first introduced to the field of Public Administration in 2003 when one of her customers at her part-time job, the City Manager from Hemphill, Texas, told her about the great opportunities available in the field. Since being enrolled in the program, she has realized that being a public administrator is the perfect career field for her. While obtaining her masters degree, she held positions as a graduate assistant for the Department of Political Science and as a research assistant studying Latino Media in Texas. Ms. Varela can be contacted by email at genevee_varela@yahoo.com.

Chapter I: Introduction

The purpose of the doctorate is for the development and dissemination of knowledge relevant to the field and preparation of the professoriate. According to Felbinger, Holzer, and White (1999, 459), “the traditional view of doctoral education, borrowed from the social sciences, is the reproduction of the professoriate to ensure continued knowledge development through research and the dissemination of knowledge through teaching.” The outcome of such a program is the creation of a new generation of scholars who will pursue careers in academia (White, Adams, and Forrester, 1996, 442). The standards, set forth by the Texas Higher Education Coordinating Board, state that a doctoral-level program is designed to prepare a graduate student for a lifetime of teaching, creative activity, research, and other professional activities that can help enhance a broader perspective.¹ Overall, in the case of public administration, doctoral graduates should be able to generate and share knowledge of public administration and its related fields with those in government, academia, and other career settings.

According to Raadscherlders and Douglas (2003, 232-236) there are four main goals students should attain through public administration doctoral education. First, doctoral programs should train scholars to be intellectuals. A scholar is defined as someone who is intimately familiar with the discipline of the degree he/she obtains, and an intellectual is someone who is able to travel between different bodies of knowledge and who is able to combine various bodies of knowledge into new insights. Second, doctoral programs should focus on training teachers. High-quality teachers will benefit

¹ Texas Higher Education Coordinating Board. 2006. *Rules applying to public universities and/ or health related institutions of higher education*. Austin, TX.
http://www.theccb.state.tx.us/Rules/tac3.cfm?Chapter_ID=5&Subchapter=C

the needs of higher education. The third goal of doctoral programs should be to train good practitioners to fulfill the needs of agencies. This involves instilling in students an in-depth understanding of the structure and functioning of government that goes beyond mere knowledge of particular skills and techniques. The last goal of doctoral education in the field of public administration should be to educate citizens. This involves enlightening Ph.D. recipients by enhancing the knowledge and skills of those who seek careers as practitioners or applied researchers in the public sector.

Research Degree

Research is considered the most important aspect of doctoral training. Part of the research training of students should focus on the development of a broader perspective on the study of public administration. “Doctoral programs in public administration and related fields should prepare students to undertake significant research in their subsequent careers, whether in government, academic life, or other settings” (NASPAA, 1983, 2). The dissertation that the student produces at the end of his/her education term should demonstrate that the student has mastered the skills required for systematic exploration and analysis, within the framework of existing knowledge, of questions pertaining to the field. The Ph.D. in public administration has been recognized as a research based degree. In 2006, The National Research Council formally recognized the Ph.D. in public policy, public administration and public affairs as a field in its Assessment of Research Doctorate Programs (Holzer, Xu, and Wang, 2007, 1).

NASPAA Policy on Doctoral Education

The National Association of Schools of Public Affairs and Administration (NASPAA) was founded in April of 1970. The principal goal of the organization's founders was to "ensure that NASPAA would encourage growth and that it would somehow influence universities to offer larger and better programs" (Rabin, Hildreth, and Miller, 2007, 737). Today the association "serves as a national and international resource for the promotion of excellence in education and training for public service".² One of NASPAA's goals is to develop appropriate standards for educational programs within the field. According to NASPAA policy, doctoral study should, "prepare students to undertake significant research in their subsequent careers in government, academic, or other settings" (Brewer, Douglas and Facer 1999, 375). Doctoral programs should not only train scholars but should prepare students to be intellectuals, teachers, good practitioners, and also educate citizens.

Those that are responsible for the programs should devote time and attention to making sure that the quality of the program is sufficient to produce students capable of making contributions to the field of public administration. Below is a guideline of important components, set forth by NASPAA, administrators should ensure in public administration/ policy doctoral programs (NASPAA, 1987, 4):

Instructional content of Doctoral Programs- Doctoral programs should have a core of required courses unique to the doctoral program. The main courses to sufficiently prepare a doctoral student include: philosophy of science; epistemology; and alternative methods of inquiry. Students should also be exposed to the actual conduct of research prior to the dissertation stage of their programs. Students should have the opportunity to reflect on the kinds of research currently needed to advance the field.

² NASPAA Website

Admissions Criteria- Admissions criteria should be clearly stated and defined with the goal of recruiting a high quality student body. Students beforehand should be capable of making a substantial intellectual and research contribution to the field.

Enriched Interaction Between Faculty and Students- The program should be designed for all students to be allowed to have enriched interaction with faculty and other students. Workshops on special topics and colloquia's between faculty and students are good ways to accomplish this. Students who work full-time while preparing their dissertations may also need special support and attention.

Increased Financial Support- Financial support for students is a good mechanism for attracting high quality students. Increased financial support can be accomplished through university resources, federal, state and local government contracts or grants, and through institutes and centers related to the program.

Dissertation Supervision- There is a direct correlation between the quality of dissertation research and the faculty and staff supervision it receives. It is important that staff members are not overloaded with too many dissertations to supervise. Special compensation or rewards should be developed for faculty members who supervise dissertations.

Dissertation Prospectus- A written dissertation prospectus and a public defense of the dissertation should be required. This is important for correcting problems at an early stage and to encourage adequate planning for the research.

Faculty Recruitment- The quality of faculty is essential for improving doctoral instruction. Faculty members are responsible for setting the norms for research quality, the goals for graduate work, and the doctoral curriculum. A major factor in recruiting new faculty members should rest on how much they are likely to contribute to the development of the program norms necessary for high quality doctoral work.

Preliminary Authority Request

In Texas, universities must go through a lengthy process to establish a new Ph.D. program. For Texas State, the first step is the submission of a Preliminary Authority Request. The goal of the Preliminary Authority Request is to establish a need or justification for a particular program, in this case the need for a public administration doctoral program. A justified need for the program includes a "demonstrated and well-documented need for doctoral professionals in the discipline of the proposed program

both within Texas and the nation” (THECB, 2006, 5.46). It is the responsibility of the institution requesting the new program to demonstrate that such a need exists. It is important to note that preliminary authority does not guarantee that the Texas Higher Education Coordinating Board will approve a program in the proposed program area.

The first step to creating a new doctoral program is to establish *preliminary authority*. This involves completing the preliminary authority request established by the Texas Higher Education Coordinating Board (**Appendix A**). After completion of the preliminary authority request by the institution, it is submitted to the Coordinating Board for review. The Coordinating Board then decides if the university has preliminary authority.

If preliminary authority is established, the institution must prepare a proposal. This proposal must be approved by all the appropriate internal recipients of the institution and/or system, including the Board of Regents. Then, the staff members of the Academic Affairs and Research Division will review the formal proposal. The next step is a collaboration between the Coordinating Board and the university to pick outside reviewers (faculty from prominent programs in the discipline from outside Texas) who make a visit to the site and assess the suitability of the proposed program. After the site visit, the outside reviewers prepare a report that is given to the university, which must generate a response. Finally, staff members of the Coordinating Board put the formal proposal on the agenda for review by the entire Coordinating Board. If the board approves the formal proposal, the university has formal authority to start the program.

One of the main reasons for the difficulty in initiating a doctoral program in Texas are the costs. New doctoral programs are expensive for both the institutions and the state.

On average, Texas programs cost \$2 million, with those in science and engineering programs costing up to \$6 million. “Doctoral education has disproportionately higher costs (and formula income) because of the expensive equipment, laboratories, and library resources; higher faculty to student ratios; and higher faculty salaries” (THECB, 2004, vi).

Two important considerations that strongly influence the approval of the preliminary authority request include strong programs at the undergraduate and master’s levels, and a justified need for the program. The preferred method to demonstrate a justified need is an analysis of national data showing the number of Ph.D.’s being produced annually in the area and comparing that to the numbers of professional job openings for Ph.D.s in the discipline in question.³ Determining the market need at the doctoral level especially in the field of public administration is very difficult because of the wide range of areas and disciplines PA doctoral graduates can work in.

As for strong programs at the undergraduate and masters’ levels, the department of Political Science at Texas State University in San Marcos has already accomplished this goal. The Masters of Public Administration program at Texas State has established itself as a high quality program. Students have won several national awards and have received state-wide recognition. Nineteen students in the Masters of Public Administration program have won awards for their applied research projects. Five students won the Pi Alpha Alpha Manuscript Award and fourteen have won the McGrew Award.

Student research success at the graduate level is geared by a strong research-oriented faculty and useful tools. The public administration faculty at Texas State has

³ See **Appendix D** for THECB doctoral education rules applying to public universities and/ or health-related institutions

published several articles that help students to become better researchers and stronger writers. For instance, *Intermediate Theory: The Missing Link to Successful Student Scholarship*, “introduces the notion of micro-conceptual frameworks and explains how students use them to connect all aspects of empirical inquiry--problem definition, purpose, literature review, methodology, data collection, and analysis” (Shields and Tajalli, 2006, 313). Students can access faculty publications as well as the Applied Research Projects of past graduates through the E-Commons website. This website is an archive of all the scholarly research of Texas State and has thousands of downloads worldwide every year.⁴ Lastly, *Step by Step: Building a Research Paper* was developed by Patricia Shields as an organizing tool that can be used by students, professors and scholars of any field for conducting successful research.

Faculty members have proven themselves to be high performers as well. Dr. Patricia Shields, the director of the public administration program at Texas State, has won several awards including the Excellence in Teaching Award in 2002 from the National Association of Schools of Public Affairs and Administration. Dr. Shields is also the editor for the *Armed Forces & Society*, a journal that is focused on the role of armed forces in theory and policy. This journal is one of the top twelve- percent of journals in the field of Social Sciences. Another faculty success is the Certified Public Managers Program (CPM). The National Certified Public Managers Consortium authorized Texas State University to deliver this program in April 1995. The national consortium authorizes only one organization per state to deliver the CPM Program statewide. The director of the program is Dr. Howard R. Balanoff who is also a professor for the MPA program.

⁴ See the E-Commons website at <http://ecommons.txstate.edu/>

Proposed Program at Texas State University- San Marcos

In May 2007, the political science department at Texas State took preliminary action to creating a new Ph.D. program by submitting a draft of the preliminary authority request to the Texas Higher Education Coordinating Board for internal review. Before introducing the research purpose, it is important to describe elements of the proposed program as developed by senior faculty within the political science department at Texas State. The completed preliminary authority request draft can be found in **Appendix B**.

On top of being a research degree, the goals of the proposed Ph.D. in public administration at Texas State are to “build upon students’ knowledge of concepts and theories in law and public administration, analytical strategies, and applied quantitative and qualitative research skills; equip graduates to fill executive and senior leadership positions in increasingly complex organizations; and increase graduates opportunities for inclusive leadership, policy-making, and policy-implementation in organizations throughout Texas.”⁵

Stated in the proposal written for the Ph.D. in public administration at Texas State University, the program/learning outcomes for the proposed program include: (a) “students will be able to write analytically: synthesize, analyze and evaluate the theoretical and methodological literature in public administration and public policy; (b) students will be able to demonstrate the ability to see complex patterns and classify complex information, concepts and theories in public policy and administration; (c) students will demonstrate the ability to judge public policy and management evidence based on reasoned arguments; (d) students will demonstrate the ability to synthesize

⁵ See page 3 of **Appendix B**

information in a public administration or public policy context; (e) students will demonstrate the ability to apply and analyze advanced statistical techniques in public administration and public policy contexts; (f) students will demonstrate comprehension and knowledge of a broad array of social science research methods and the ability to critique (analyze and evaluate) and apply these methods in public policy and administration contexts; and (g) students will demonstrate the ability to research, apply and critique major principles in public law bearing on public administration.”⁶

Course work for students will also be integrated with other fields of study including: (a) the hospital administration track includes courses from the College of Health Professions, primarily from their Health Administration program; (b) the environmental administration track includes courses from the Department of Biology’s aquatic resources program in the College of Science and the Department of Geography’s program in environmental geography with courses in resource management in the College of Liberal Arts. The proposed program will also have a track of courses in (c) general public administration to fit the needs of a variety of top level administrators in public, quasi-public, and non-profit entities; (d) political communication through the College of Fine Arts, (e) criminal justice administration through the College of Applied Arts, and (f) educational administration through the College of Education. A goal of a broader course base is to develop better researchers in the field.⁷

⁶ See page 12 of **Appendix B**

⁷ See page 4 of **Appendix B**

Chapter II: Research Purpose

The purpose of this research is to explore the need for a Ph.D. program in Public Administration at Texas State University- San Marcos in Texas. The research is designed to collect data that will support the development of a Ph.D. program. To do this, the paper attempts to show that a Ph.D. program in public administration would meet the needs of Texas and the nation. This research provides some of the preliminary data that demonstrates the need for a Ph.D. program in public administration.

The first step for developing a Ph.D. program at Texas State University is the completion of a Preliminary Authority Request (**Appendix A**) submitted to the Higher Education Coordinating Board for approval. The goal of the Preliminary Authority Request is to establish a need or justification for a particular program, in this case the need for a public administration doctoral program. This study collects data that demonstrates the need for a Ph.D. program in Public Administration using questions from the Preliminary Authority Request. This research only addresses some of the questions from the Preliminary Authority Request document. Using the Preliminary Authority Request document, pillar questions were developed to explore the state and national need for a Ph.D. in public administration.

There are two pillar questions and four sub-questions associated with each of the two pillar questions. The pillar questions have two different foci. The first question looks outward and seeks to determine whether there are jobs available for the graduates of the program. The second question focuses on future applicants to find out if there are sufficient qualified people interested in pursuing a Ph.D. in public administration at Texas State. The two pillar questions and their sub-questions are listed in **Table 2.1**.

Table 2.1: Pillar Questions

Question 1: What is the need for doctoral graduates in the field of public administration?

Sub- Questions:

- 1a) Is there a regional and state need for doctoral graduates in academia?
- 1b) Is there a national need for doctoral graduates in academia?
- 1c) Is there a regional and state need for doctoral graduates for bureaucratic positions?
- 1d) Is there a national need for doctoral graduates in bureaucratic positions?

Question 2: What considerations about enrollees should program developers make?

Sub-Questions:

- 2a) Would enrollees seek a degree for credentials for a management position?
- 2b) Would enrollees seek a degree to pursue a career in academia?
- 2c) Would enrollees be part-time or full-time students?
- 2d) Would part-time and full-time students need funding assistance?

Chapter III: What is Public Administration?

The purpose of this chapter is to explain some of the definitions of what public administration is; to discuss the origins/history of public administration as field and science; and to describe the origins of public administration education.

Due to the broad nature of public administration, there is no uniformly argued upon definition. Definitions that tend to be too narrow exclude significant elements of the field. Definitions that are too broad are virtually meaningless. One source of confusion surrounding the field is related to the science-art controversy, which states that the words “public administration” have two usages: “they are used to designate and delineate both (1) an area of intellectual inquiry, a discipline or study, and (2) a process of activity-that of administering public affairs” (Shafritz, 1985, 439). Overall, “public administration is the activity of administering the laws and policies of an executive” (Robertson, 2002, 4).

For the purpose of this research, the definitions of public administration selected can be associated with the goals of the proposed Ph.D. program. For example, public administration is defined as the law in action. According to Sharfritz (2004, 236), “Every single application of general law is an act of administration. Administration cannot exist without some kind of legal foundation. In theory, no government administrator can do anything if it is not provided for in the legislation or in the rules and regulations that the legislation allows the agency to promulgate”. Also, public administration is defined as “all processes, organizations and individuals associated with carrying out laws and other rules adopted or issued by legislatures, executives, and courts” (Bhatta, 2006, 508). The political science department at Texas State University houses a strong legal studies

program and legal scholars in political science that can assist in educating the doctoral students on legal foundations and areas associated with administrative law.

Public administration is defined as “the study of processes, systems, and institutions involved in the formulation and implementation of public policy, and associated programs designed to address and solve public problems” (McLean and McMillan, 2003, 446). According to Bhatta (2006, 508), public administration “may be defined as the art and science of designing and carrying out public policy”. A second goal of the proposed program is to increase graduates opportunities for inclusive policy-making and policy-implementation. Graduates will learn applied quantitative and qualitative research skills to address and solve public problems.

Public administration is also defined as “the art and science of management applied to the public sector. Traditionally, it goes far beyond the concerns of management and incorporates as its subject matter all the political, social, and cultural, and legal environments that affect the running of public institutions. As a field of study, it is inherently cross disciplinary because it encompasses so much of, for example, political science, sociology, business administration, psychology, law, anthropology, medicine and forestry” (Bhatta, 2006, 509). The course work for the proposed Ph.D. program will be integrated with other fields of study including: hospital administration from the College of Health Professions, primarily from the Health Administration program, and environmental administration from the College of Science and the Department of Geography’s program in environmental geography with courses in resource management in the College of Liberal arts⁸.

⁸ See page 4 of **Appendix B**

The final definition of public administration comes from the publication titled, *Pragmatism as a Philosophy of Science: A Tool for Public Administration*, written by Patricia Shields, the director of the public administration program at Texas State University. According to Shields (1998, 199), “Public administration deals with the stewardship and implementation of the products of a living democracy”. The key elements of public administration are *products* and *democracy*. Products are items that are constructed or produced, “such as bridges, space ships, laws, health care, and education” (Shields, 1998, 199). “As implementors, public managers engage the products. They are involved in the making and doing- the instrumentality’s of democracy. Public administrators operate within a living democracy. This is an environment that is changing, organic and teaming with values. Public administrators are stewards in that they are concerned with accountability, and effective use of scarce resources and ultimately making the connection between the doing, the making and democratic values” (Shields, 1998, 199).

History of Public Administration as a Field

A brief overview of the history of public administration will explain the roots of the field that eventually lead to the creation of the public administration doctoral degree. The “culture of modernity” has largely shaped the study of public administration, leading to the development of scientific principles, education, and professionalism in the field. “Modernity is the culmination of a centuries-long process of modernization” (Adams, 1992, 363). Modernity “describes a social, political, and economic world increasingly characterized by secularization, the universalistic claims of instrumental rationality, the

differentiation of the various spheres of the life-world, the bureaucratization of economic, political and military practices, and the growing monetarization of values” (Adams, 1992, 363-64). Two periods in American history mirror the “culture of modernity”: the civil service reform movement and the Progressive Era. These two events are at the center of the development of public administration discourse.

According to Adams (1992, 568), “modernity is the notion of progress” that can be viewed in five successive stages of the development of the field. For example, the period of primary focus of this literature review, the Progressive Era; the principles of administration in the 1930’s; public administration as political science and public administration as management in the 1950’s; and the culmination since 1970 of public administration as public administration.

Civil Service Reform

One influential episode in the development of the field and education of public administration was the Civil Service Reform Movement. From 1865 to 1890, William Curtis was the leader of a small but effective group of civil service reformers. “The reformers, looking for integrity, economy, and efficiency, gathered sufficient forces to create the Civil Service Reform League of 1881, a beginning of the change of the political climate” (Stone and Stone, 1975, 12). One of the group’s early goals was to “manufacture and publish a lying report” concerning the ills of government including the spoils system and machine politics (Stillman, 1998, 23). “The civil service reformers set the stage for important developments which came together later in the progressive era” (Adams, 1992, 365). One of those major developments was the Civil Service Commission.

Curtis was appointed the head of the first U.S. Civil Service Commission, 1871-75, by President Grant. During his appointment, he undertook major studies, wrote the commission's annual reports, and created the first regulations to establish and administer a civil service system in the U.S. "His unique handiwork in fashioning the first commission eventually became the model for the Civil Service Act of 1883 (the Pendleton Act) at the federal level, which many state and local governments follow to this day" (Stillman, 1998, 24).

In the beginning the Civil Service Commission met much opposition and struggled to stay active. Some of the first acts of the commission were: to develop a basic set of guidelines separating politics and administration; guidelines for public servants that generally prohibited partisan political participation by government employees; examinations; setting up classification and pay system for many national government employees; and basically ensuring implementation of the Pendleton Act of 1883 (Rabin, Hildreth, and Miller, 2007, 351).

The Progressive Era

During the late 19th century, the United States became an urban industrial society. The 1880's was a period of extreme growth and population movements from rural areas to urban communities. "The decade was marked by an explosion of immigration from overseas and from the rural countryside to the cities" (Rabin, Hildreth, and Miller, 2007, 8). During this time period, many cities became domains of political machines, "where partisanship and corruption controlled most aspects of public policy" (Rabin, Hildreth,

and Miller, 2007, 8). There was little concern for public interest and much of what is now identified as public services was provided by private, for-profit firms.

According to Rabin, Hildreth and Miller (2007, 724), “the emergence of public administration education as a self-conscious enterprise is irrevocably linked to the progressive era”. During the period from the late 1870’s to World War I, the Progressive Era (also known as the Reform Movement) sought to improve governing institutions by bringing science to bear on public problems. “The movement stressed saliency of administration over budgeting, organization, personnel planning, and so forth. (Mosher, 1956, 169)” According to Rabin, Hildreth, and Miller (2007, 724), the overall goal of the progressive era was for “government to be carried out by a new public servant who was not only honest, but also knowledgeable in the operation of administrative functions, systems, policies, and processes”.

Woodrow Wilson is attributed to writing the first theoretical piece on the study of public administration.⁹ Wilson has also been “universally cited as the founder of modern public administration” (Adams, 1992, 365). His work directly influenced the development of the field of public administration. In his essay “The Study of Administration”, written in 1887, Wilson responded to “an age of widespread governmental corruption and in the spirit of the reform movement, Wilson argued that administration should be separated from political and policy concerns and be concerned only with the detailed systematic execution of public law” (Fry, 1998, 2).

⁹ For example see Rabin, Hildreth, and Miller, 2007, 8; Fry, 1998, 2; Stillman II, 1991, 9; and Cook, 2007, 297

The Beginning of Public Administration Education

The corruption and patronage of the 19th century led to the need for education in public administration. The civil service reform movement and the Progressive Era were two of the most influential events in developing a need for an educated population in the field of public administration. According to Rabin, Hildreth and Miller (2007, 724), “the emergence of public administration as a self-conscious enterprise is irrevocably linked to the Progressive Era”. The events of the Progressive Era, “introduced the “essential preconditions” for the systematic study and teaching of administration: awareness of administrative management as an essential function of government” (Rabin, Hildreth and Miller, 2007, 724).

The creation of the Civil Service Commission in 1883, under President Garfield, is the first major event to proceed decades of administrative reforms, new laws, departmental improvements, and other episodes of administrative reform, etc.¹⁰ In effect, national and state developments revealed a need for trained personnel, particularly at the city level. “Education for the public service was initiated principally to fulfill an early demand for persons capable of evaluating and improving municipal government. Administrative reform first flourished in the cities” (Stone and Stone, 1975, 17). It was the creation of the emergency agencies in the 1930’s that caused the federal government to begin its first earnest search for administrative talent (Stone and Stone, 1975, 25).

According to Stone and Stone (1975, 28) “the first genuine professional school of public administration began outside of academia in response to a very specific market”.

In 1911, The Training School for Public Service was founded by the New York Bureau

¹⁰ For a detailed account of the major administrative changes in government see pages 12-15 of Stone, Alice B. and Donald C. Stone. 1975. *American public administration: Past, present, and future*. University, AL: The University of Alabama Press.

of Municipal Research to meet the staffing needs of its own and bureaus in other cities. “The school’s distinctive contribution became the development of generalizations and clinical methods regarding organization, management, and administrative practice”(Stone and Stone, 1975, 29). Following the Training School, several universities established their own schools of public administration to meet the national demand for educated administrators.¹¹

Literature on the first official Ph.D. of public administration or DPA (doctorate of public administration) was not attainable for this research. Most of the public administration books reviewed emphasized the national need and development of PA education, but there is no mention of the first official doctoral degree. The first mention of the PA doctoral degree was during the 1970s. It was during this decade that public administration saw the biggest growth. “The decade of 1970 was one of remarkable growth in public administration education” (Rabin, Hildreth, and Millar, 1989, 624). During this decade the number of masters’ degrees and doctorates of public administration increased drastically. A table of the degrees in public administration awarded during the 1970s can be found in **Table 3.1**.

¹¹ According Stone and Stone, 1975, 29, the ten earliest training schools for public service began at the following universities: The University of Michigan (1914); The University of California, Berkeley (1920); Stanford University (1921); Syracuse University (1924); The University of Cincinnati (1927); The University of Southern California (1928/29); The University of Minnesota (mid 1930s); Columbia University (1915); The University of Chicago (1920s); and The Brookings Institution (1927).

Table 3.1 Number of Degrees Awarded Between the Academic Years 1970-1971 and 1978-1979 in Public Administration

<u>Type of Degree Awarded</u>	<u>Academic Year</u>	
	1970-71	1978-79
Bachelor's Degree	425	2034
Master's Degree	1406	6833
<u>Doctoral Degree</u>	<u>36</u>	<u>153</u>

*Source: Rabin, Hildreth, and Miller, 1989, p. 625

According to Stone and Stone (1975, 25-26) there are “four kinds of education related to public administration that should be distinguished”. An important note regarding program development and these categories is “that the architects of new programs know whether they are developing a category (1), (2), (3), or (4) enterprise, and important that prospective students and the market for their talents are not misled as to the nature of the product” (Stone and Stone, 1975, 46).

FIRST is the study of history, government, and public affairs as part of liberal arts or citizenship education. The purpose is to provide an awareness or appreciation to the role of public administration in society and to encourage students to become interested in government.

SECOND is the study in depth of one or more disciplines, such as political science, sociology, or economics, with special reference to their analytical and policy contributions to public affairs. Teaching and research are principal career objectives of this kind of education.

THIRD is professions study with a clinical component to develop competence as an administrative practitioner, either as a generalist manager, staff officer, research, consultant, or educator.

FOURTH is the acquisition by a specialized practitioner (engineer, lawyer, public health or medical doctor, social welfare worker, agronomist) of administrative knowledge and competence as a functional or program manager.

Public administration education can not be defined by a single curriculum or university practice. Education in the field is driven by both theory development and practical implementations. Below is a brief description of some of the major purposes and goals of public administration education.

Professional education in public administration is concerned with application, operations, and performance, not primarily with theory, abstractions, and research methodology. It draws on all relevant disciplines and professions in developing the insights and skills needed to plan, determine policy, organize, manage, and implement programs and operations. It is concerned with interfaces of policy, administrative processes, managerial leadership, program technology, use of analytical tools, environmental factors, human and ethical values, and social and political forces. It is concerned with the functions, operations, and substance of what is being planned and executed. In public administration, inputs from political science, economics, law, sociology, etc., are necessary, but they do not in themselves constitute professional education for public administration” (Stone and Stone, 1975, 26-27).

The work of the civil service reformers and the events of the Progressive Era are two major elements of the landscape of occurrences that helped shape the field of public administrative thought. These two episodes led to the development of, professional associations like the American Society for Public Administration (ASPA); a cognitive scientific base; a code of ethics; major changes in the American government systems at the federal, state and local levels; and the development of educational institutions in public administration, to name a few.

A new Ph.D. program in public administration at Texas State University will contribute to the great legacy of PA as a profession and science in the United States. But before a program such as this can be implemented, it must first be determined whether

there is a sufficient need for such a program both in the state and nation. Determining the need will ensure that there is a student population interested in attaining such a degree, as well as available jobs for graduates of the program.

Chapter IV: Needs Assessment

Before a Ph.D. program in public administration can begin, a needs assessment is generally necessary to determine the need. A needs assessment that establishes a need is a necessary condition to implement a new degree program. The purpose of the following section is to discuss some of the major components of a needs assessment that correspond with answering the pillar questions of this research.

What is a Needs Assessment?

A needs assessment is a tool that is used by agencies and organizations to explore the need for a certain project or program. According to Gupta (1999, 4), a needs assessment enables an organization to obtain valid information which helps better target services and efforts. Witkin and Altschuld (1995, 9), describe a needs assessment as “a series of procedures for identifying and describing both present and desired states in a specific context, deriving statements of need, and placing the needs in order of priority for later action”. In the case of Texas State University, a needs assessment is necessary to explore the need for a Ph.D. program in public administration. This research explores the external (job availability) and internal (student interest/ expert opinion) need for a Ph.D. program in public administration.

Many different types of agencies and organizations perform needs assessments for various reasons. Organizations such as: governmental agencies, school systems, social service agencies, business corporations, cities, hospitals, and universities. Some of the different reasons for conducting needs assessments include: justification for funding; justification of interest in new program; regulations or laws that mandate needs assessments; resource allocation and decision making – determining the best use for

limited resources; assessing the needs of specific/undeserved populations; or as part of program evaluations (Soriano, 1995, XV , Witkin and Altschuld, 1995, 6). Texas State University will use a needs assessment as a way to determine whether a Ph.D. program is feasible and justified.

Needs assessments can range from simple studies involving small groups to very large and costly surveys involving hundreds of participants. Some agencies and organizations require big needs assessments and must create a large committee or hire consultants to perform the task. In other organizations, members of the administration must devote part of their busy day to developing a needs assessment. In the case of Texas State, the formal needs assessment structure is still emerging.

Resources including available funds, people, time and supplies determine the scope and type of needs assessment required. “Accounting for costs is a central factor in organizational needs assessment planning” (McClelland, 1995, 53). Soriano (1995, 9) states, “it is important to determine and understand unrealistic expectations of the needs assessment with supervisors before getting started”.

Witkin and Altschuld (1995, 3), explain key factors needs assessment developers and planners should consider before beginning the needs assessment: They advise participants to:

- (a) keep in mind the value and necessity of broad-based participation by stakeholders
- (b) choose appropriate means of gathering information about critical issues and other data
- (c) recognize core values in the group whose needs are being assessed
- (d) remember that needs assessment is a participatory process, it is not something that is “done to” people

(e) always keep in mind that needs assessments cannot ignore political factors. Some people may view the process as causing a loss of control

(f) focusing on data-gathering methods by themselves can be counter productive- the goal of the needs analysis should be central.

Phases of Needs Assessments

There are different steps to conducting a needs assessment. Witkin and Altschuld (1995, 20), propose a three-phase plan to conduct a successful needs analysis. These include preassessment, assessment, and postassessment. Each of the phases has a set of steps including the purpose and function of each phase.

Preassessment Phase

The preassessment phase is also known as the planning phase. The purpose of the preassessment phase is to determine the target population, investigate what is already known about the needs of the target group, and gain commitment for all stages of the assessment, including the use of the findings for program planning and implementation.¹² The planning phase of a needs assessment also requires decisions about the scope of the needs assessment.¹³ According to Palacios (2003, 35), the scope of needs assessment includes considerations of target populations, coordination, resources, level of complexity, ground rules and timelines.

¹² For major components of preassessment phase see Witkins and Altschuld, 1995, p. 25

¹³ For example see Witkin and Altschuld, 1995, 16-17; McClelland, 1995, 27-28; and Gupta, 1999, 20-21

Target Groups and Levels of Need

Knowing the target population of a needs assessment is essential to a successful needs assessment. Early in the planning stages, the needs assessment committee decide the target audiences or levels of need. According to Witkin and Althshuld (1995, 11), there are three target groups each associated with a different type of need. In the case of a needs assessment for a public administration Ph.D. program at Texas State University, the three levels of need are based on supply and demand aspects. For example, is there a supply of people interested in the program? Also, is there an external demand for people with the program skills?

Level one is the primary group, also known as the service receivers. This is the group of people that would use the proposed services. Their views represent the heart of the information that should be collected by the needs assessment. Some examples of groups within level one include: students, clients, patients, information users, commuters, and potential customers. In the case of the proposed Texas State Ph.D. program, the level one target group is the entering Ph.D. students.

Level two is the secondary group, also known as the service providers and policy makers. Level two either have some direct relationship to those at level one, like providing information, services, training, or nurture, or they perform planning, technical assistance, or oversight functions that affect others in Level two as well as those in Level three, albeit indirectly. Some examples of groups within level two include: teachers, parents, social workers, caretakers, health care professionals, plant workers, postal employees, librarians, administrators, supervisors, and managers. The level two group

within the Texas State Ph.D. proposal would include the faculty, program support staff and relevant administrators such as the department chair and deans.

Level three is the tertiary group, also known as resources and solutions. Examples of this group include: buildings, facilities, equipment, supplies, technology, programs, class size, information retrieval systems, transportation, salaries and benefits, program delivery systems, time allocation and working conditions.

For the Texas State Ph.D. program proposal, the administration conducting the needs assessment is interested in a fourth group. The fourth group is composed of employers that would use the doctoral graduates. This can also be translated into the national demand or market need for Ph.D.s. This fourth group is important because, just because people want training in a certain field, does not mean there will be jobs waiting for them when they graduate.

The market for Ph.D. graduates is very broad. Outside of academia in public and private universities, research, and community colleges, PA graduates can work in many different public and private arenas. For example, they can work within federal, state and local governments; as consultants; within the private industry; and for non-profits. Also, the public administration degree can have a many different focuses and core courses (depending on the university) like political science, public policy, human resources development, finance, administration, management, law, health administration, environment, criminal justice, national security etc.¹⁴

¹⁴ See Holzer. 2007. *The status of doctoral program in public affairs and administration*. for more details on PA programs nation-wide

Needs Assessment Committee

Gaining a commitment involves developing a proper needs assessment team or committee (NAC) who will work together to make the best decisions regarding the needs assessment. “The commitment of a needs assessment team is an invaluable asset and essential to a successful needs assessment” (Palacios, 2003, 29). It also provides the basis for determining the most appropriate kinds of data-gathering methods for the assessment (Witkin and Altschuld, 1995, 20). Ideally, the needs assessment committee is comprised of people with sufficient knowledge of the organizational needs for which the needs assessment is being conducted. Gilmore, Campbell and Becker (1989, 7) maintain that an assessment team should be “comprised of the professional directly involved in the planning, coordination or facilitation of the needs assessment”. In the case of Texas State University, faculty members within the political science department such as Patricia Shields, Cynthia Opheim, Howard Balanoff, and Vicki Brittain contribute their expertise to conducting the needs assessment for a Ph.D. program in public administration at Texas State University. These faculty members have the ability and knowledge to develop the components of a public administration doctoral program. The committee may also want to include professionals outside of the political science department who can help with additional expert opinion and advice.

Assessment Phase

The main portion of the entire needs assessment is completed during the assessment phase.¹⁵ During this phase, the needs assessor and the needs assessment committee perform a number of functions essential for the project. The most important process completed during the assessment phase and for this research is the data gathering.

¹⁵ For major component of assessment phase see Witkin and Altschuld, 1995, p. 41

The data gathered for this research contributes to answering the preliminary authority request questions (pillar questions) for the justification of a Ph.D. program at Texas State.

Data Gathering

The most important task of phase two is data gathering. According to Gupta (1999, 15), “data gathering is the cornerstone of any needs assessment project.” There are different methods for gathering data and the methods selected depend on the context of the needs assessment.¹⁶ The data gathering methods used to answer the pillar questions of this research are: document analysis, structured interviews, survey research, and website analysis. Each of these methods is described in **Table 4.1**.

¹⁶ For example see McClelland, 1995, 63, Gupta, 1999, 16, Soriano, 1995, 16, Witkin and Altschuld, 1995, 46

Table 4.1: Data Collection Methods

<i>Data Sources</i>	<i>Description</i>	<i>Information produced</i>
Document/Archival Records, reports, Social indicators Demographic data Census Data, studies	Existing data usually found in records of organizations, agencies, or governmental bureaus; some statistical or other demographic indicators of subgroups in the population; the needs assessor can also generate new records as databases for future NAs	Quantitative data that help determine the status (what is) factor of a target group in regard to a need area; the data may also furnish information on causal or contributing factors of needs
Communication Written questionnaires (survey) Key-informant interviews	These techniques use structured forms or protocols that employ a variety of scales and response modes	Mainly qualitative-values, perceptions, opinions, judgments of importance, observations, information from personal observations
Website analysis	Website analysis is one of the newest forms of data collection. Information about organizations, statistics, job availabilities, population data, history, survey research etc. are all available on the world-wide web.	An abundance of information is attainable from the web including quantitative and qualitative data, documents, research, history, statistics etc.

* Witkin and Gupta, 1995; McClelland,1995; Soriano, 1995; Johnson and Reynolds, 2005; and Kimmel 2005

Document Analysis

Document analysis is one of the three main methods and most frequently used methods of collecting data among political scientists (Johnson and Reynolds, 2005, 206).

Document analysis is research involving the collection or study of existing data, documents, or records. Document analysis is also referred to as archival data, the written record, secondary data, or text analysis¹⁷. Strengths of document analysis include “the fact that it is a stable, unobtrusive, exact, and provides a broad level of coverage to a

¹⁷ Witkin and Altschuld, 19995, 55, Soriano, 1995, 16, Bernard, 2000, 438, Johnson and Reynolds, 2005, 206-207

given topic”(Yin, 2003, 85). One of the weaknesses of document analysis is on the part of the researcher who might mistake the information as absolute truth (Yin, 2003, 85).

For this research, the document analysis is simple in method. The documents used fall under the category of describing the need for additional Ph.D. programs in public administration in central Texas and the nation.

According to Johnson and Reynolds (2005, 207-222) documents come in two forms: episodic records- “records that are part of an ongoing, systematic record-keeping program but are produced and preserved in a more casual, personal, and accidental manner” and running records- “more likely to be produced by organizations than by private citizens; it is carefully stored and easily accessed; and it is available for long periods of time”. Good examples of episodic records include, “personal diaries, memoirs, manuscripts, correspondence, and autobiographies; biographical sketches and other biographical materials; the temporary records of organizations; and media of temporary existence, such as brochures, posters, and pamphlets” (Johnson and Reynolds, 2005, 207). Examples of the running record include, “written records collected and preserved by the state and local governments, interest groups, publishing houses, research institutes, and commercial concerns” (Johnson and Reynolds, 2005, 212).

Because much of secondary data is qualitative rather than quantitative, content analysis is sometimes performed. Content analysis is the process of “extracting numerical measures from an extensive written record that exists in non-numerical form” (Johnson and Reynolds, 2005, 223). Content analysis allows researchers to “take a verbal, non-quantitative document and transform it into quantitative data” (Johnson and Reynolds, 2005, 223). “For example, a researcher might want to study the news coverage of a

presidential campaign to measure how favorable the tone of the coverage was for different candidates. This might require reducing hundreds of newspaper articles, and news programs to a handful of numerical measures to determine the tone of news stories” (Johnson and Reynolds, 2005, 223).

It is important to note that when using archival data, researchers should take caution about the information it contains. Soriano (1995, 19) warns researchers not to “assume the records were maintained at a reasonably high level of quality and in some cases individuals may have provided little or no information about themselves or others” (Soriano, 1995, 19). Also, written content may be biased. “Not only may the record be incomplete or selectively preserved, but it also may be inaccurate or falsified, whether inadvertently or on purpose” (Johnson and Reynolds, 2005, 233).

Online Documents

Today, technology allows documents and data to be easily accessible. Through the use of things such as databases of online journals and search engines, information about any subject can be found on the internet. “Electronic text centers at universities across the world are brining together hundreds of machine-readable corpora” (Bernard, 2000, 438). Texts are available in raw qualitative form but, “we can study the raw or we can code them (turn them into variables) and study the relations among the variables” (Bernard, 2000, 438).

Interviews

Since the goal of a needs assessment, is sometimes to determine the demand for a proposed program, it is often necessary for the needs assessment team to contact experts in the field and potential consumers directly. Interviews can be conducted in two ways:

one-on-one, or by phone. “Telephone interviewing has become the most widely used method of gathering survey data across the industrialized nations of the world where so many households have their own phones” (Bernard, 2000, 234). The choice of interview method “will depend on your calculus of things like cost, convenience, and the nature of the questions you are asking” (Bernard, 2000, 230). Phone interviews were chosen for this research because of accessibility, resources, and time constraints.

The sample of interviewees can be (a) key informants– individuals with specialized knowledge about the issue or need, either because of their position in the organization or community or because of their expertise; (b) random sample of the population of interest; or (c) a sample representative of major stakeholders (Witkin and Altshuld, 1995, 146).

Interview Methods

There are three common types of interview methods: structured/directed interviews – have a formal set of objectives and a corresponding list of questions to guide the interview process. Unstructured interviews/ non-directed – questions are not listed in advance. Rather, a list of objectives and topics to be covered during the interview is used. Finally, scripted interviews – the entire contents of an interview are written out, rehearsed, or practiced in advance are used.¹⁸ The structured interview method was used for this research because it allowed respondents to answer listed questions with the ability to add individual opinions about the need for a public administration Ph.D. program in central Texas.

¹⁸ For example see Soriano, 1995, 20; Witkin and Altschuld, 1995, 146; McClelland, 1995, 75; and Bernard, 2000, 229-230

Key Informant

Key informants are essential to interview to answer the pillar questions of this research. Key informants are “a select group of people who hold or have access to most, if not all, of the information needed to evaluate a target population (Soriano, 1995, 23). According to Soriano (1995, 23), the advantage to using key informants is the limited number of respondents needed because key informants are presumed to have a broad knowledge of needs within the target area. The disadvantage of using key informants is that using a limited number of people can possibly lead to bias.

In the field of public administration, there are experts or key informants that have specialized knowledge about larger trends concerning the need for Ph.D. recipients statewide, nationally, and globally. Key informants within the field of public administration might be: people that hold Ph.D.s in public administration or a related field that work in government; agency personnel that are aware of hiring trends and the skills of a public administration Ph.D. that would be particularly useful in the future; or representatives of affiliated organizations such as the National Association of Schools of Public Affairs and Administration.

Survey Research

According to Babbie (1999, 234), “survey research is perhaps the most frequently used mode of observation in the social sciences”. It is “probably the best method available to the social scientist interested in collecting original data for describing a population too large to observe directly” (Babbie, 1999, 234). Surveys typically involve selecting a sample of respondents and administering a standardized questionnaire to

them. Surveys should be focused on “gathering information regarding a specific need or set of needs, issues, or concerns that cannot be gathered in any other way” (Schwab, 1999, 120). Surveys can be distributed by three methods: self-administered questionnaires- mail or electronic distribution; interview surveys – interviewers are sent to ask questions orally and record respondents’ answers; and telephone surveys¹⁹. Some of the weaknesses associated with survey research are: standardization, lack of flexibility, and artificiality (Babbie, 2004, 275). Advantages to survey research include the ability to describe the characteristics of a sizable population as well as being both cost and time effective (Babbie, 2004, 274).

According to Witkin and Altschuld (1995, 130), “the most effective type of survey for a needs assessment asks respondents for opinions based on their personal experience, background, expertise and knowledge, or facts about themselves and others about which they have direct knowledge”. Survey respondents (population) for this research were current MPA students and alumni because their interests/ opinions about a Ph.D. program in public administration in central Texas will directly show what the need is for such a program.

Preparing, Designing and Pilot Testing

There are three steps to completing a survey: preparing, designing, and pilot testing.²⁰ The first step to preparing for a survey is to know the target population, “knowing the geographic boundaries and specific characteristics of the target population are imperative” (Soriano, 1995, 37). The target population/ level of need for this

¹⁹ For example, see Babbie, 1999, 236-247; Soriano, 1995, 41-42; Johnson and Reynolds, 2005, 287

²⁰ For example see Witkin and Altschuld, 1995, 131; McClelland, 1995, 68; Gupta, 1999, 22

researches' survey was level one – MPA students and alumni who were surveyed to show their level of interest in the proposed program.

Some of the main methods for choosing a sample for survey research are random sampling, systematic sampling (with a random start), and convenience sampling.²¹ In random sampling, each person in the population theoretically has an equal chance to be chosen. In systematic sampling with a random start, every *n*th person is chosen, such as from an alphabetized list. Convenience sampling methods involve selecting a convenient and accessible sample using whatever eligible respondents are available to the researcher. For this research, the convenience sampling method was used to select the survey population. Potential students (those enrolled in MPA and related programs) and alumni were surveyed via the web from email-databases maintained by the department housing their program.

Second to the survey instrument, should be design. This process includes deciding on the most appropriate content and types of items to be included in the survey, determining the size of the survey, distribution method, and cover letter (McClelland, 1995, 68, Witkin and Altshuld, 1995, 132). Content items can be derived from many sources: from the needs assessment committee, key informant interviews, focus group interviews, previous needs assessments or program evaluations in the organization, or data from existing records.²² According to Witkin and Altschuld (1995, 132), the best content for needs assessment surveys is information or opinions about aspects of the program under consideration or an area of concern about which the respondents have

²¹ For example see Soriano, 1995, 39-41; Witkin and Altschuld; 1995, 131-132; Bernard, 2000, 144-152; Johnson and Reynolds, 2005, 243-254

²² For example of survey content see McClelland, 1995, 68-72; Witkin and Altschuld, 1995, 132; Soriano, 1995, 50-60

personal knowledge or experience. The content of the surveys for this research initiated from the preliminary authority request questions- developed by experts for the Texas Higher Education Coordinating Board (See **Appendix A**).

To ensure the best responses and response rate for the survey, special attention should be placed on the design. “Success depends greatly on the quality of the question. Good questions prompt accurate answers; poor questions provide inappropriate stimuli and result in unreliable or inaccurate responses” (Johnson and Reynolds, 2005, 276). When writing questions, researchers should avoid the following types of questions: double-barreled – two questions in one; ambiguous questions – contain a concept that is not clearly defined; and leading questions – encourages respondents to choose a particular response because the question indicates that the researcher expects it to.²³

Most surveys and questionnaires use two types of questions: open-ended and closed-ended.²⁴ Open-ended questions require respondents to answer in their own words. “The purpose of this method is to elicit in-depth responses, as opposed to limited responses found in close-ended questions” (Witkin and Altschuld, 1995, 135). According to Gupta (1999, 23), when preparing open-ended questions, the following elements should be considered: (a) sequence: few simple interesting questions at the beginning, sensitive questions should always be presented later; (b) length: requests for multiple pieces of information should be parted into separate questions; (c) complexity: always frame questions so that they can be answered easily.

Closed-ended questions allow respondents to choose from defined options. There are three types of close-ended questions: (a) multiple choice: usually list four or more

²³ For example see Johnson and Reynolds, 2005, 276-278

²⁴ For example see Soriano, 1995, 59; Witkin and Altschuld, 1995, 135; McClelland, 1995, 70; Gupta 1999, 23-24; Bernard, 2000, 240; Babbie, 1999, 127; Johnson and Reynolds, 2005, 280

answers from which respondents must select one answer; (b) forced choice or mutually exclusive: answer either one thing or the other and they are mutually exclusive; (c) scales of various kinds or category scales: questions that have no prescribed order and are listed arbitrarily using nominal categories.²⁵ In general, the larger the sample or number of participants in the survey, the greater the reliance on structured or fixed-choice questions (Soriano, 1995, 36). The surveys distributed via email to students and alumni for this research contained both open-ended and closed-ended questions and used methods such as scales, multiple choice questions, and open-ended responses.

According to Soriano (1995, 42), “sample size depends on two main factors other than cost: the desired accuracy of the attribute(s) being measured and the variation or heterogeneity of the population in respect to that attribute(s)”. Bernard (2000, 161) states “sample size depends on (1) the heterogeneity of the population or chunks of population, (2) how many population sub-groups you want to deal with simultaneously in your analysis, (3) the size of the phenomenon that you’re trying to detect, and (4) how precise you want your sample statistics to be”. He advises that when determining the size of the survey, if the population is large, use short, closed-ended questions that can be answered quickly and can be tabulated easily by a computer.

Deciding the method of distribution is also part of needs assessment design. The choice of the method of distribution and administration of the questionnaire should ensure the highest rate of return consistent with time and budget constraints. “Decisions regarding the method of distribution to use are based on time, cost, ease of reaching the target population, and estimated rate of return” (Witkin and Altschuld, 1995, 133).

²⁵ For example of different scales see Witkin and Altschuld, 1995, 135-136, Soriano, 1995, 57-59, McClelland, 1995, 68- 72, Gupta, 1999, 24-25, Schwab, 1999, 140

Online Survey Distribution

Today, one of the most common and simplest methods for survey distribution is on the internet, especially when dealing with student populations. “Online questionnaires are methodologically and financially appealing to those who study and work with college student populations” (Sax, Gilmartin, and Bryant, 2003, 409). Also, the costs of online surveys are a fraction of the costs of paper surveys, net of initial development costs.

One of the advantages of online survey distribution is people’s extensive use of the internet. More and more people use the internet in the everyday life, so administering online surveys have a greater chance of being completed by a large sample. A disadvantage to online survey research is that not everyone has access to the internet, limiting the scope of the survey population, especially in lower-income communities. Also, security and integrity present potential problems. “Individuals may harbor suspicions about online survey administration and many have concerns about confidentiality that discourage participation”(Sax, Gilmartin, and Bryant, 2003, 410). Identity theft, threats to children, and distrust of information are all common reasons for hesitation when it comes to online surveys.²⁶

When it comes to student participation in online surveys, they may be hesitant to participate because they are already too busy with their school work-load. “Given today’s increasingly fast-paced culture and growing demands on students’ time, undergraduates simply may be less willing to commit themselves to a voluntary activity such as completing a survey” (Sax, Gilmartin, and Bryant, 2003, 423).

²⁶ For example see Consumer Reports WebWatch, Leap of faith: Using the internet despite the dangers, www.consumerwebwatch.org/dynamic/web-credibility-reports-princeton.cfm.

Pilot Testing

Pilot testing is the final step in completing a survey. “Pilot testing or pre-testing, allows researchers to identify problems in the construction and/ or physical layout of the survey design” (Soriano, 1995, 60-61, Gupta, 1999, 27-28). An example of pilot testing is to allow others to answer the survey questions before distribution. Conducting a pilot test can help answer the following questions: Are the instructions clear and concise?; Can respondents understand the questions easily?; Can respondents answer the questions easily?; and Do respondents have enough space to record comments? (Gupta, 1999, 28).

Website Analysis

So new is the use of website analysis as a research method, that no document information on its use was attainable for this research. New technology has led to the use of more electronic research techniques such as website analysis. According to Witkin and Altshuld (1995, 204), “Emergent technology facilitates full-scale group interaction by (a) taking advantage of the storage, processing, and speed of transmission capabilities of computers; (b) the maintenance of respondent anonymity; and (c) the potential for rapid feedback”. Websites serve a great purpose in today’s society because they provide an abundance of information that can be used for research including statistics, population data, and previous research conclusions to name a few.

With the completion of the assessment phase, the needs assessment team should have a collection of data necessary for determining what the need is for a Ph.D. program in public administration at Texas State University. This collection of data will be put to use in the next phase of the needs assessment.

Postassessment Phase

Postassessment is the third phase of the needs assessment process. This phase puts the findings of the needs assessment to use²⁷. “Decisions growing out of postassessment lead to important changes in the system, such as new revised programs, modification of the system as part of long-range planning, reversal of previous practices, and rearranging of priorities, to name a few” (Witkins and Altschuld, 1995, 75). In the case of Texas State University, the conclusions generated during the postassessment phase should determine the need, in central Texas and the nation, for a Ph.D. program in public administration and determine whether Texas State will have the data to support the case for a new Ph.D. program in public administration.

One of the major tasks of this phase is a risk assessment (McClelland, 1995, 174, Witkin and Altschuld, 1995, 89). “A risk assessment is the determination of priorities to be made in part on the basis of the magnitude of risk if the need is not met, not just on the magnitude of discrepancies” (Witkin and Altschuld, 1995, 89). After combining data from level one priorities and the causal analysis, the needs assessment committee should decide the potential risks of not taking action to meet the needs, rather than focusing primarily on needs of the largest discrepancies. One risk of not starting a new Ph.D. program in public administration is the groups of professionals in central Texas who are interested in a doctoral degree and are unable to attend a school close to their jobs and home.

Reporting the Findings

Reporting the findings and conclusions is a key component to the needs assessment process. “The final report is the principal vehicle for communicating the

²⁷ For list of major tasks of the postassessment phase see Witkin and Altschuld, 1995, 76-77

findings. It should clearly describe what was done (the assessment), why it was done, and how it was done, and it should include detailed descriptions of the data-gathering methods used” (McClelland, 1995, 175). According to Soriano (1995, 84), there are three common errors made when undertaking needs assessments: (a) not documenting the findings, (b) not providing in useful formats, (c) not disseminating findings. “The entire process of conducting a needs assessment is meaningless, if information is not presented in an appropriate manner” (Soriano, 1995, 86). The findings and conclusions of the needs assessment will guide the decision-making process of creating a Ph.D. program in public administration at Texas State.

Before writing out the findings, the report audience should be identified. “Having stakeholders clearly in mind before writing results allows you to consider the types of information that would satisfy each stakeholder” (Soriano, 1995, 85). Besides the Texas Higher Education Coordinating Board, the audience for the Ph.D. program needs assessment for Texas State may be decision makers up the chain of command or key stakeholders outside the agency. Needs assessments are often done to justify program growth, change, or initiation of a program. This usually means that new resources are needed to make the changes. Thus, approval of the program is usually needed higher up the chain of command. The written report is usually meant for the eyes of decision makers. Hence, it should be well organized and well documented. Soriano (1995, 86-91), gives a guideline for documenting and disseminating empirical findings in a single report. The format of the report should include the following sections (discussed below): (a) Executive Summary, (b) Introduction, (c) Methods and Procedures, (d) Results, (e)

Discussion or Conclusion, (f) Recommendations, (g) References/ bibliography, (h) Appendices.

Executive summary- this is a short summary of the report that highlights the finding of the needs assessment. “It allows readers to become quickly familiar with the major findings, conclusions, and recommendations of the study” (Soriano, 1995, 86). Only the most important findings (those addressing the key questions of the needs assessment) should be included in the summary.

Introduction- this is the first section of the main report. According to Schwab (1999, 316), “the introduction provides the best opportunity to grab the readers’ interest in the study”. The introduction includes the general purpose for the needs assessment along with the pertinent background information about the target community and population. This section should also allow the reader to become familiar about the agency for which the needs assessment is being conducted (Soriano, 1995, 87). Also commonly included in the introduction is a formal background that provides essential information about the nature of the social problem(s) in question, the community, and any known or suspected needs.²⁸

Methods and Procedures- for most research projects including a needs assessment for the Texas State University Ph.D. in public administration, the purpose of the methods section is to describe the overall plan of the study and the steps taken to obtain and analyze information. According to Soriano (1995, 88) and Schwab (1999, 319-320), this section is typically divided into four subsections: (a) subjects, (b)

²⁸ For example see Soriano, 1995, 89, Schwab, 1999, 316

instruments, (c) procedures, and (d) statistical analysis. Each of the four topics should be titled as a subsection. A summary on each of the topics follows the subheadings.²⁹

Results- this section explains the results of the NA. Soriano (1995, 89), explains that this may be difficult to write if more analyses were conducted than originally planned. “The problem comes when those conducting needs assessments get lost in the abundance of collected data and the many seemingly important new questions that the data address” (Soriano, 1995, 89). The questions asked at the beginning of the study should be used as a guideline for reporting the results of the needs assessment. The results should be reported as objectively as possible.³⁰

Discussion- According to Schwab (1999, 319), “the discussion is the capstone of a research report. It is the place to summarize and interpret results, to speculate on generalizations to other contexts, and to identify limitations”. It begins by reminding the reader about the purpose of the study, and then lets the reader know any limitations or weaknesses of the study that may have been responsible for the findings. It also allows the writer to make general statements about the findings of the study³¹.

Conclusion and Recommendations – the conclusion section is optional but presenting the conclusions in some way is essential to the report. According to Soriano (1995, 91), “the conclusion helps the reader make sense of the study and findings”. The recommendations of the study translate the findings and conclusion into decision- making and positive change. They help the decision-maker(s) make informed decisions based on empirical data.

²⁹ For example see Soriano, 1995, 89, Schwab, 1999, 316-317

³⁰ For example see Soriano, 1995, 90, Schwab, 1999, 316

³¹ For example see Soriano, 1995, 90, Schwab, 1999, 319

References and Appendices- the references for the report come at the end of the document as well as the appendices. References are needed to document all sources used to gather data and information. According to Soriano (1995, 91), “appendices allow reports to be thin because the appendix section contains detailed information that may not be included in the report”. Data collection instruments, large portions of the method section, and a detailed explanation of the statistical analyses can all be included in the appendix.

A needs assessment is an important method of gaining critical information needed by organizations to meet the needs of their populations. Needs assessments can help fill the gap between “what is” and “what should be”. Needs assessments serve many purposes such as (a) laying the groundwork for designing a new or improved program of service or education (b) restructuring an organization in light of better understanding of its goals, (c) setting criteria for hiring training personnel, or (d) determining solutions to a complex problem. There are three important phases of a needs assessment: preassessment, assessment, and postassessment. Within these phases, the needs assessor and the needs assessment committee develop a clear and concise purpose and key questions for the needs assessments, decide the best methods to use to gather data, analyze the results, and report the findings.

Now that the needs assessment process has been discussed, the following section will explain the data gathering methods for completing a needs assessment for a Ph.D. in public administration at Texas State University.

Chapter V: Methodology

Purpose

The purpose of this chapter is to describe the methodology used in the needs assessment of the Ph.D. program in PA at Texas State. Document analysis, survey research, website analysis, and interviews were used within this needs assessment to collect data. Each method is explained and connected to the pillar questions (conceptual framework).

Needs Assessment: A Special Kind of Case Study Research

In the array of possible research methodologies, a needs assessment about a specific need is very close to a case study. “A case study is an idiographic examination of a single individual, group, or society” (Babbie, 1999, 260). Schwab (1999, 4), maintains that “cases may also be individuals interacting in organizations, such as customers, patients, or students, who agree to be studied”. A needs assessment can be considered a special kind of case study. Hereafter the case study approach will be referred to as a needs assessment.

Within both needs assessments and case studies, the use of multiple sources is very appropriate. According to Yin (2003, 98), “any finding or conclusion in a case study is likely to be much more convincing and accurate if it is based on several sources of information”. Therefore, several data collection methods were used in this needs assessment. Document analysis of the status of doctoral programs in the nation and Texas was used. Survey research was used to document the interest of Liberal Arts masters’ students and alumni. Website analysis of job openings in Texas and the nation was used

to determine the job market for PA doctoral graduates. Lastly, structured interviews were used to document the opinions of key informants in the field of public administration.

Table 5.1: Operationalization Table 1

Pillar Question	Research Method	Evidence	Sources
1. What is the need for doctoral graduates in the field of public administration?			
1a) Is there a regional and state need for public administration doctoral graduates in academia?	Document Analysis	<ul style="list-style-type: none"> Data showing there is a need for public administration doctoral graduates to fill academic positions regionally and state-wide. 	<ul style="list-style-type: none"> Texas higher education plan: <i>Closing the Gaps by 2015</i> Doctoral Education in Texas, part 1: Past trends and critical issues.
1b) Is there a national need for public administration doctoral graduates in academia?	Document Analysis	<ul style="list-style-type: none"> Data showing there is a need for public administration doctoral graduates to fill academic positions nationally. 	<ul style="list-style-type: none"> At cross purposes: What the experience of today’s doctoral students reveal about doctoral education The status of doctoral programs in public affairs and administration
	Website Analysis	<ul style="list-style-type: none"> Open academic positions nationally that can be filled by public administration doctoral graduates. 	<ul style="list-style-type: none"> Academic Keys, Federal Job Search.Com, Public Service Careers.org, and O*NET websites
1c) Is there a regional or state need for doctoral graduates of public administration in bureaucratic positions?	Document Analysis	<ul style="list-style-type: none"> Data showing there is a need for public administration doctoral graduates to fill bureaucratic positions regionally and state-wide 	<ul style="list-style-type: none"> Doctoral education in Texas, Part 1: Past trends and critical issues and doctoral education in Texas document
1d) Is there a national need for doctoral graduates of public administration in bureaucratic positions?	Website Analysis	<ul style="list-style-type: none"> Open positions nationally that can be filled by public administration doctoral graduates. 	<ul style="list-style-type: none"> Federal Job Search.com, Public Service Careers.org, and O*NET websites.

Table 5.2: Operationalization Table 2

Pillar Question	Research Method	Interview Questions	Sample
1. What is the need for doctoral graduates in the field of public administration?			
1b) Is there a national need for public administration doctoral graduates in academia?	Interview	<ol style="list-style-type: none"> 1. Is there a need for Ph.D. graduates in PA in academia in the nation? 1a. Is there a need for Ph.D. graduates in PA in academia in Texas? 2. If yes, what evidence is available to show the national need? 3. If no, what evidence is available to show there is no national need? 4. What is the future need for Ph.D. graduates in academia in the Nation? 	<ul style="list-style-type: none"> • NASPA/ASPA representatives • Public administration program directors • Professors in academia
1c) Is there a regional or state need for doctoral graduates of public administration in bureaucratic positions?	Interview	<ol style="list-style-type: none"> 1. Do Ph.D. recipients have an advantage over masters' degrees in hiring? 2. Do Ph.D. recipients have an advantage for advancement in the organization? 3. What percentage of top-level positions within your organization are held by people with Ph.D.s? 4. If available, would you enroll in a Ph.D. program for public administration at Texas State University in San Marcos, Texas? 5. As a public administrator, do you see a need for more Ph.D.s in PA in Texas? 	<ul style="list-style-type: none"> • Upper-level managers in public service • Agency directors

Table 5.3: Operationalization Table 3

Pillar Question	Survey Question	Possible Responses
2. What considerations about enrollees should program developers make?		
2a) Is there a population of students and alumni interested in a Ph.D. program in PA at Texas State University?	I would be interested in enrolling in a Ph.D. program for public administration at Texas State University.	Very interested/ Some what interested/ no opinion/ not interested
2b) Would enrollees seek a degree for credentials for a management position?	I would seek the degree to attain a management or high-level position.	Yes or No
2c) Would enrollees seek a degree to pursue a career in academia?	I would seek the degree to pursue a career in academia.	Yes or No
2d) Would enrollees be part-time or full-time students?	I would more likely be a full-time student.	Yes or No
	I would more likely be a part-time student.	Yes or No

Methodology used in Operationalization Tables

The operationalization tables are organized by pillar questions. **Tables 5.1** and **5.2** deal with the external (potential employer) environment. Document analysis is used to answer pillar questions **1a**, **1b**, and **1c**. Documents such as *The Texas Higher Education plan: Closing the Gaps by 2015*; *Doctoral Education in Texas, part1: Past Trends and Critical Issues*; and *At Cross Purposes: What the experience of today's doctoral students reveal about doctoral education*, are analyzed to determine the need for public administration doctoral graduates in Texas and the nation.

Because documents tell only the existing need and cannot give a sense of future demand for public administration doctorates in both academia and in Texas, state and local government, interviews with key officials such as NASPAA representatives, Ph.D. program directors and upper-level managers in public service are included in the data collection (**Table 5.3**). Interviews with key informants are used to answer pillar questions **1b** and **1c**.

In addition to document analysis and structured interviews, website analysis will be used to answer pillar questions **1b** and **1d** (**Table 5.1**). Specifically, job postings on websites such as *O* Net Online*, *Federal Jobs.com* and *Public Service Careers.org* will be analyzed to determine the need for doctoral graduates in the state and nation within academic positions.

The second pillar question deals with program considerations (**Table 5.3**). Survey research will be used to determine the need for a public administration doctoral program at Texas State. The sample population to answer the survey questions will be current masters' students and alumni from public service programs within the state of Texas.

Questions such as, “I would be interested in enrolling in a Ph.D. program for public administration at Texas State University”, and “I would seek the degree to pursue a career in academia” will be asked to determine the program need state-wide. Survey research will be used to answer pillar question **2a-d**.

Data Collection Methods

Document Analysis

Document analysis is the first research method used to explore the need for a Ph.D. program in public administration at Texas State University. Document analysis in needs assessments allows for the opportunity to use many different sources of evidence. Document analysis is used to answer the first pillar question and its sub-questions (**1a, 1b, & 1c**). In each case, document analysis will provide evidence of data showing the need for public administration doctoral graduates to fill academic and bureaucratic positions nationally and in the state of Texas.

Sample: Document Analysis

Two documents will be used to answer pillar question **1a**: *Texas Higher Education Plan: Closing the Gaps by 2015* and *Doctoral Education in Texas, part 1: Past Trends and Critical Issues*. Combined, these documents reveal the regional and state need for public administration doctoral graduates in academia.

Two different documents are used to answer pillar question **1b**: *At Cross Purposes: What Experiences of Today’s Doctoral Students Reveal About Doctoral Education and The Status of Doctoral Programs in Public Affairs and Administration*. Both documents explore the national need for doctoral graduates in academia.

Lastly, the document *Doctoral Education in Texas, part 1: Past Trends and Critical Issues* is used to partially answer pillar question **1c**. This document examines the regional and state need for graduates of a public administration doctoral program in bureaucratic positions.

Structured Interviews

Over the phone structured interviews with key informants are used to gather opinions about the need for Ph.D. graduates in public administration in the nation and in state bureaucratic positions. According to Witkin and Altschuld (1995, 150), “interviews offer more perceived anonymity, and possibly more validity, because persons often respond to telephone interviews freely once the interviewer establishes rapport”. The interview responses are used to address pillar questions **1b** and **1c**.

Interview Population

The key informants answered open-ended questions addressing the need for doctoral graduates in public administration. Key informants are “a select group of people who hold or have access to most, if not all, of the information needed to evaluate a target population” (Soriano, 1995, 23). Fifteen key informants were chosen to address pillar question **1b**, and a separate set of fourteen key informants were chosen to address pillar question **1c**. The total number of key informants used in this study is twenty-nine.

The key informants (pillar question **1b**) are a combination of NASPA and ASPA representatives, public administration affiliated program directors, and public administration/ public affairs professors’ nation wide. ASPA and NASPAA representatives work closely with public service programs nationally, and are good candidates to explain the needs for additional Ph.D. programs. In addition, public

administration-affiliated program directors have specialized knowledge about the needs for more PA doctoral graduates. The interview responses of the NASPAA and ASPA representatives as well as the Ph.D. program directors and professors provides evidence for the need for PA doctoral graduates in academia at the national level.

In the second instances (pillar question **1c**) are agency directors/ executives in the state of Texas. The selected population was chosen because of their experience and expertise on public administration affairs. Texas upper-level managers and agency directors have direct knowledge about the need for doctoral graduates within their agencies. They also know whether the degree is in demand or an added bonus to assist in agency advancement. The interview responses by agency directors and executives help determine the need for public administration Ph.D. graduates in regional and Texas state-wide bureaucratic positions.

Website Analysis

In addition to document analysis and interviews, website analysis is a source of data. Website analysis assists in addressing the national need for doctoral graduates of public administration in academic positions (question **1b**), and the national need for public administration doctoral graduates in bureaucratic positions (question **1d**). Websites that feature job announcements for government jobs and academic positions nationally are analyzed to find out how many open jobs are available that Ph.D. graduates of PA can attain after graduation. Website analysis is useful for establishing the need for a Ph.D. program because it shows the job market for doctoral graduates.

Sample: Websites

Information provided on the *Academic Keys*, *Public Service Careers.org*, *Federal Job Search.com*, and *O*NET* websites is used to answer pillar question **1b**. *Academic Keys.com* is a website that premier comprehensive information about faculty, educational resources, research interests, and professional activities in 16 disciplines. The goal of the website is to find the most qualified applicant for available academic jobs.³² . *Public Service Careers.org* is a link under the careers section of the ASPA website.³³ ASPA partnered with NASPA and the Association for Public Policy Analysis and Management (APPAM) to sponsor *Public Service Careers.org*. This website is a source for professional jobs in the public sector including: government, nonprofits, NGO's, consulting, contracting and academia.³⁴ The *Federal Job Search* website helps job seekers find a federal government job.³⁵ Lastly, *O*NET Online* is a primary source for the nation's occupational information. The website database contains information on hundreds of standardized and occupation-specific descriptors.³⁶ The *O*NET*, *Public Service Careers*, and *Federal Job Search* websites will also be used to answer pillar question **1d**.

Survey Research

Survey research is used to get the perspective of prospective enrollees (see **Table 5.3**). Surveys are one of the most common methods for conducting needs assessments. It is "probably the best method available to the social scientist interested in collecting

³² See the "About Us" section on Academic Keys.com at <http://www.academickeys.com> for more information

³³ See the ASPA website at www.aspanet.org for more information

³⁴ See Public Service Careers.org at www.publicservicecareers.org

³⁵ See the "About Us" section at www.federaljobsearch.com for more information

³⁶ For more information about O*NET online, see O*NET resource center at www.onetcenter.org

original data for describing a population too large to observe directly” (Babbie, 1999, 234). Surveys are also an easy and cost-effective way to collect information from a large number of individuals.

Student Sample: Survey

The survey contains questions that explore the need for a public administration doctoral program at Texas State University. See **Appendix C** for the sample survey format. Survey research is the best method to answer specific questions program developers should consider about future enrollees. Specifically, respondents will be asked closed-ended questions about their general interest in a Ph.D. program in public administration at Texas State University, their most-likely career goals for attaining the degree and the probability of full-time or part-time enrollment.

The population selected for this survey research is students of masters programs in Texas associated with public administration/ public service. This population was selected because MPA/ public service masters’ students are some of the likely candidates for a doctoral program in public administration. This population will give program developers a general idea of how many people are interested in the proposed Ph.D. program and what considerations about program development should be made.

The e-mail survey was distributed in one phase. Statewide universities that offer public administration/ public service programs were contacted over the phone requesting that master’s students be forwarded the survey via-email.³⁷ Survey distribution via the internet will ensure the highest rate of return considering time and budget constraints.

³⁷ See **Appendix E** for list of schools in Texas

Department Administered Survey: Student and Alumni Sample

In May 2007, the department of Political Science at Texas State University created an on-line survey to gauge the level of interest of current and former graduate students³⁸. The survey will be used as data collection for the Ph.D. in public administration program proposal in the future. Since this survey was in the same time-proximity of this research project, some of the results of the survey are used in the conclusions and recommendations section of this research.

The survey population was current masters' students and alumni of the public administration program, masters' students in the political science and the legal studies program, and the graduate-level paralegal studies certificate program students at Texas State University. Same as the survey above, this population was selected because masters' students and alumni are likely candidates for a doctoral program in public administration.

The survey was distributed via email through the political science department student-info database to current students and alumni of the master of public administration, master of arts in political science, master of arts in legal studies, and students of the graduate-level paralegal studies certificate program. Of the individuals who responded to the survey, 60% were alumni and 40% were current students.

Human Subjects

The human subjects used for this exploratory study are 1) key-informants, who are asked questions about the need for doctoral graduates in public service and 2) faculty, and masters students and alumni from programs related to public service, who are surveyed about their interests in a public administration doctoral program at Texas State

³⁸ See the survey results in the Appendix of the completed Preliminary Authority Request (**Appendix B**)

University in San Marcos, Texas. There are no foreseeable risks for participating in this research. Respondents to the interview and survey questions have the opportunity for their names to remain confidential. Participation in the study does not endanger respondents' employment.

Participation in the survey and interviews is voluntary and respondents can refuse or discontinue their participation at any time. Refusal to participate exacts no penalty or loss of benefits to potential respondents. Some respondents wavered confidentiality. The questions posed no threat to the respondent's welfare. Participants were advised to contact Genevieve Varela at 830-481-7202 or at gv1009@txstate.edu, or the faculty supervisor of research, Dr. Shields, at Texas State University at San Marcos at 512-245-4143 or at ps07@txstate.edu with any questions or concerns related to this research.

Chapter VI: Results

Purpose

As stated earlier, the purpose of this research is to explore the need for a Ph.D. program in Public Administration at Texas State University. The purpose of this chapter is to discuss the results generated from all the data collection methods. **Tables 6.1, 6.2, 6.3, and 6.4** summarize of the key findings for each of the pillar questions.

Table 6.1: Summary of Findings (Document Analysis and Website Analysis)

Pillar Question	Source: Documents and Websites	Overall Finding
1. What is the need for doctoral graduates in the field of Public Administration?		
1a) Is there a regional and state need for public administration doctoral graduates in academia?	<ul style="list-style-type: none"> • <i>Texas higher education plan: Closing the Gaps by 2015</i> • <i>Doctoral Education in Texas, part 1: Past Trends and Critical Issues</i> 	<p>Neither of the documents support a market need for professors of Public Administration in Texas.</p> <p>Less than half of all doctoral graduates eventually work as tenure-track faculty in universities. Additionally, there are more Ph.D. graduates than available positions.</p> <p>There is a need for additional professors to increase the number of bachelors, masters' and doctoral students, especially minorities.</p>
1b) Is there a national need for public administration doctoral graduates in academia?	<ul style="list-style-type: none"> • <i>At Cross Purposes: What the Experience of Today's Doctoral Students Reveal About Doctoral Education</i> • <i>The Status of Doctoral Programs in Public Affairs and Administration</i> • Academic Keys, Federal Job Search.com, Public Service Careers.Org, and O*Net websites 	<p>Neither of the documents support great market need for professors of PA in the nation.</p> <p>None of the websites show an overwhelming need for graduates in academia in the nation.</p>
1c) Is there a regional or state need for doctoral graduates of public administration in bureaucratic positions?	<ul style="list-style-type: none"> • <i>Doctoral Education in Texas, part 1: Past Trends and Critical Issues and Doctoral Education in Texas</i> 	<p>Although there are attractive career choices for Ph.D. graduates, the document makes no reference to the need for PA graduates or related fields in Texas.</p> <p>Document does reveal that overall percentage of doctoral graduates obtaining employment outside of academia is increasing.</p>
1d) Is there a national need for doctoral graduates of public Administration in bureaucratic Positions?	Federal Job Search.com, Public Service Careers. Org, and O*NET websites	The results of the website analysis is positive. There was an abundance of available positions open nationally. Unfortunately, it is not certain these positions can't be held by people with bachelors and masters' degrees.

Table 6.2: Summary of Findings (Interview of Key Informants in Academia)

Pillar Question	Method	Interview Question	Population	Results
1b) Is there a national need for public administration doctoral graduates in academia?				
	Interview	1. Is there a need for Ph.D. graduates in PA in academia in the nation?	1.NASPA/ASPA Representatives 2.Public administration program directors 3.Professors in academia	13 of 15 respondents agree there is a need, but could not provide quantitative evidence for market demand. (Appendix F)
		1a. Is there a need for Ph.D. graduates in PA in academia in Texas?		All of respondents from Texas agree there is a need (Appendix F)
		2. If yes, what evidence is available to show this need?		Wide range of responses/ opinions to show need (Appendix F)
		3. If no, what evidence is available to show there is no national need?		One respondent said that there are plenty other schools for someone to get this degree
		4. What is the future need for Ph.D. graduates in academia in the nation?		The majority of key-informants said yes but could not provide quantitative evidence for market demand.

Overall Conclusion: Although the **majority** of the interviewed population agreed that there is a current and future need for more Ph.D. graduates of public administration, none of them could provide quantitative marked evidence to show this need (see **Appendix F** for individual responses)

Table 6. 3 Summary of Findings (Interview with Key Informants in Public Service in Texas)

Pillar Question	Method	Interview Question	Population	Results
1c) Is there a regional or state need for doctoral graduates of public administration in bureaucratic positions?				
	Interview	1. Do Ph.D. recipients have an advantage over masters' degrees in hiring?	1.Upper-level managers in Public service 2.Agency directors	Overall, Ph.D. grads do not have an advantage in hiring.
		2. Do Ph.D. recipients have an advantage over masters' degrees for advancement in The organization?		Overall, Ph.D. grads do not have an advantage for advancement.
		3. What percentage of top-level positions within your organization are held by people with Ph.D.'s?		9 out of 14 organizations employ people w/ Ph.D.s. Table 6.23
		4. If available, would you enroll in a Ph.D. program at Texas State University in San Marcos, Texas?		Most of key informants not interested in earning a Ph.D. in PA from Texas State Univ.
		5. As a public administrator, do you see a need for more Ph.D.s in PA in Texas?		Mixed responses on the need for additional Ph.D.s in Texas. Appendix F
<p><u>Overall Conclusion</u>- Evidence of hiring trends within the organizations did not show a need for Ph.D. graduates. The respondents who did agree with a need for more graduates were unable to provide quantitative evidence for a market need.</p>				

Table 6.4: Summary of Findings (Survey Research)

Pillar Question	Population	Key Finding
2. What considerations about enrollees should program developers make?		
2a) Is there a population of students and alumni interested in a Ph.D. program in PA at Texas State University?	<p>Students from Texas Universities</p> <p>Texas State Students and Alumni</p>	<p>A significant portion of students are interested in enrolling in a Ph.D. program at Texas State. (Table 6.12) If initiated, program developers should expect student enrollment in the program.</p> <p>A significant portion of students and alumni at Texas State University are interested in enrolling in a Ph.D. program in PA at Texas State. (Table 6.17) If initiated, program developers should expect student enrollment in the program.</p>
2b) Would enrollees seek a degree for credentials for a management position?	Students from Texas Universities	Students are more likely to get the degree to attain a management or high-level position in a bureaucratic setting. (Table 6.13)
2c) Would enrollees seek a degree to pursue a career in academia?	Students from Texas Universities	Half of the surveyed population would be interested in getting a Ph.D. to pursue a career in academia, while half would not be interested in a academic position. (Table 6.14)
2d) Would enrollees be part-time or full-time students?	<p>Students from Texas Universities</p> <p>Texas State Students and Alumni</p>	<p>Students are most interested in enrolled part-time. (Table 6.15)</p> <p>Students and alumni from Texas State are most interested in being enrolled part-time. (Table 6.18)</p>
Overall Conclusion: Program developers should expect good enrollment into the program. Students are mostly interested in enrolling part-time. Also, program developers should invest time into developing a curriculum that will be useful outside of the academic realm.		

Document Analysis

Pillar question 1a) Is there a regional and state need for public administration doctoral graduates in academia?

The first document analyzed to answer pillar question **1a** was the *Texas higher education plan: Closing the gaps by 2015*. The report, written by the Texas Higher Education Coordinating Board addresses the needs of higher education in Texas. According to the document, “Texas has the opportunity to significantly improve the accessibility and quality of education for its people to enrich the future of both the individual and the state” (Texas Higher Education Coordinating Board, 2000, 6). The document outlines specific goals to successfully *close the gaps* in enrollment and success in higher education. According to the document, if Texas does not take the necessary steps to ensure an educated workforce, “Texas will have proportionally fewer college graduates, and groups with the lowest enrollment and graduation rates will constitute a larger proportion of the Texas Population” (Texas Higher Education Coordinating Board, 2000, 6). The document is divided into four goals. The goals address a specific educational need in order to *close the gaps*.

Evidence: *Closing the Gaps by 2015*

Goal 1: ‘Close the Gaps in Participation’ was used to provide evidence to answer pillar question **1a**. Specifically, the goal entails **by 2015, Texas should close the gaps in participation rates across the state by adding 500,000 more students in higher education**. In 2000, only 5 percent of the Texas population was enrolled in higher education compared to the national average of 5.4 percent.³⁹ “In Texas, the 0.4 percent difference represents 76,000 students” (Texas Higher Education Coordinating Board, 2000, 11). In order to attain this goal, Texas will have to enroll

³⁹ See page 11 of the *Texas higher education plan: Closing the Gaps by 2015* available on the Texas Higher Education Coordinating Board Website, www.theccb.state.tx.us/reports/PDF/0379.PDF

approximately 500,000 additional students in public and independent institutions to raise its participation rate by 2015.⁴⁰

More faculty is needed to attain the goal of 500,000 additional students enrolled in public and independent institutions in Texas. If Texas is to reach this goal, it is obvious that there will be a demand for faculty to teach the incoming students. Doctoral students trained in public administration will be qualified to teach the incoming students. PA doctoral graduates, depending on their specialty, will be able to teach several different core and upper-level courses at both public and private universities, including community colleges in Texas.

The second goal of the report titled ‘Close the Gaps in Success’, was also used to answer pillar question **1a**. Specifically, the goal seeks to increase by 50% the number of degrees, certificates and other identifiable student successes from high quality programs. Targets for achieving this goal involve **increasing the number of bachelor’s degrees to 104,000 by 2015; increasing the number of associate’s degrees to 346,000 by 2015; and increasing the number of students completing doctoral degrees to 3,300 by 2015.**⁴¹ According to this report, “to meet the current and projected workforce needs, Texas must award more degrees in all areas. Of particular need are degrees in nursing, technology-related disciplines, and **disciplines leading to careers in teaching** (including professors at the university level)” (Texas Higher Education Coordinating Board, 2000, 15).

According to this goal, Texas must increase the number of students earning bachelors and doctoral degrees significantly by 2015 to keep up with the workforce demand. If Texas does not take the necessary steps to ensure an educated workforce, the states economy will be at risk. “Currently, Texas is profiting from a diverse, vibrant and growing economy. Yet this prosperity could turn to

⁴⁰ See page 11 of the *Texas higher education plan: Closing the Gaps by 2015* available on the Texas Higher Education Coordinating Board Website, www.theccb.state.tx.us/reports/PDF/0379.PDF

⁴¹ See page 15-16 of the *Texas higher education plan: Closing the Gaps by 2015* available on the Texas Higher Education Coordinating Board Website, www.theccb.state.tx.us/reports/PDF/0379.PDF

crisis if steps are not taken quickly to ensure an educated workforce for the future” (Texas Higher Education Coordinating Board, 2000, 6).

Additional targets to obtaining this goal are to ensure the Hispanic and Black population is being proportionally represented in higher education. Currently, **a large gap exists among racial/ethnic groups in both enrollment and graduation from the state’s colleges and universities.** “Groups with the lowest enrollment and graduation rates will constitute a larger proportion of the Texas population. If this gap is not closed, Texas will have proportionately fewer college graduates”(Texas Higher Education Coordinating Board, 2000, 6).

The targets for the Black and Hispanic population are to **increase the number of Black students completing bachelor’s degrees, associate’s degrees and certificates to 16,000 by 2015.**⁴² The targets for the Hispanic population are to **increase the number of Hispanic students completing bachelor’s degrees, associates degrees, and certificates to 50, 000 by 2015.**⁴³

Doctoral students trained in a public administration doctoral program will be qualified to teach these incoming students to meet this demand. PA doctoral graduates, depending on their specialty, will be able to teach several different core and upper-level courses at both public and private universities, including community colleges in Texas. The Texas State MPA program has success in graduating minority students so a Ph.D. program originating from this department is likely to attract and graduate many minority students.

Doctoral graduates in public administration can help *close the gaps* in success and participation. According to the report, if Texas does not take the steps to ensure an educated workforce, the states economy will be at risk. Also, Texas must take the steps to ensure that Blacks and Hispanics are being proportionately represented in higher education. Undoubtedly, there is a

⁴² See page 16 of the *Texas higher education plan: Closing the Gaps by 2015* available on the Texas Higher Education Coordinating Board Website, www.theccb.state.tx.us/reports/PDF/0379.PDF

⁴³ See page 16 of the *Texas higher education plan: Closing the Gaps by 2015* available on the Texas Higher Education Coordinating Board Website, www.theccb.state.tx.us/reports/PDF/0379.PDF

regional and state need for Ph.D. graduates to teach incoming students earning bachelors, masters, and doctoral degrees. Public administration Ph.D. graduates will be trained to fulfill this need in Texas.

The second document analyzed to answer pillar question **1a** was *Doctoral Education in Texas, Part 1: Past Trends and Critical Issues*. The document was produced by the Texas Higher Education Coordinating Board to “examine doctoral education delivered at public universities and health-related institutions in Texas”.⁴⁴ This document was chosen to be analyzed because it focuses on doctoral education in Texas and raises key issues about the degree.

Evidence: *Doctoral Education in Texas, Part 1: Past Trends and Critical Issues*.

The purpose of using this report was to explore the regional and state need for PA doctoral graduates in academia. The report did not discuss public administration degrees specifically but unfortunately, it does not provide evidence of an overwhelming need for Ph.D. graduates in the majority of academic fields. Moreover, the report is apathetic to the prospect that most students interested in academic positions will likely find employment in universities. Even though the report could not pin-point the exact market need for graduates in academic positions, it does conclude that less than half of graduates will attain academic positions.

Pillar question 1b) Is there a national need for public administration doctoral in academia?

The first document analyzed to answer pillar question **1b** was *At Cross Purposes: What experiences of today’s doctoral students reveal about doctoral education*. This document was produced after doctoral students were surveyed in 1999 about their experiences as students. According to the authors, “Looking at doctoral education through the eyes of students provides a different vantage point. Since the students are on the receiving end of doctoral education, their experiences help us to see how the system is truly functioning or what is working and what is not” (Golde and Dore, 2001, 4). The survey was designed to pinpoint the aspects of doctoral education that are working well and those that need attention.

⁴⁴ See page i of *Doctoral education in Texas, Part 1: Past trends and critical issues* available on the Texas Higher Education Coordinating Board Website at <http://www.thecb.state.tx.us/UHRI>

The sample for the survey was students in 11 arts and science disciplines, from 27 universities and one cross-institutional program; 4, 114 (42.3% response rate) responded to the survey.⁴⁵ The doctoral students surveyed were in their third year or above of course work. “These students were asked to take the survey since they would be integrated into their programs; would have thoughts about their careers; and were likely to complete their degrees” (Golde and Dore, 2001, 6).

The most relevant question to this research answered in this survey was: Why are doctoral students pursuing the Ph.D.? This question is relevant because it shows that the doctoral students surveyed were overwhelmingly interested in pursuing careers in academia after they graduate. Overall, 63.0% of respondents answered “yes” and another 24.1% answered “**maybe**” to the question “Are you interested in a faculty job at any point in the future?”⁴⁶

When students were asked the same question, keeping in mind their level of interest when they first enrolled in the doctoral program, the vast majority of the students entered in a doctoral program with a faculty career in mind.⁴⁷ Levels of interest of surveyed doctoral students in various career options can be found in **Table 6.5**.

⁴⁵ See page 6 of *At cross purposes: What experiences of today's doctoral students reveal about doctoral education*, available at www.phd-survey.org

⁴⁶ See page 8 of *At cross purposes: What experiences of today's doctoral students reveal about doctoral education*, available at www.phd-survey.org

⁴⁷ See page 8 of *At cross purposes: What experiences of today's doctoral students reveal about doctoral education*, available at www.phd-survey.org

Table 6.5 : Level of Interest in Various Career Options

	Current Interest	Change in Interest since Start of the Program	
	Definitely	Increased	Declined
University Professor	47.9%	21.1%	35.4%
Research in Private Sector	15.4	39.8	10.3
Work independently(consultant, writer)	13.0	39.4	5.9
Research in non-profit organization	11.7	34.8	6.5
Research in a university	9.9	20.1	19.2
Manager in a private sector	6.4	23.5	8.6
Start own business	5.9	23.2	7.6
Manager in a non-profit or government	5.1	20.4	7.3
Non-college teaching	4.9	20.9	17.3
College administrator	3.3	19.9	11.7
Not be employed for pay	1.9	8.9	9.1
N= 4114			

Source: *At cross purposes: What experiences of today's doctoral students reveal about doctoral education*, available at www.phd-survey.org

Evidence: At Cross Purposes: What experiences of today's doctoral students reveal about doctoral education

Although the majority of doctoral students wish to pursue degrees in academia, the market for graduates is not robust. **Many, if not most, will not be tenure-track faculty members.**

According to the authors, “the number of Ph.D.s granted far exceeds the available tenure track positions” (Golde and Dore, 2001, 9). Also, “the number of students-of all ethnicities, national origin, and genders-desiring faculty positions is far greater than the available academic positions.

When it comes to hiring for academic positions, **“no more than half of the doctoral students in the fields studied will be hired into full-time tenure-track faculty positions, and of those positions, only a small proportion will be in research universities”**(Golde and Dore, 2001, 19). Also,

although the number of tenure-track professors retiring is increasing, opening more positions, the number of Ph.D.s granted is steadily increasing as well.

The second document analyzed to answer pillar question **1b** was *The Status of Doctoral Program in Public Affairs and Administration*. This report was written in 2007, after sixty-four NASPAA member institutions nationally were surveyed, to assess the current status of Ph.D. program in public affairs and administration. The purpose of the report is to provide a snapshot of the field, with particular attention to trends and questions grounded in data collection.⁴⁸

Evidence: *The Status of Doctoral Programs in Public Affairs and Administration*

Under the section titled *Career Interests, Hiring Records, and Recruitment Patterns*, the survey of the sixty-four NASPAA member institutions showed that about half of doctoral students are identified by faculty as pursuing an academic/ teaching career and an equal percent of doctoral students are considered as full-time practitioners.⁴⁹ This data is essential to answering pillar question **1b** because once again it shows that the majority of doctoral students are interested in pursuing careers in academia.

The actual **placement of doctoral students surveyed in academic positions from 2001 to 2003 averaged 2.0, 2.1, and 1.6 respectively, with a maximum of 5 for any one institution.** Roughly overall, the survey showed that the **37 doctoral programs have made about 100 assistant professor hires over the past five years. This averages to about 2.7 hires for each program over the past five years.** Approximately 24 of those hires were public administration doctoral recipients.⁵⁰

With respect to projected hiring, **the average from 2003-2008 was 80, or 20 per year,** “which is somewhat smaller than the number of hires for the preceding five years” (Holzer, Xu and Wang, 2007, 25). Desired specialties of prospective hires include: **public administration/**

⁴⁸ See page 1 of *The status of doctoral programs in public affairs and administration*, available on the Rutgers University website at <http://spaa.newark.rutgers.edu>

⁴⁹ See page 24 of *The status of doctoral programs in public affairs and administration*, available on the Rutgers University website at <http://spaa.newark.rutgers.edu>

⁵⁰ See page 24-25 of *The status of doctoral programs in public affairs and administration*, available on the Rutgers University website at <http://spaa.newark.rutgers.edu>

management, public policy, human resources development, management and policy, (public) budgeting and finance, economics, political science, American government, nonprofit management and policy, health and education, urban studies/policies, and policy analysis and methods.⁵¹

Once again this report provided evidence that the majority of doctoral graduates are most interested in pursuing careers in academia but from the recruitment and hiring rates, there it is not evidence for a national demand for public administration graduates in academia. One of the most common reasons cited for the low hiring rate was low funding available for additional faculty.

Pillar question 1c) Is there a regional or state need for doctoral graduates of public administration in bureaucratic positions?

The document used to answer this pillar question was *Doctoral Education in Texas, Part 1: Past Trends and Critical Issues*. This document was chosen to be analyzed because it focuses on doctoral education in Texas and raises key issues about the degree.

Evidence: *Doctoral Education in Texas, Part 1: Past Trends and Critical Issues*

Evidence within the document that points to the need for more Ph.D.s in Texas to fill bureaucratic positions begins with the statement, **“there are, however, attractive career choices for doctoral graduates in business, government, health-related facilities, and non-profit organization”** (THECB, 2004, v). According to the document “universities and health-related institutions should promote non-academic positions as having an equal status as faculty positions and should devise doctoral programs that prepare students equally for careers inside and outside of academia”(THECB, 2004, v). The authors go on to add that the regional job market for doctorally-

⁵¹ See page 25 of *The status of doctoral programs in public affairs and administration*, available on the Rutgers University website at <http://spaa.newark.rutgers.edu>

trained graduates **can be limited**, and that applicants must often **extend job searches well beyond a particular region to obtain employment**.

According to the document, “it is **not possible to quantify precisely the need for doctoral graduates in various disciplines, particularly in industry and government**” (THECB, 2004, 34). Despite these limitations, according to the document the overall percentage of doctoral recipients obtaining **employment outside of academia is increasing** (THECB, 2004, 34).

The document does not specifically focus on any field of doctoral education, so the regional and state need for public administration Ph.D. graduates cannot be determined. Some interesting findings about doctoral education in Texas is that there are attractive choices available for Ph.D. graduates outside of academia and the percentage of graduates obtaining work outside of academia is increasing. Unfortunately, finding out the precise need for doctoral graduates in various disciplines is not possible, particularly in industry and government. Overall, the document did not establish a regional need for Ph.D. graduates of public administration or its’ related fields.

Cumulatively, none of the documents analyzed provided quantitative evidence to support a need for PA doctoral graduates nationally or state-wide (in academia or within bureaucratic positions). There are increasing job openings available for Ph.D. graduates in government state-wide and nationally but a specific need for a certain field is unattainable.

Website Analysis

Pillar question 1b) Is there a national need for public administration doctoral graduates in academia?

AcademicKeys.Com was the first website analyzed to answer pillar question **1b**. On the website, Public Administration falls under social sciences. Under the “social sciences” search link, only the ‘academic fields’ (of those offered on the website) that public administration Ph.D.

graduates’ are qualified to fill were searched. The categories searched were: **Government, Public Finance, Political Science, and Public Policy and Administration.**

Specific ‘job categories’ were also selected for the search. Only the job categories that recent graduates are qualified for were searched. For example, Associate Professor was not selected because it is not likely that recent graduates will have the necessary experience to fill this position. Assistant Associate Director, Senior lecturer, Assistant Professor, Lecturer/professor, Research Associate, Research Professor, Adjunct Professor, Professional Staff, and Post-Doc were the categories of jobs selected for the search. Once again, the four academic fields searched were 1) Government; 2) Political Science (general); 3) public finance; and 4) Public Policy and Administration. The results of the search can be found in **Table 6.6.**

Evidence: *AcademicKeys.Com*

Table 6.6: Open Academic Positions

Academic Field	Open Positions	Title	School
Government	0		
Political Science	3	Assistant Professor/ Political Science	Southwestern Univ. Georgetown, Tx
		Criminal Justice Professor	Univ. of Michigan Dearborn, MI
		Assistant Professor/ Political Science	Univ. of AR at Pine Bluff Pine Bluff, AR
Public Finance	0		
Public Policy and Administration	0		

Source: <http://www.onetcenter.org/overview.html>

From the job postings available on this website, the evidence shows that there is **not a demand** for PA doctoral graduates. Only three postings were relevant to the ‘academic fields’ and ‘job categories’ selected for the search. The three job openings fell under the academic field of political science. Two of the positions were for assistant professors of political science and the third was for a professor of criminal justice. Since associate professor nor tenured professor were not selected as ‘job categories’, some potential jobs may have been excluded from the search.

The *Public Service Careers.Org* website was analyzed second to answer pillar question **1b**.

Since the website is already geared to recruiting employees within public service, the only item needed to narrow the search was to input “doctorate” under degree required. The results of the search can be found in **Table 6.7**.

Evidence: *Public Service Careers.Org*

Table 6.7: Open Academic Positions by Specialization	
Professor of Public Administration/Public Policy	10
Professor of Public Sector finance, economics and budgeting	1
Professor of Non-Profit Management/ Policy	1
Professor of Information Management, Statistics, Management & Public Policy	1
Director for School of Health Policy	1
Professor for School of Public Health	1
Research Associate	6
Program Director of Public Policy	2
Dean	1
Professor of School for Community Development & Affordable Housing Law	1
Assistant Director for School of Public Management	1
Director for School of Public and Environmental Affairs	1

Source: <http://publicservicecareers.org>

The search produced twenty-seven academic positions nationally that have potential to be field by doctoral graduates of public administration. Of the seventeen positions, **10** are for professors of public administration/ public policy specifically. The fact that within the last 9 months there were 27 academic positions that needed to be filled by doctoral graduates show that there **is a market** for PA doctoral graduates.

The third website analyzed to answer pillar question **1b** was *Federal Job Search.Com*. To search for open academic positions “education and teaching” was selected as the career field, with a minimum salary of \$50,000. Also, “doctoral degree required” was typed in as the key word. Only jobs posted within the last 30 days were selected.

Evidence: *Federal Job Search.Com*

This website was less helpful than the previous two because the search engine was not as specific as the others. There were no ‘professor’ categories to choose from to narrow the search. A total of four positions came up within the last 30 days. **None** of the four available positions called for professors of public administration/ public policy. The job ads were for professors of physics, distant learning director, deputy director, and health care specialist. From these search results, it is **not** evident that public administration doctoral students are in demand in academia in the nation.

The final website analyzed to answer pillar question **1b** was *O*NET*. This website did not provide specific information about the need for PA doctoral graduates, because that type of search is not available. Instead, careers are grouped into fields. For example, to search for the need for Ph.D.s in academia, the field “Political Scientists” was searched. For each career field, O*NET produces a custom report that gives information about the national need for that career.⁵²

Evidence: *O*NET*

Table 6.8: Wages and Employment Trends for Political Scientists	
Median Wages (2005)	\$40.43 hourly, \$84,100 annual
Employment (2004)	5,000 Employees
Projected Growth (2004-2014)	Slower than average (0-9%)
Projected Need (2004-2014)	1,000 additional employees

Source: <http://www.onetcenter.org/overview.html>

Table 6.8 is a summary of the wage and employment trends for political scientists in the nation. Although information about teaching positions in public administration was not available, the main tasks/knowledge of political scientists is to teach and conduct research in the field. It was the closest field to public administration available on this website.

From the summary of wage and employment trends, it is clear that from now until 2014 there is **not a significant need** for more political scientists in the nation. The website data maintains that from 2004 until 2014, the growth rate for political science is **slower than average**, and the field will only need 1,000 additional employees. From this evidence, it can be assumed that the need for more Ph.D. graduates in public administration is **not in demand**.

Unfortunately, the field of political science is growing at a rate of “slower than average” but overall, the results of the website analysis **did** show a need for public administration doctoral

⁵² To see the custom report and detailed report for Political Scientists in the nation see <http://online.onetcenter.org/link/result/>

graduates to fill academic positions nationally. The job search did produce a significant number of open academic positions. A total of 31 positions came up in this **individual** search. Although, it is not certain that there are already available candidates in the field to fill these positions or that PA doctoral graduates may not have the expertise or experience to fill these positions, the search results are optimistic.

Pillar question 1d) Is there a national need for doctoral graduates of public administration in bureaucratic positions?

The first website analyzed to answer pillar question **1d**, was *Federal Job Search. Com*. Select “job fields” were chosen that public administration doctoral graduates would be qualified to fill. Also, a minimum salary of \$50,000 and the key word “doctoral degree required” was selected to narrow the search. Only jobs posted within the last 30 days were analyzed. A summary of available jobs is included in **Table 6.9**.

Evidence: *Federal Job Search. Com*

Accounting and Finance	14
Business and Telecommunications	7
Clerical and Administration	0
Public Safety	5
Legal, Law and claims	0
Math and Statistics	3
Medical and Public Health	6
Human Resources	3
Program Administration/Management	17

Source: <http://www.federaljobsearch.com>

From a review of job postings, it is suggested that there **are available** jobs nationally for Ph.D. graduates of public administration. The three career fields with the most job opportunities were accounting and finance, business and telecommunications, and program administration and

management.⁵³ Although the words ‘doctoral degree required’ were included in the search engine, this does not entail that the positions cannot also be filled by people with bachelors and masters’ degrees.

The second website analyzed to answer pillar question **1d** was *Public Service Careers.org*. Since the website is already geared to recruiting employees within public service, the only item needed to narrow the search was to input “doctorate” under degree required. A summary of available jobs is included in **Table 6.10**.

Evidence: *Public Service Careers.org*

Health Consultant / Economist	1
Consultant for Non-profit policy	1

Source: <http://publicservicecareers.org>

The website search provided only **two** openings nationally to give evidence for the national need for Ph.D. graduates to fill bureaucratic positions. It is uncertain whether the low results were because the website is more geared to academic jobs (the original search for academic positions nationally provided much better results). Overall, this search **did not provide evidence** that there is national need for Ph.D. graduates to fill bureaucratic positions.

The third website analyzed to answer pillar question **1d** was *O*NET*. Unlike the other websites, *O*NET* does not provide information on job openings. Rather, it shows growth trends and market demand for specific job fields. For this research, only job fields (that PA graduates are qualified to attain), that require a bachelors degree or higher and that offer an average salary of \$45,000 or more were selected. This was to ensure that the most likely employers of public administration doctoral graduates were chosen. The results of the website analysis are described in **Table 6.11.**

Field	Projected Growth (2004-2014)	Projected Need (2004-2014)
Chief Executives	Average 10-20%	150,000
Job Analysis Specialists	Average 10-20%	35,000
Arbitrators, Mediators, and Consolidators	Average 10-20%	1,000
Legislators	Slower 0-9%	10,000
Market Research Analysts	Average 10-20%	86,000
Operation Research Analysts	Slow than Av. 0-9%	17,000
Statisticians	Slow than Av. 0-9%	6,000
Training and Development Managers	Faster than Av. 21-35%	16,000
Treasurers and Controllers	Average 10-20%	154,000
Human Resource, Training, and Labor Relations Specialists	Faster than Av. 21-35%	68,000
Equal Opportunity Representatives/ Officers	Average 10-20%	62,000

Source: <http://www.onetcenter.org/overview.html>

From the website analysis it was found that the projected growth of six of the fields suitable to public administration doctoral graduates including chief executives; job analysis specialists; arbitrators, mediators and analysts; market research analysts; treasures and controllers; and equal opportunity representatives/ officers are growing at an **average rate**. Combining these five fields, a total of **488,000 additional employees will be needed** to fill job positions nationally from 2004 to 2014. The growth rate within the field of training and development managers, and human resource, training and labor relations specialists is **faster than average**. From 2004 to 2014, **84,000 additional employees** are needed to fill positions within these two fields. Lastly, three of the fields are growing at a rate **slower than average**: legislators, operations research managers, and statisticians. The results of this last website analysis showed the most evidence of a **strong national** market for PA doctoral graduates.

Overall, the website search for Ph.D. graduates to fill bureaucratic positions nationally was much more positive. Two of the websites (*Federal Job Search. Com* and *O*NET*) presented a good picture of job openings that could potentially be filled by graduates of a Ph.D. program in public administration. Unfortunately, the website analysis did not dictate how likely these positions can only be field by people who hold doctoral degrees. It is not certain that those with bachelors and masters' degrees are already qualified to fill these positions.

Survey: Universities in Texas

Survey research was conducted to answer pillar question **2 (Table 5.3)**. Twenty-three public administration/ public service affiliated schools through out Texas were contacted via phone requesting the department forward the survey questions to students.⁵⁴ Of the twenty-two programs, only seven granted the request and forwarded the email. The programs that were unable to forward the email did not because of the following reasons a) they did not have a database containing student

⁵⁴ See **Appendix E** for a list of the 22 public administration/public service affiliated schools in Texas

emails, b) the timing of the survey (May 2007) conflicted with end-of-semester activities such as finals and grade reporting or c) department staff replied that since the semester was ending they would no longer have student emails after finals and grade reporting was complete.

The students who received the survey were from the following programs:

1. **Angelo State University: MPA**
2. **University of North Texas: MPA**
3. **University of Texas-Pan American: MPA**
4. **Texas A&M University: Public Service & Administration MPSA**
5. **University of Texas at El Paso: MPA**
6. **Texas A&M International University: MPA**
7. **Texas A&M University-Corpus Christi: MPA**

Of the students who received the survey, a total of 21 responded. The low response rate can be related to the fact that the timing of the survey conflicted with finals and end-of semester chaos. Also, students may not have participated because they are too already to busy with their school work-load. “Given today’s increasingly fast-paced culture and growing demands on students’ time, undergraduates simply may be less willing to commit themselves to a voluntary activity such as completing a survey” (Sax, Gilmartin, and Bryant, 2003, 423).

Pillar Question 2a) Is there a population of students and alumni interested in a Ph.D. in public administration program at Texas State University?

Question 1: Would you be interested in enrolling in a Ph.D. program for public administration at Texas State University in San Marcos, Texas?

Table 6.12: Level of Interest in Ph.D. Program		
Category	Count	Percent
Very Interested	7	33%
Some What Interested	7	33%
No Opinion	1	6%
Not Interested	6	28%

N= 21

According to **Table 6.12**, about one-third of the population (33%) would be **very interested** in enrolling in a Ph.D. program in PA at Texas State University. Another one-third (33%) are **some**

what interested in enrolling in a Ph.D. program in PA at Texas State University. Two respondents had **no opinion** (6%) and over one quarter (28%) were **not interested**.

The responses to the survey reveal that a significant portion of the students and alumni are either very interested or somewhat interested in enrolling in a Ph.D. program in public administration at Texas State University. The outcome of this question shows that if initiated, program developers **should** expect student enrollment in the program.

Pillar Question 2b) Would enrollees seek a degree to attain a management or high-level position in an organization?

Question 2: I would seek the degree to attain a management or high-level position in an organization.

Table 6.13: Interest in Bureaucratic Position		
Answer	Count	Percent
Yes	17	85%
No	3	15%

N= 20

According to **Table 6.13**, the **majority** of the respondents (85%) would seek a degree in PA to attain a **management or high-level position** in an organization. Four respondents (15%) would not seek the degree to attain a management or high-level position.

The overwhelming majority of the surveyed population would be interested in earning a Ph.D. in public administration to attain a management or high-level position in an organization. Although the survey does not reveal what type of organization or work the students are interested in, it does show that if initiated program developers should keep student employment interests in mind when developing the curriculum for the program, i.e. policy development, public management, organizational management, agency/program director etc.

Pillar Question 2c) Would enrollees seek a degree to pursue a career in academia?

Question 3: I would seek the degree to pursue a career in academia.

Answer	Count	Percent
Yes	10	50%
No	10	50%

N= 20

According to **Table 6.14**, half (50%) would seek the degree to pursue a career in academia and half (50%) would not seek the degree to pursue a career in academia. Responses to this question reveal that only half of the surveyed population would be interested in a Ph.D. in public administration to pursue a career in academia. This shows that if initiated program developers should keep student employment interests (outside of academia) in mind when developing the curriculum for the program.

Pillar Question 2d) Would enrollees be part-time or full-time students?

Question 4: I would more likely be a full-time student?

Answer	Count	Percent
Yes	8	42%
No	11	57%

N=19

Question 5: I would more likely be a part-time student.

Answer	Count	Percent
Yes	9	47%
No	10	52%

N=19

According to survey responses, more than forty percent (42%) **would** more likely be full time students. More than half of the respondents (57%) say that more likely they would **not** be full-

time students. When asked if they would more likely be a part-time student almost half (47%) of the sample replied that they would more likely be part-time students, while a little more than half (52%) would more likely **not** be part-time students.

Responses to this survey question shows that the **majority** of the respondents would prefer to be part-time students in a Ph.D. program at Texas State University. The outcome of this question reveals that while enrolled in the program, students will probably maintain full or part-time work within the public sector. One of the focuses of the proposed program is to educate top-level and mid-level administrators who are currently employed.⁵⁵ The results of this survey support the feasibility of this focus.

Survey: Texas State Students and Alumni

Results of the survey administered to masters’ students and alumni of Texas State by the political science department are used to co- answer pillar questions **2a** and **2d** of this research.⁵⁶ The entire survey and results, including detailed comments related to the need and value of a Ph.D. in public administration at Texas State, is available in **Appendix B**.

Pillar Question 2a) Is there a population of students and alumni interested in applying for a Ph.D. in public administration program at Texas State University?

Question 1: If a Ph.D. in Public Administration were to be offered by Texas State University, how interested would you be in applying to this program?

Table 6.17: Student and Alumni Interest in Ph.D. Program		
Category	Count	Percent
Very Interested	103	38 %
Moderately Interested	78	29 %
Not sure	49	18 %
Not Interested	40	15 %

N= 270

⁵⁵ See page 6 of **Appendix B**

⁵⁶ For survey results see **Appendix B**

Table 6.17 shows that over one- third (38%) of the masters’ students and alumni say that would be **very interested** in applying for a Ph.D. program in public administration at Texas State University and almost one-third (29%) say they are **moderately interested**. The rest of the surveyed population (18%) and (15%) say they are not sure or not interested in applying⁵⁷.

Overall, program developers should know that there is a large population of students and alumni potentially interested in attaining the degree. If initiated, program developers **should** expect student enrollment in the program. The majority of the respondents are interested in attaining the degree to gain an upper-management position. Also, the majority of the population would prefer to be enrolled part-time.

Pillar Question 2d) Would enrollees be part-time or full-time students?

Question 2: If interested in a Ph.D. in Public Administration at Texas State University, would you attend full or part time?

Table 6.18: Full-time vs. Part-time Enrollment		
Category	Count	Percent
Full time	58	25 %
Part time	177	75 %

N= 235

Table 6.18 shows that the **majority** (75%) of the surveyed population say that they would be part-time students in a Ph.D. program in public administration at Texas State University, while a quarter of them revealed they would be full-time students.

The responses to this survey question reveal that students are overwhelmingly interested in enrolling part-time. Also, as part-time students, they would probably have full or part-time jobs while obtaining the degree. Because academic positions in the university setting are not in high demand, students attending the program part-time will also be gaining practical experience that will

⁵⁷ For survey results see **Appendix B** of this research

train them for jobs outside of academia. One of the focuses of the proposed program is to educate top-level and mid-level administrators who are currently employed⁵⁸. The results of this survey indicate that the need to educate “non-traditional” doctoral students is there.

Interview

Interviews were conducted with key informants to answer pillar questions **1b** and **1c**. Question **1b** pertains to the national need for public administration doctoral graduates in academia. Question **1c** pertains to the regional or state need for doctoral graduates of public administration in bureaucratic positions (**Table 5.2**). To answer **1b**, fifteen key informants in the academic arena nation-wide were interviewed. To answer **1c**, fourteen upper-level managers or agency directors in Texas were interviewed.

It was too difficult to categorize responses because the key informants in both arenas gave a wide variety of opinions on the need for a Ph.D. in public administration. To answer the pillar questions, a general summary of the responses was made. For the transcripts of individual responses, see **Appendix F**.

Pillar Question 1b) Is there a national need for doctoral graduates of public administration in academia?

Table 6.19 includes a list of job- titles and the universities of each of the key informants who were used to answer pillar question **1b**.

⁵⁸ See page 6 of **Appendix B**

Table 6.19: Fifteen Key Informants in Academia, Nation-Wide

Name	Title	School
Key Informant A M.A.	Professor , Director of Training Services, CPM Coordinator, MPA Advisor- School of Public/ Urban Affairs	Univ. of Texas at Arlington
Key Informant B	Assistant Dean for Professional Develop.	Univ. of Texas at Austin
Key Informant C Ph.D. Public Administration Theory	Program director/advisor for Ph.D. in public and Urban Administration	Univ. of Texas at Arlington
Key Informant D Ph.D. in Political Science	Professor of Public Affairs and Administration	Univ. of Texas at Dallas
Key Informant E Ph.D. Political Science	Program coordinator for Public Administration Program	Univ. of Texas at Dallas
Key Informant F Ph.D. in Public Administration	MPA Coordinator	University of El Paso
Key Informant G Ph.D. political science	Associate Professor and Director for the center for Public Service	Texas Tech Univ.
Key Informant H Ph.D. in Public Policy Analysis	Associate professor and Coordinator of the MPA Program. Director of on-line learning. L. Douglas Wilder School of Government & Public Affairs	Virginia Commonwealth University
Key Informant I Ph.D. in Industrial Engineering Operations Research	Senior lecturer/ Graduate Advisor	LBJ School, Austin
Key Informant J Ph.D. in Clinical Psychology	Director of the Center for Ethical Leadership and Clinical Professor	Univ. of Texas at Austin
Key Informant K Ph.D. Public Policy	Director of the Ph.D. Program in Public Policy	LBJ School, Austin
Key Informant L Ph.D. Political Science	Full-Professor, Andrew Young School of Policy Studies	Georgia State Univ.
Key Informant M Doctorate of Public Administration	Director of MPA Program, Associate Professor	Texas State Univ.
Key Informant N Ph.D. in Political Science	Professor of Political Science	Univ. of Missouri St. Louis
Key Informant O Ph.D. in Public Policy and Administration	Adjunct to teach: public Service/ Administration courses	Georgia State Univ.

Question 1: Is there a need for Ph.D. graduates in PA in academia in the nation?

The **majority** of the key informants answered **yes** (13 out of 15 responses). Only one of the respondents said no, to a need for more public administration doctoral graduate and one person could not answer citing they did not have sufficient market evidence to comment on the need.

Question 2: If yes, what evidence is available to show this need?

Respondents gave a wide range of answers into why they believed there was a need for more Ph.D. doctoral graduates. Their evidence that supported the need included: a need for a higher level of research into government problems and issues; a growing need to train public professionals; to refresh and inform graduate MPA programs and to improve curriculum; there is a shortage of people to teach because of the high numbers of retirees; advertisements for jobs shows a need for more PA doctoral graduates to teach; better instructors for MPA programs; undersupply of people for jobs in academia or shortage of supply of applicants in the field; more faculty specifically in areas of public financial management, administration, and management; more researchers to continue to advance the field; better instructors in graduate programs; placement rates are high in current programs; there is a need in academia for practical/ pragmatic experience among professors; and job openings especially for African Americans and Hispanics⁵⁹.

Question 3: If no, what evidence is available to show there is no need?

The respondent who did answer NO said so because there are a lot of places that someone could go to receive a Ph.D. in fields related to PA, and those graduates do not need to attend Texas State University, specifically, to fulfill the national need for Ph.D. graduates in academia.

⁵⁹ See **Appendix F** for comments of key informants in academia nation-wide

A sub question to question 1 was to ask key informants who worked in academia in Texas, whether they believed that there was a need for more Ph.D. graduates of public administration in Texas?

Question 1a: Is there a need for Ph.D. graduates in public administration in academia in Texas?

Seven of the fifteen key informants were from Texas. **All of these respondents agreed** that there **is a need** for more public administration Ph.D. graduates in academia. Their evidence to this question includes a need for more managers to work with the mayors; there is not a traditional public administration Ph.D. program in Texas, so there is a need to suit those who want to study the field in central Texas; the outcome for applicants to public administration and human resource management jobs is low; new schools opening and need faculty; a big need for PA faculty, specifically in areas of public financial management, administration, and management; there is a need for people who are able to take a regional development planning perspective; more people to help government agencies at every level design research questions, develop research contracts, interpret new research findings and make policy recommendations to policy makers in their agencies; and growth in enrollment in bachelors and masters programs of public administration⁶⁰.

Question 4: What is the future need for Ph.D. graduates in academia in the Nation?

Reasons on the need future need for Ph.D. graduates in academia in the nation varied widely. Thirteen of the key-informants commented on the future need. Two of respondents could not answer the future need because they could not provide evidence. A list of responses follows as: better curriculum; research to improve government efficiency; public administration is a growing degree program; need for training public professionals; need to replace retiring baby boomers; need for applied disciplines to provide relevance in the real world of practice; need for professionals, training

⁶⁰ See **Appendix F** for comments of key informants in academia nation-wide

and expertise in local governments; need for highly qualified public administration faculty; a need for public administrators who can take a more global perspective; need for research in the area of public management, public administration, and public policy; growth in government provides a need for professors to teach masters' programs; and a growth overall in public administration programs.⁶¹

Overall, respondents were optimistic and supported the need for additional Ph.D. graduates of public administration in academia. The range of responses to support this need was very broad. Unfortunately, there was not a consensus from the respondents on how to specifically determine the market need or quantitative evidence.

⁶¹ See **Appendix F** for answers of key informants in academia nationally

Pillar question 1c) Is there a regional or state need for doctoral graduates of public administration in bureaucratic positions?

Table 6.20 includes a list of the names and job- titles of each of the key informants who were used to answer pillar question 1c.

Table 6.20: Fourteen Key Informants In Texas	
Name	Title
1. Key Informant A , BA in Elem. Education	Comptrollers Office; Area Manager in Revenue Accounting Division
2. Key Informant B , BA Education	Comptrollers Office; Manager of Claims Division
3. Key Informant C , BA in Business, CPA	Texas Attorney General’s Office, Director of Program Improvement for Child Support Division
4. Key Informant D , BA, CPA	Texas Residential Construction Commission; Executive Director
5. Key Informant E , BA, MPA	Ex. Chief of Staff, Texas’ War on Drugs
6. Key Informant F , BA, MA., Ph.D.	Texas Health and Human Services Commission; Associate Commissioner
7. Key Informant G , MPA	Texas Dept. of Aging and Disability Services; Manager of Policy Analysis and Support Center for Policy and Innovation
8. Key Informant H , MPA	Texas Commission on Environmental Quality; Division Director
9. Key Informant I , MA in Communication	Texas Racing Commission; Executive Director
10. Key Informant J , BA in Indus. Management	Texas Higher Education Board; Human Resources Director
11. Key Informant K , BA	City of Austin Employee Retirement System
12. Key Informant L , BA in Human Resources	Texas Education Agency; Agency Recruiter
13. Key Informant M , BA in Liberal Arts	Texas Department of Transportation Director of Human Resources
14. Key Informant O , Ph.D. in Public Policy and Admin	Virginia dept. of Health Office of Licensor and Certification; Director of Division of Acute Care Services

Question 1: Do Ph.D. graduates have an advantage over masters' degree in hiring?

Table 6.21: Advantage in Hiring		
Answer	Count	Percent
Yes	3	22%
No	9	64%
Depends on Position	2	14%

N= 14

When it comes to doctoral degrees having an advantage over master's degrees in hiring, **less than a quarter** (22%) of the key informants agreed that they **did**. The **majority** of them (64%) agreed that doctoral degrees **do not have an advantage** over masters' degrees in hiring. Two of the respondents said that it depends on the position that the agency is hiring for.

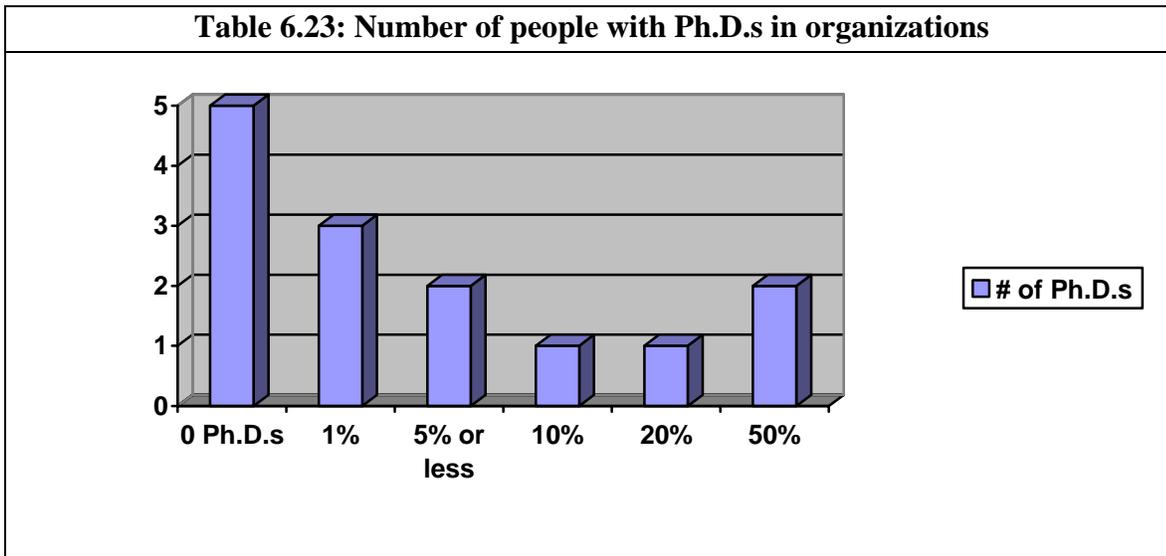
Question 2: Do Ph.D. recipients have an advantage for advancement in the organization?

Table 6.22: Advantage for Advancement		
Answer	Count	Percent
Yes	3	22%
No	9	64%
Depends on Position	2	14%

N=14

When it comes to advancement in the organization, the **majority** of the respondents (64%) **agreed** that doctoral degrees **did not** have an advantage for advancement over masters' degrees. Twenty-two percent said yes and fourteen percent said that it depended on the position.

Question 3: What percentage of top-level positions within your organization are held by people with Ph.D.s?



The majority of the organizations (9 out of 14) employ people with doctoral degrees in upper-level positions. Two of the organizations have a **high number** (around 50%) of Ph.D. holders: The Texas Higher Education Coordinating Board and the Texas Education Agency. At the Texas Residential Construction Commission, twenty-percent of top-level positions are held by people with Ph.D.s. Within the six remaining Texas agencies, 10% or less of top-level positions are held by Ph.D. recipients.

The results of this question show that within public agencies in Texas, there are available jobs for Ph.D. recipients, but it does not show how many, or if the jobs can be attainable by public administration doctoral graduates, or if more jobs will be available in the future.

Question 4: If available would you enroll in a Ph.D. program for public administration at Texas State University?

Table 6.24: Interest in Enrolling in Ph.D.		
Answer	Count	Percent
Yes	3	22%
No	5	36%
Maybe	4	28%
Already Have Ph.D.	2	14%

N= 14

Only **three** of the fourteen respondents answered **yes** to having an interest in a public administration doctoral program at Texas State University. **Five** of the respondents said **no**, they would not be interested in a degree and four respondents answered maybe. The results of this question show that the key-informants do not see a need in attaining a Ph.D. degree to better their career options, or to improve their skills.

Question 5: As a public administrator, do you see a need for more Ph.D.s in public administration in Texas?

Eight of the fourteen respondents **agreed** that there is a need for more Ph.D. graduates of public administration in Texas. Their justifications for the need include a need for better administrators; within the realm of higher education; within areas of review and strategic planning to address state problems; to bring more credibility to the profession; to advance the field of public administration; it is a targeted need meaning there are certain areas where the expertise is really important like research, program design, and policy development; and a need for better administrators.⁶²

Four out of the fourteen respondents said **no**, that there was not a need for more doctoral graduates in public administration in Texas. Their justifications for their answers include: a bigger

⁶² See **Appendix F** for comments of public administrators in Texas

need for graduate trained health care professions instead because there is a huge demand; need for people who think and write analytically at the masters and bachelors' levels; and more is needed at the master's level rather than the Ph.D. level because a masters' degree are more practical.⁶³

Two of the respondents could make **no comment** on the question because they did not have the necessary information to draw conclusions on the subject.

Overall, the responses from the key informants towards the need for additional Ph.D. graduates of public administration in bureaucratic positions state-wide were not positive. The majority of the responses did not support a specific need and the Ph.D. seemed like a foreign concept to most of the key informants. This supports evidence that the Ph.D. is a rare creature within these organizations and that the need for additional graduates is not evident.

⁶³ See **Appendix F** for comments of public administrators in Texas.

VII. Conclusions and Recommendations

Pillar Question 1a

When it comes to the need for doctoral graduates to fill academic positions regionally and state-wide (**pillar question 1a**), neither of the documents analyzed supported a specific **market need** for professors of public administration in Texas. Moreover, the documents concluded that although many doctoral students have an interest in teaching careers in university settings, less than half of doctoral graduates eventually work as tenure-track faculty at universities. Also, because the job-market for doctorally-trained students can be limited students must often extend their searches beyond particular regions to obtain employment.

The evidence that did support a need for more doctoral graduates was found in the *Texas Higher Education Plan: Closing the Gaps by 2015*. The document described a need for more Ph.D. degrees in higher education to teach incoming students, specifically to teach Hispanic and Black students in Texas. There is also **a need** for more professors in order to increase the number of bachelor, masters, and doctoral graduates overall in Texas. Unfortunately, the largest need in Texas is for math, science and engineering graduates', not public administration or government.

Pillar Question 1b

When it comes to the national need for doctoral graduates of public administration in academia (**pillar question 1b**) neither of the two documents analyzed showed a great market need. According to the document *At cross purposes: What experiences of today's doctoral students reveals about doctoral education*, no more than half of doctoral students will be hired into full-time tenure-track faculty positions, and of those positions, only a small proportion will be in research universities. Also, there are far more job seekers than there are tenure-track jobs available and even

though the number of tenure-track professors retiring is increasing, the number of Ph.D. graduates is increasing as well.

According to the document *The Status of Doctoral Programs in Public Affairs and Administration*, the average placement in a five-year span (2003-2008) of graduates in academia was 20 per year, which is smaller than the number of hires for the preceding five-years. Programs associated with ASPA (totaling 100) had an average of 2.7 professor hires over the past five years. The results of hiring records, over the past five years, of professors in public affairs and administration shows that there are not a lot of graduates getting teaching positions. This evidence shows that the need for additional graduates in academia nationally is average or below average.

The results of the website analysis to answer pillar question **1b did show a significant need** for public administration doctoral graduates nationally in academia. A total of 31 academic positions were identified that were relevant to the field of public administration. Although 31 open positions could be considered a positive outcome for an individual online job search (three websites), it is not certain that graduates of a public administration doctoral program would be qualified to fill most of these positions or that qualified people are already available to take the positions. Moreover, O*NET showed that the field of Political Science has a projected growth of “**slower than average**” from 2004-2014 and that there is only a need for 1,000 additional employees from 2004-2014 to fulfill the national job-market need.

Interviews with key-informants to answer pillar question **1b** showed that the majority of respondents (13 of 15) agreed that there **was a need** for more Ph.D. graduates in academia. Respondents gave a wide range of answers to provide evidence for this need.⁶⁴ Also, the **majority** of them agreed that there was a future need for doctoral graduates in academia. Although most of the interviewed population agreed, and provided some-kind of evidence, that there is a need for more graduates, **none** could provide quantitative evidence of a market demand.

⁶⁴ See **Appendix F** for comments of key informants in academia nation-wide

Pillar Question 1c

The only document used to answer **pillar question 1c**, pertaining to the state and regional need for additional graduates in public administration in bureaucratic positions, was *Doctoral Education in Texas, Part 1: Past Trends and Critical Issues*. This document focuses on doctoral education in Texas and raises key issues about the degree.

The authors maintain that there are attractive career choices in Texas for doctoral graduates in business, government, health-related facilities and non-profit organizations and that the overall percentage of doctoral graduates obtaining employment outside of academia is increasing. Unfortunately, they make no specific reference to public administration jobs and they also explain that it is not possible to quantify the need for doctoral graduates in various disciplines, particularly in industry and government. Overall, the document does not show a need for PA graduates in bureaucratic positions in Texas.

Interviews with public administrators state-wide were used to explore the need for Ph.D. graduates of public administration in bureaucratic positions in Texas (**pillar question 1c**). Evidence of hiring and advancement trends within their organizations **did not** show a need for Ph.D. graduates. Only three of the fourteen respondents agreed that Ph.D. graduates had an advantage over masters' degrees in hiring and advancement. Also, the **majority** of the high-level positions within the organizations were not held by people with Ph.D.s. Also, only 3 of those interviewed said that would be interested in enrolling in a Ph.D. program which provides evidence that the degree is not necessary for advancement or promotion within their organizations. Lastly, only six of the fourteen respondents agreed that there is a need for more Ph.D. graduates in Texas.⁶⁵ Although there were six positive responses, regarding the need, none of the respondents were able to provide quantitative evidence for a market need.

⁶⁵ See **Appendix F** for comments of public administrators in Texas

Pillar Question 1d

When it comes to the national need for doctoral graduates in public administration in bureaucratic positions (**pillar question 1d**), the results of the website analysis were more positive. The job openings with the largest need were in the fields of accounting and finance, business and telecommunications, medical and public health, and program administration and management.

O*NET revealed that five of the nine fields pertaining to public administration were growing at an “average rate”. Combining these five fields, a total of **488,000 additional employees will be needed** to fill job positions nationally from 2004 to 2014. Also, the growth within the field of “training and development” and “Human Resource, Training, and Labor Relations Specialists” are growing at a rate of “faster than average”. Alone, these fields will need 84,000 additional employees between 2004 and 2014.

The results of this search do show a need for doctoral graduates of public administration to fill bureaucratic positions nationally. What the job search did not show, was specific evidence that only Ph.D. graduates could fill these open positions. It is uncertain whether bachelors or masters’ degree recipients have an equal or more likely chance at working in most of these available positions.

Pillar Question 2

Survey research was used to explore what considerations about enrollees program developers should make (**pillar question 2**). According to the two surveys administered, there are a large percentage of people interested in the program. Around 66% percent of students surveyed state-wide were either very interested or some what interested in enrolling in a Ph.D. program at Texas State University. A similar response rate (67%) of the department- administered survey to masters’ students and alumni of Texas State concluded they were very interested or moderately interested in enrolling.

The majority of the respondents of the state-wide survey (85%) said that they would be interested in the degree to attain a high-level position in an organization. The responses were mixed on whether they would attain the degree to pursue a career in academia, 50% said yes and 50% said no. The majority of the students in both surveys indicated they would prefer being enrolled part-time.

Overall, program developers should know that there is a large population of students and alumni potentially interested in attaining the degree. Although the survey does not reveal what type of organization or work the students are interested in, program developers should keep student employment interests (outside of academia) in mind when developing the curriculum for the program, i.e. policy development, public management, organizational management, agency/program director etc. The survey research showed that there is a significant population interested in obtaining a Ph.D. in public administration. It also gives program directors good ideas of what decisions should be made about program development.

Cumulatively, none of the documents analyzed provided quantitative evidence to support a need for PA doctoral graduates nationally or in the state. There are increasing job openings available for Ph.D. graduates in government but a specific amount is unattainable. The prospects for PA graduates in academic jobs remains neutral. On average, only half of all Ph.D. graduates get jobs in academia and the majority of them must expand their searches outside of their region to attain an academic job.

The results of the website analysis did show a need for PA graduates both in academia and within bureaucratic positions nationally. Unfortunately, it is not certain whether the high number of open positions for public-service employees can comparatively be filled by people with bachelors and masters' degrees.

Lastly, the results of the interviews with key informants in academia did show a need for more graduates. Although some of the respondents did provide a variety of good responses

pertaining to the need, none of them had quantitative evidence to support their reasons. The results of the interviews with public officials in Texas did not support a need for graduates in bureaucratic positions. On the contrary, responses made it more evident that a Ph.D. is not as useful in the bureaucracy as a masters' degree is.

Recommendations

Since, this research was unable to produce an obvious market need for public administration doctoral graduates, it is important for program developers to find more concrete evidence that such a degree is needed. One way of accomplishing this is to find out the percent of graduates employed in the field (or in post-doctoral positions) within one year of graduation (separated by academia and other fields). Program developers should do a more in-depth job search, learn more about baby-boomer retirement estimates, and learn more about what specific job fields are in demand like in public management, health-care, and public finance.

From the survey, interview responses, and job searches for bureaucratic positions, it can be concluded that doctoral graduates of public administration are needed to improve government efficiency, advance the field of PA, and are better equipped to solve government problems. Also, there is evidence to show that there is a population of people who are interested in the degree to fill positions outside of academia. Since it is already an emphasis of the proposed program to equip students with the tools necessary to fill executive and senior leadership positions in increasingly complex organizations, program developers should find the most in-demand fields and capitalize on it for the program's objectives. For example, within the MPA program at The University of Texas at El Paso there is a concentration in border and international administration.

From comments of those interviewed, it is really important that doctoral students gain practical experience before entering academia or senior-level positions (the term pracademic was mentioned in some of the interviews). Also, from the survey research it was concluded that most of the students are more interested in attending school part-time. From this evidence, program

developers should create a program to fulfill this need and accommodate those who wish to work while gaining practitioner experience. Outside of academia, this program should teach students how to be better managers, emphasize on policy development, be good problem solvers, develop research questions, know public finance (doing more with less), and learn how to best advance the field of PA.

Lastly, because Texas is already a minority-majority state, Texas State University has a great opportunity to train more Hispanic and Black students. The Texas State MPA program has success in graduating minority students. Therefore, a Ph.D. program originating from this department is likely to graduate many minority students. It is also important for program developers to take the need for minority staffing into account. Currently, faculties nationally and state-wide lack diversity. There is a need for more minorities to get a higher education and gain accreditation. Minority students benefit from contact with minority faculty. The Texas State Ph.D. program in public administration should help increase the number of minority faculty to help serve the state.

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Appendix A

Format for Preliminary Authority Requests

Program Description

Briefly describe the requested future degree program (or programs if requesting broad authority).

Criteria

For each program, address the following criteria that the Coordinating Board considers when granting preliminary authority requests.

(a) Required for all requests (bachelor, master's, and doctoral programs):

- (1) A demonstrated need for a future program in terms of present and future vocational needs of the state and the nation. (Provide short- and long-term evidence of the need for graduates in the job market.)
- (2) Whether the proposed addition would complement and strengthen existing programs at the institution.
- (3) Whether a future program would unnecessarily duplicate other programs within the region, state, or nation. (Identify similar programs and explain how the future program would not unnecessarily duplicate them.)
- (4) Whether a critical mass of students and faculty is likely to be available to allow the program to be offered at a high level of quality and to become self-sufficient on the basis of state funding. (Provide evidence of student demand for the program. In addition, provide evidence that an adequate number of high-quality faculty would be available.)

(b) Additional information required for requests for doctoral programs:

- (1) A demonstrated regional, state, or national unmet need for doctoral graduates in the field, or an unmet need for a doctoral program with a unique approach to the field.
- (2) Evidence that existing doctoral programs in the state cannot accommodate additional students (or that accessibility to these programs is restricted), or that expanding existing programs is not feasible or would not best serve the state.
- (3) If appropriate to its mission, the institution has self-sustaining baccalaureate- and master's-level programs in the field and/or programs in related and supporting areas.
- (4) The program has the potential to obtain state or national prominence and the institution has the demonstrated capacity, or is uniquely suited, to offer the program and achieve that targeted prominence.

- (5) Demonstrated current excellence of the institution's existing undergraduate and graduate degree programs and how this excellence shall be maintained with the development and addition of a high-quality doctoral program. (Measures of excellence include the number of graduates and graduation rates that match or exceed those at peer institutions.)
- (6) Satisfactory placement rates for graduates of the institution's current doctoral programs, with comparison to peer group placement rates when available.
- (7) How the program will address *Closing the Gaps by 2015*.
- (8) Institutional resources to develop and sustain a high-quality program.

Appendix B

Texas State University-San Marcos

Preliminary Authority Request

Degree Program Title: Doctor of Philosophy (PhD) in Public Administration

CIP Code: 44.0401.00

Proposed Start Date: September 2010

- 1. What is the justification for the proposed program?**
- A. What are the present and future vocational needs of the state and nation?**

The need to produce public administrators with the highest level of education available has never been greater. According to the Bureau of Labor Statistics, in the ten-year period from 2004 to 2014, government employment is expected to increase by 10 percent, fueled in part by the shift of responsibilities from the federal government to state and local governments (Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, 2006).

The need for well-educated public administrators to lead large and complex organizations is nowhere more evident than in Austin, which headquarters 200 state agencies with approximately 150,000 employees. Moreover, the state of Texas and especially the central Texas counties of Hays, Travis and Williamson, will continue to be among the fastest growing counties in the nation and will continue to fuel extraordinary growth in our region (Angelou Economics/Austin Economic and Technology Forecast 2007-2008). In 2005, Travis County had a net gain of over 2,800 households from elsewhere in the US, which is almost five times the gain in 2004. Nearly 70 percent of new households moved to Austin from elsewhere in Texas (*Austin American-Statesman*, February 10, 2007). As the population in Central Texas grows, the issues facing existing governmental agencies will increase in scope and complexity, and the number of quasi-public (healthcare, environmental management, insurance) and non-profit organizations will very likely increase, as well. With growth in population and in the scope and complexity of agencies in the Central Texas region comes an increased need for public administrators who are very well educated in both breath and depth of

public administration theory and practice. Texas State University-San Marcos (Texas State) proposes to address this need with a PhD program in Public Administration.

Currently, Texas State's Department of Political Science offers an extraordinarily successful and high quality master's degree in Public Administration and a nationally-recognized Certified Public Managers program as evidenced by external evaluations of our programs, honors and awards won by faculty and students, and the remarkable success of alumni. While these programs are very successful in preparing students as public administrators and providing them with continuing education after employment, the Department recognizes that there is a substantive need for an extension of public administration education beyond the master's degree. In part, this depth is needed to enhance public administrators' understanding of ethics, law, and political theory. Eminent scholars in the field of public administration are calling for a broadening of the curriculum to allow students to form a connection between law and public administration (see David Rosenbloom and Yong Lee, *A Reasonable Public Servant: Constitutional Foundations of Administrative Conduct in the United States*, 2005). In addition, as the public sector grows, the need for high level managers to lead large teams of public servants and the need for applied research to guide the work of these teams will be critical to effective government in the state and region.

A doctoral program in public administration at Texas State will benefit from a number of advantages associated with its location, as well as its outstanding reputation. With its main campus in San Marcos and an additional campus at the Round Rock Higher Education Center (RRHEC), Texas State University is perfectly situated to provide students in the central and southern regions of Texas with doctoral level preparation in public administration. Texas State's campuses enjoy a close proximity to the state capital and agency headquarters. In addition, Texas State has created very effective partnerships with organizations and agencies through student internships and employment of its alumni. These will provide immediate opportunities for students in the doctoral program and potential employers for its graduates. No doctoral program in Public Administration exists for senior-level administrators in Austin or in the region south of Austin. Thus, Texas State will be able to offer this unique educational opportunity to students living in the central and southern regions of Texas.

The MPA program at Texas State has been in existence for 34 years, has over 800 graduates, and has created a solid foundation for the proposed program. One of the important elements of this foundation is the current organization affiliations of the MPA alumni. Based on data gathered from alumni, 4% of the graduates work for the federal government; 48% work for state government; 14%

work for local government in cities, counties, and school districts; 10% work for non-profit organizations and 14% work in the private sector (MPA Alumni Survey Results 2005).

The graduate programs in Political Science have strong minority student enrollment. For example, between academic years 2003 and 2006, between 10%-15% of all graduate students in the department were Black/non-Hispanic and between 14%-29% were Hispanic. In all, between 25%-28% were non-white students during these academic years (Institutional Research and Planning, Fact Book). Today, Texas State's MPA program educates ethnically diverse graduates who fill the need for effective public administration at the upper and mid-management levels in agencies across the state.

The proposed PhD in Public Administration differs from and builds upon students' knowledge of concepts and theories in law and public administration, analytical strategies, and applied quantitative and qualitative research skills beyond those identified for the MPA program. By acquiring additional knowledge and skills, graduates of the proposed program will be equipped to fill executive and senior leadership positions in increasingly complex organizations. This assumption is based on survey responses from current students and graduate program alumni (see [Appendix A](#)). In addition, based on our previous experience, the ethnic diversity of graduates likely to matriculate in the proposed program will increase opportunities for more inclusive leadership, policy-making, and policy-implementation in organizations throughout Texas. The Department of Political Science already has the infrastructure needed to provide increased curricular depth and breadth. The existing faculty in the MA in Political Science, MA in Legal Studies, and MPA programs have the relevant teaching and research experience and will collaborate to create doctoral courses to meet the high-level standards and demand for this program.

B. Would the proposed program complement and strengthen existing programs at Texas State?

The proposed program will complement and strengthen existing academic and research programs both within and outside the Department of Political Science at Texas State.

In the Department of Political Science, the proposed program will provide graduate teaching assistants, many of whom will have prior agency administrative experience, to teach the Introduction to Public Administration classes in the undergraduate BPA program. This will provide our 175 majors and minors in the BPA program with many experienced public administrators as qualified classroom teachers. The proposed program will also provide opportunities for the students in the MPA, MA in Political Science, and MA in Legal Studies programs to interact with PhD students in

collaborative research and to enhance their educational experiences through presentations by and dialogue with PhD students in a community of scholars in the Department.

In addition, the proposed program will complement and strengthen existing academic and research programs at Texas State, which are external to the Department. The proposed program will have several tracks that are integrated with other fields of study: (a) the hospital administration track includes courses from the College of Health Professions, primarily from their Health Administration program; (b) the environmental administration track includes courses from the Department of Biology's aquatic resources program in the College of Science and the Department of Geography's program in environmental geography with courses in resource management in the College of Liberal Arts. The proposed program will also have a track of courses in (c) general public administration to fit the needs of a variety of top level administrators in public, quasi-public, and non-profit entities; (d) political communication through the College of Fine Arts, (e) criminal justice administration through the College of Applied Arts, and (f) educational administration through the College of Education.

Additionally, the proposed program will enhance the capabilities of various research organizations and centers at Texas State by providing a cadre of faculty and doctoral students for applied research projects including those in the Center for Governmental Partnerships in concert with the Texas Commission on Environmental Quality, the River Systems Institute in concert with Texas Parks and Wildlife, and the William P. Hobby Center for Public Service.

C. Would the proposed program unnecessarily duplicate other programs within the region, state, or nation?

The proposed program will not duplicate other PhD programs in the region, nation, or state. According to the website of the National Association of Schools of Public Administration and Affairs (NASPAA), the accrediting body for academic public administration programs, there are sixty-seven PhD programs nationwide. In Texas, four universities offer PhD degrees in the related areas of Public Policy, Public Affairs, Urban Planning and/or Administration, of which three are located in the Dallas/Fort Worth area:

(1) The University of North Texas in Denton offers a PhD in Public Administration and Management. The primary focus of the degree program is to prepare students for academic careers as researchers and teachers. A secondary focus is to prepare policy analysts and managers.

(2) The University of Texas - Dallas offers a PhD in Public Policy and Political Economy and a PhD in Public Affairs. Both of these PhD programs are interdisciplinary doctoral programs

designed to prepare graduates for analytical and administrative posts in international and domestic research and policy institutions, academia, research-producing organizations, and public administration.

(3) The University of Texas - Arlington offers a PhD in Urban and Public Administration designed for students who focus on urban and community planning and development issues. The students take coursework in each of the two fields of Urban Policy and Public Administration and complete coursework in two supporting fields. The primary focus of the program is to prepare students for academic and senior public management positions in urban policy and planning.

(4) The LBJ School of Public Affairs at the University of Texas - Austin offers a PhD in Public Policy. This program is limited to full-time students, and the focus of the program is public policy research. The program is designed primarily to prepare students for scholarly careers.

Although these universities offer doctoral programs in related fields, the PhD in Public Administration at Texas State will not duplicate these programs. The primary goal of the proposed program will be to prepare graduates to meet the market need that exists at the local, state, and federal levels for strong, ethical management and leadership in the public administration of cities, counties, states, and federal agencies, and in the quasi-public management of organizations and entities in fields such as healthcare, environmental management and insurance, and in the management of non-profit organizations. Unlike existing programs in the state, the proposed program would serve part-time as well as full-time graduate students. The curricular design of the proposed program will distinguish it from all other existing programs in the state because it blends public administration with political theory and public law consistent with a need identified by eminent scholars, such as David Rosenbloom and Yong Lee, mentioned above. In addition, the proposed program does not overlap with existing programs because it is designed to serve students living in the central and southern regions of Texas who do not currently have access to doctoral education in public administration. Moreover, it will serve those students who seek an applied public administration program rather than the public policy and research focus offered by the LBJ School of Public Affairs.

D. Is there a critical mass of students and faculty likely to be available to allow the program to be offered at a high level of quality and to become self-sufficient on the basis of state funding?

A large pool of potential candidates for the proposed program is located in the San Antonio – Austin/Round Rock Corridor. Approximately 800 students have graduated from Texas State’s MPA

program, as mentioned above, many of whom are working in the management of agencies and organizations in this region. In addition, 650 graduates of Texas State's Certified Public Management (CPM) program offered through the William P. Hobby Center for Public Service are mid-level and top-level managers in 146 public organizations in 86 cities and 23 state agencies in Texas. These alumni constitute a critical mass of potential students. When surveyed, 38 percent of our master's alumni (103 of 270 respondents) said they would be *very interested* in applying for a PhD program in Public Administration at Texas State, and of those interested in applying, 75 percent indicated they would enroll as part-time students—a requirement that the proposed program is designed to meet. For respondents' detailed comments related to the need for and value of a PhD in Public Administration at Texas State, see [Appendix A](#).

The challenge for the proposed program is not the availability and interest of students, but limiting its size, which will be addressed through high admissions standards and limited enrollment. Because the proposed program seeks to educate top-level and mid-level administrators who are currently employed, we anticipate that many of the students in the program will continue working while they matriculate, although some will be full-time PhD students.

An excellent faculty in the Political Science Department will teach in the proposed program—faculty representing the three sub-disciplines of public administration, political science, and legal studies. In the past three years, faculty members have published 8 books and 48 other refereed publications. They have presented 72 papers at state, regional and national meetings. In addition, the faculty members have received 48 awards including one Fulbright, 28 international and national awards, and 19 state and local awards (*College of Liberal Arts, Bibliography, 2003 –2005*). Mentored by the faculty over the same three-year period, our MPA students have presented 32 papers, which consistently win national prizes. Since 1989, five of our MPA students have taken the top manuscript award at the National Association of Schools of Public Affairs and Administration (NASPAA) conference.

2. What is the program's enrollment potential?

The challenge for the proposed program will be to limit enrollment to the numbers shown below. The student base for the proposed program will be a balance of full-time and part-time students. Enrollment goals shown below can be adjusted upward if additional faculty lines and resources are made available.

Fiscal Year	Year (1) FY 11	Year (2) FY 12	Year (3) FY 13	Year (4) FY 15	Year (5) FY 16
New Students	10 (5 full +5 part)	6 (3 full + 3 part)	6 (3 full + 3 part)	10 (5 full +5 part)	10 (5 full + 5 part)
Carryover		10 (5 full + 5 part)	14 (7 full + 7 part)	18 (9 full + 9 part)	22 (11 full + 11 part)
Dropouts		2	2	2	2
Grads				4	6
Total + FTSE	10 (FTSE =7.5)	14 (FTSE =10.5)	18 (FTSE =13.5)	22 (FTSE =16.5)	24 (FTSE =18)

3. What new resources will the program require?

	FY 09 Preprogram	FY 10 Preprogra	FY 11	FY 12	FY 13	FY 14	FY 15	TOTAL
New Faculty	2 (Sr.Level) \$140,000	1 \$50,000	1 \$50,000	1 \$50,000	1 \$50,000	1 \$50,000	0	7 \$390,000
New Graduate Assistants			5 \$92,500	3 \$55,500	2 \$37,000	3 \$55,500	3 \$55,500	16 \$296,000
Equipment			\$50,000	\$10,000	\$10,000	\$10,000	\$10,000	\$90,000
Admin Assistant			1 \$40,000	0	0	0	0	\$40,000
Lab Director			1 \$45,000	0	0	0	0	\$45,000
Travel			\$25,000	0	0	0	0	\$25,000
							Total =	\$886,000

Faculty, Staff and Facilities:

The Department of Political Science currently has 24 tenure/tenure-track faculty members; 18 will likely become core PhD faculty. Based on *current enrollment demand* in existing public administration courses, the Department needs three new faculty members, two at the associate professor level and one at the assistant professor level. These positions must be added before implementation of the proposed doctoral program. Currently the Department has an SCH/FTFE of 712, the highest in Liberal Arts and higher than any college on campus. As a result of a shortage of faculty during the 2006-07 academic year, the average size of graduate classes in the department was 20 students with some sections having as many as 30 and 40 students per section. New faculty

members hired to support existing programs will teach in existing undergraduate and graduate courses and assist in the development and teaching of doctoral courses and leading doctoral applied research. The department chair has already submitted a justification statement and a request for authority to begin a search in FY 08 for at least one new tenure-track faculty member at the senior level, who will help develop the proposed program and serve as program director upon implementation.

In order to implement the PhD Program in Public Administration in September 2010, it is critical that new faculty be hired to teach, conduct research and supervise dissertations of PhD students. Current public administration faculty in Political Science are stretched thin across a growing and very successful Masters of Public Administration (MPA) Program and a large and growing Bachelor's in Public Administration (BPA) Program. In the four-year period, from Fall 2002 to Fall 2006, the graduate programs in the Department of Political Science grew from 198 to 270 majors, an increase of 36%. Likewise from 2002 to 2006, the majors in the department's undergraduate BPA program grew from 135 to 180, an increase of 33%.

To support the proposed doctoral program, the Department needs four additional faculty members (one in each of the first four years of program implementation), 16 additional GAs, one computer lab director for a new quantitative research lab and one additional administrative assistant in Year 1. There is also a need for additional space: the department has requested approximately 10,000 sf in the planned new academic building. Some additional office space and administrative assistance (not reflected in the table above) may be needed to support the courses offered at the RRHEC.

The proposed program will incorporate courses and faculty from other departments, which will result in lower faculty costs compared to "stand alone" PhD programs, if some courses are taught in a stacked fashion. In addition, the proposed program's graduate assistants will teach 2-2 course loads that will reduce the faculty costs to deliver undergraduate instruction in the POSI 3316 (Introduction to Public Administration), a course currently serving the BPA program and the Health Administration program in the College of Health Professions.

Information Technology Support:

A Tier 2 research lab is needed to meet the applied research requirements of the proposed program. This lab requires the purchase of computers, a printer, and additional specialized software licenses. In the first year the anticipated equipment expense is \$50,000, with an additional \$10,000 needed in each subsequent year (see Equipment on chart above). The specialized software needed

for the lab includes SPSS and STATA, a statistics and data management package. Space for this computer lab has already been calculated into the square footage calculation for the new academic building. This lab will serve the needs of graduate students in the departments of Political Science and Sociology.

External Support Opportunities:

In collaboration with the University's Development Office, the College of Liberal Arts and the Political Science Department will seek endowment funding to support endowed professorships and graduate scholarships for the proposed program. To this end, the department and the William P. Hobby Center for Public Service, which previously received a \$1 million dollar endowment from former Texas Lt. Governor William P. Hobby, will collaborate to seek such funding. Additionally, we anticipate that doctoral faculty will bring external grant and contract funding to the department, in part through contract research for the Legislative Budget Board, other state agencies, local governmental agencies and non-governmental organizations.

A. What support will the department, school, or college provide for the proposed program through reallocation of existing resources or through previously allocated resources?

Support for the proposed program will come primarily from the Department of Political Science, the College of Liberal Arts, and the Provost's Office. Faculty members from the Department of Political Science include those who are currently teaching in the areas of public administration, legal studies and political science. Approximately 18 of the current 24 tenured/tenure-track faculty members in the department will teach, conduct research, and supervise the dissertations of PhD students.

The Dean of the College of Liberal Arts will make available to the proposed program the support services of the College's Graduate Enrollment Coordinator, Grants Administrator, and Development Officer. In addition, the Dean will provide discretionary funding to support student travel and student/faculty research.

Since the proposed program will draw courses from other disciplines (e.g., Geography, Aquatic Resources, Political Communication, Health Professions), it will complement those programs and provide expanded doctoral teaching and research opportunities for faculty in other departments, who will teach courses, serve on dissertation committees, and participate in collaborative applied research projects.

B. What are the opportunities for external support for the proposed program through external contracts and grants or other sources of external support?

Prospects for external funding for the proposed program are excellent. The Political Science Department and the William P. Hobby Center for Public Service plan to build on the successful fund raising efforts of the Hobby Center by conducting a major fund-raising campaign for professorships and graduate student fellowships. New faculty hired into the Political Science Department will be expected to apply for grants and contracts with local, state and federal agencies. The proposed program will follow the model for successful grants/contracts established by the Department of Geography in conjunction with the Texas Commission of Environmental Quality. This contract-based research model, which provides applied research projects for faculty and students, will be the model that the Political Science Department faculty will follow in applying to other state agencies and local governments for external support for doctoral students' research.

C. Does the proposed program include any delivery of courses through distance education or at the Round Rock Higher Education Center?

The proposed program will use a course delivery system similar to the current MPA program. Most MPA courses are taught on the San Marcos campus, with a few taught at the RRHEC. Selected MPA courses are taught over the Internet. Most of the doctoral courses in the proposed program will be campus-based, with some offered during the day and some in the evening. Selected courses will be delivered on-line and at the RRHEC campus.

The proposed program will draw some students from the hospitals on University Boulevard near the RRHEC. Potential students will also be drawn from the Texas Commission on Environmental Quality (TCEQ), located in far North Austin near the RRHEC.

4. What is the potential for this program being of particularly high quality?

The proposed program will build upon a highly acclaimed, award-winning MPA program. The MPA program, accredited by NASPAA since 1989, has won a series of national awards for the quality of its faculty and research. Since 1998, five MPA student capstone papers have won the Pi Alpha Alpha National Honorary Society in Public Administration award for the best master's student paper. Two of the winners of this prestigious national award were Hispanic women. Since 1997, 15 MPA student capstone papers have won the regional award for best student paper (McGrew Public Policy Award – Central Texas Chapter of the American Society for Public Administration, student paper category). Since 2002, four MPA student papers have won a regional award for best practitioner paper (McGrew Public Policy Award – Central Texas Chapter of the American Society

for Public Administration, practitioner paper category). The MPA students won these awards in a competition with papers submitted by students from the LBJ School of Public Affairs at UT-Austin and the Bush School of Government and Public Service at Texas A&M-College Station.

Over 200 MPA student capstone papers are posted to the Texas State Library's institutional repository (eCommons). Since February of 2006, there have been over 21,000 full text downloads of these papers. (See <http://ecommons.txstate.edu/arp/>.) Since February of 2006, there have been 1,730 full text downloads of Texas State capstone papers by persons from 95 different countries. The Legislative Research Library of Texas posts the Texas State student capstone papers to its web site. (See <http://www.lrl.state.tx.us/>.) Eight MPA graduates including the Chancellor of the Texas State System have gone on to successfully completed PhD programs and report that the capstone experience in the MPA program prepared them well for the research demands of a doctoral program.

The proposed program also builds on a nationally-accredited CPM program. Ten years ago, the Governor of Texas and the National CPM Consortium designated Texas State as the primary delivery organization for the CPM Program in the state of Texas. The CPM program has an eleven-year history in Texas, operates with an endowment, and is widely recognized as one of the strongest public management education and professional development programs in the United States.

Excellent faculty members will be involved in teaching and research in the proposed program. Five of these are:

- Dr. Patricia Shields, MPA Director, who won the 2002 Excellence in Teaching Award from the National Association of Schools of Public Affairs and Administration (NASPAA) and the 2006 national ASPA Award for the best book review in *Public Administration Review (PAR)*. PAR is recognized at the premier journal in the field of Public Administration. Dr. Shields is also the editor of the international *Armed Forces and Society Journal*, which is housed in the Department of Political Science.

- Dr. Howard Balanoff holds an endowed Professorship named in honor of former Texas Lt. Governor William P. Hobby. Dr. Balanoff, Director of the Texas Certified Public Manager (CPM) Program for Texas, has also served as President of the National Certified Public Manager (CPM) Consortium and is the editor of the 2006 book, *Public Policy and Administration*.

- Dr. Charles Garofalo is internationally recognized as one of the foremost scholars in the area of ethics and public policy and is the author of several books relating to ethics and public leadership.

- Dr. Paul Kens is a legal historian who has received two NEH Fellowships and the Presidential Seminar Award for Excellence in Research in 1992. He is the author of several books

and articles relating to the development of constitutional law through analysis of the lives and decisions of justices of the United States Supreme Court.

- Dr. Cynthia Opheim, former chair of the Department of Political Science and the Department of Geography, has a research and teaching focus on American government and has won several teaching awards. She has published in the flagship journal, *Public Administration Review*, and her work on Congress is highly cited. (Thompson ISI)

A. What special outcomes or competencies would students derive from this program?

An over-arching outcome of the proposed program is to educate outstanding executive-level managers with a broad-based knowledge of public administration, law, and political theory to meet the needs of public, quasi-public, and non-profit organizations. Achieving this outcome involves providing students with an in-depth understanding of the underlying principles, structure and functioning of government and sophisticated research techniques that go beyond the knowledge and skills at the master's level. The program/learning outcomes for the proposed program include

1. Students will be able to write analytically: synthesize, analyze and evaluate the theoretical and methodological literature in public administration and public policy.
2. Students will be able to demonstrate the ability to see complex patterns and classify complex information, concepts and theories in public policy and administration.
3. Students will demonstrate the ability to judge public policy and management evidence based on reasoned arguments.
4. Students will demonstrate the ability to synthesize information in a public administration or public policy context (putting the parts together in a new and original whole – to hypothesize, construct, create, design, originate new information and theoretical constructs).
5. Students will demonstrate the ability to apply and analyze advanced statistical techniques in public administration and public policy contexts.
6. Students will demonstrate comprehension and knowledge of a broad array of social science research methods and the ability to critique (analyze and evaluate) and apply these methods in public policy and administration contexts.
7. Students will demonstrate the ability to research, apply and critique major principles in public law bearing on public administration.

Through these learning outcomes, the proposed program will develop the competencies required for transformational and ethical leadership of organizations by graduates with well-honed analytical, critical thinking and problem-solving skills; applied research competencies;

organizational behavior and communication skills; blended knowledge of public administration, law, and political theory; and an understanding of principles of dispute-resolution in public law and public administration environments.

B. What special factors make Texas State particularly well prepared to offer this program?

Five factors make Texas State especially well prepared to offer the proposed program. First, as noted above, the locations of the main campus and the RRHEC campus are ideal to serve the needs of students living and working in the Austin-San Antonio corridor and in South Texas area. Second, the Department of Political Science has an existing infrastructure that includes three quality graduate programs in the three sub-fields needed for the proposed program (political science, public administration, and law), thus providing the needed faculty expertise for the proposed program. Third, alumni from the department's three existing graduate programs are currently employed in city, county, state, and federal government positions. This not only provides critical connections for student internships, grant/contract opportunities, and collaborative applied research opportunities, but also provides a vast pool of potential PhD students. [See [Appendix A](#)] Fourth, with a large percentage of the graduates of the MPA program being either Hispanic or Black, there is opportunity to recruit and educate an ethnically diverse student body to assume high-level management positions in the state. Fifth, the proposed program will have curricular tracks that will allow several existing departments and colleges at Texas State to provide course work to meet student needs and will also provide collaborative opportunities for involved faculty members. Sixth, the proposed program will not only be built upon the reputation of the outstanding academic programs that are available in political science (MPA Legal Studies, etc.), geography, health administration and environmental resources but will also draw upon the capabilities of various centers and institutes such as the William P. Hobby Center for Public Service, the River Systems Institute, and Center for Governmental Partnerships (TCEQ Project).

5. For Doctoral Programs, Discuss the Following

A. Is there a demonstrated regional, state and national unmet need for doctoral graduates in the field, or an unmet need for a doctoral program with a unique approach to the field?

There is a need for a PhD in Public Administration program with a curriculum that blends political theory, public administration, and law; provides strong analytical and applied research

skills; and has an overarching objective of providing transformative, ethical, and ethnically-diverse leadership for local, state, and federal level organizations. (For the full proposal, we will include survey data that directly addresses this question. Preliminary data from a recent graduate alumni survey can be found in [Appendix A.](#)) As discussed under question one above, there is an unmet need for a doctoral program that has the unique curricular breadth of the proposed program, a specific goal of providing the highest level of education to prepare senior level managers and administrators for transformative, ethical leadership, and an ideal geographic location to provide for the educational needs of potential students living in south of Austin. The PhD in Public Policy offered by UT's LBJ School of Public Affairs is intended for researchers who wish to be college professors or research associates at "think tanks." The PhD Program at UT Arlington in Public and Urban Administration is focused to prepare urban planning professionals. The University of North Texas doctoral program is intended to prepare students for scholarly careers as researchers and teachers with a secondary focus on preparation of policy analysts and managers. The University of Texas-Dallas doctoral programs are similarly designed to prepare students as researchers for academe and research producing organizations.

In addition to the need for a doctoral program with this unique approach, there is an unmet need for doctoral graduates in this field. According to the occupational needs assessment published by the Bureau of Labor Statistics, there will likely be a substantial gain in government employees by 2014. Specifically, in the 10-year period ending 2014, growth in state and local government employment - in part fueled by a shift of responsibilities from the federal government - is expected to increase by 10%, from 21.6 million to 23.8 million jobs. Healthcare and social assistance-related positions will grow by 30.3% and add 4.3 million new jobs (Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, 2006, <http://www.bls.gov/oco/oco2003.htm>). The need for managers for this expanding and increasingly diverse public sector workforce will put graduates from the proposed program in demand.

B. Is there evidence that existing doctoral programs in the state cannot accommodate additional students (or accessibility to these programs is restricted), or that expanding existing programs is not feasible or would not best serve the state?

As stated above, existing doctoral programs serve a different clientele from the proposed program. The proposed program will serve students with diverse occupational aspirations. It is intended for public, quasi-public, and non-profit administrators who will serve as administrators at the highest levels of public, quasi-public, or non-profit organizations.

C. Are their self-sustaining baccalaureate and master’s level programs in the field and/or programs in related and supporting areas at Texas State?

The Department of Political Science offers a Master’s Program in Public Administration (MPA) and a Bachelor’s Program in Public Administration (BPA). Both the MPA and the BPA are strong, self-sustaining programs. The MPA currently has 112 majors. The undergraduate Bachelor of Public Administration (BPA) program currently has 175 majors and minors. Additionally, the department houses the MA in Legal Studies program that serves 100 graduate students and a MA in Political Science program that serves 71 graduate students.

D. Is there potential to obtain state or national prominence and that Texas State has the demonstrable capacity, or is uniquely suited to offer the program and achieve that targeted prominence?

The strength and high quality of the current Master’s and Bachelor’s programs in public administration at Texas State have already been demonstrated through student demand for the programs, placement of graduates, and national awards won by MPA students. In addition, the unique location of Texas State campuses in both San Marcos and Round Rock and the existence of outstanding Texas State programs in Health Administration, Aquatic Resources, Educational Administration, Criminal Justice, and Geography provide excellent potential for collaboration in doctoral teaching and research that will provide opportunities to achieve state and national prominence of the proposed program. With the addition of the proposed program, Texas State will position itself as the “premier university in public service” in the state of Texas.

E. Has Texas State University demonstrated current excellence of Texas State’s existing undergraduate and graduate degree programs and how will this excellence be maintained with the development and addition of a high quality doctoral program; measures of excellence include the number of graduates and graduation rates that match or exceed those at peer institutions?

Texas State has already demonstrated excellence in the undergraduate (BPA) and graduate (MPA) degree programs with consistently high enrollments, strong enrollment growth and graduation rates. In order to maintain excellence in these programs and in the proposed program, additional resources will be needed. These resources include additional faculty and graduate research assistantships. It is contemplated that there will be an enrollment cap on the MPA program, the entrance requirement for admission into the BPA program will increase, and the admission to the

proposed PhD program will be monitored to ensure that PhD student/faculty ratio and average class size are consistent with the need to maintain a high quality doctoral program.

F. How will the proposed program address “Closing the Gaps” by 2015?

One of the major goals of the Closing the Gaps initiative is “Closing the Gaps in Excellence.” This goal specifies that each institution should develop to its greatest potential within its mission, whether it is dedicated to meeting the needs of its region or the entire state. Texas State strives to be the “Public Service University.” Its public service mission is to develop the highest quality administrators for public and non-governmental organizations.

A major effort is already being made by the Political Science Department and the William P. Hobby Center for Public Service to increase the ethnic diversity of available mid-level and top-level administrators for public, quasi-public and non-profit organizations. A significant percentage of undergraduate BPA and graduate MPA students and the participants in the Certified Public Manager (CPM) Program are Hispanic or Black. It is likely that if the proposed PhD program is developed and implemented, it will attract a significant percentage of minority students living and working in central and south Texas.

G. Are there institutional resources to develop and sustain a high quality program?

Texas State has the institutional resources necessary to develop and sustain a high quality PhD in Public Administration program. The proposed program will build on the existing academic degree programs such the BPA and the MPA and on existing Institutes and Centers such as the William P. Hobby Center for Public Service, the River Systems Institute and the Center for Governmental Partnerships (the Texas Commission on Environmental Quality Project). It will utilize shared departmental, college, and University infrastructural resources including technology support, research support, grant accounting, media, distance education, library support, and resources available through RRHEC. The proposed program will be able to use existing faculty expertise within and external to the Department of Political Science and will be able to provide faculty seeking interaction with PhD students the opportunity to teach, do collaborative applied research, and work on dissertation committees.

Appendix A
Ph.D. in Public Administration
Survey Results

The Department of Political Science created an on-line survey to gauge the level of interest its current and former graduate students have in a Ph.D. in Public Administration program. The survey was sent to current students and alumni in the Master of Public Administration, Master of Arts in Political Science, Master of Arts in Legal Studies, and the graduate-level Paralegal Studies Certificate Program. Of the individuals who responded to the survey, 60% were Alumni and 40% were current students. The response was overwhelmingly supportive of the proposed Ph.D. program. ***In fact, 270 students responded within a 6 day period, and of those who responded, 67% were either very or moderately interested in a Ph.D. in Public Administration.***

This appendix contains a summary of the responses.

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Question 1: If a Ph.D. in Public Administration were to be offered by Texas State University, how interested would you be in applying to this program?

Category	Count	Percent
Very Interested	103	38 %
Moderately Interested	78	29 %
Not sure	49	18 %
Not Interested	40	15 %

Question 2: If interested in a Ph.D. in Public Administration at Texas State University, would you attend full or part time?

Category	Count	Percent
Full time	58	25 %
Part time	177	75 %

Question 3: Do you think a Ph.D. in Public Administration would impact your ability to progress in your chosen field?

Category	Count	Percent
Very Interested	63	24 %
Moderately Interested	65	25 %
Not sure	65	25 %
Not Interested	69	26 %

Question 4: Please describe how a Ph.D. in Public Administration would impact your professional opportunities/abilities.

Note: The responses to this question fell into three predominant categories, (a) Career Advancement, (b) Enhanced Skill Set and (c) Educational Teaching Opportunities. Each sub-category of comments is summarized below.

A. Career Advancement

- A Ph.D. in Public Administration would help my writings and research I do at work compete for the attention of policy-makers and Executive Level Administrators at my organization. It may eventually help with actually moving into some of those positions.
- A PhD in Pub Admin would help improve my program development/analysis skills, which could ultimately allow me to advance into an executive level position and/or private consulting.
- PhD credentials are increasingly necessary for top executives in the nonprofit field. Such a degree would assist in career development in that field, as well as open up opportunities in academia, research, and public policy analysis.
- I believe that this program could enhance my professional opportunities because public administration is everywhere. The more knowledge you contain in regards to it, the better it can assist me in my current position and help guide me to bigger and better opportunities.
- With a PhD and my experience I believe the combination of the two would enhance my marketability to much larger corporations.
- I think if there is a major focus on statistics and technology which can be utilized in program evaluation and policy analysis; it would allow me to move to a high position within my work.
- I am looking to change careers and work in Public Administration. I feel a Doctorate Degree in this field is highly needed as I live and work in Austin where many of the state agencies exist.
- I believe that it would give me the opportunity to move into an Executive position and give me the training and information I need.
- The job market in Central Texas is very competitive. Individuals from other schools and higher degrees have a better opportunity than individuals from Central Texas. Providing a PhD program at Texas State would benefit Central Texas residents who want to be competitive in this market.
- I believe it would help me get a higher level job, having a PhD versus masters would greatly help my chances in competing in the job market.

- I am currently working as the Education Budget Analyst for the House Appropriations Committee. Having a Ph.D. will have a significant impact on my ability to analyze and comprehend the material as well as assist in advancement.
- The credentials would be there to become an expert witness.
- While I am unsure if it truly would help me in my field, I believe that a Ph.D. is a wise move in order to pursue additional avenues in my career.
- Scope of management capabilities. Ph.D. should widen that vision dramatically. Also will lend more credence to my abilities as a manager, regardless of level of supervision.
- I'd be that much smarter! In a highly educated area such as central Texas, obtaining additional education such as a PhD allows candidates to distinguish themselves and have an edge on many candidates.
- The MPA program has increased my knowledge in so many ways, obtaining a Ph.D. would increase it even more. It would be great if there could be an education administration focus. In addition, simply having the doctorate degree would allow me to apply for higher level jobs.
- Any extension of my education would open up more opportunities. I cannot see that having a Ph.D. would hurt me in any way. Plus, I just like school.
- Not in my current field, but will help me change careers
- Give me the opportunity to apply for top level administrator.
- As I am just beginning a career in public administration a PhD would probably not have much short term effect (besides more student debt). However if my career hits a plateau I believe a PhD could left my chances of going to the highest levels of management.
- A PHD program would be an advantage for employment.
- It would elevate my resume to a higher status when competing for a new position and allow me the opportunity for new educational exchanges since I graduated 11 years ago
- Simply put, it would help me edge out other qualified candidates for a position.
- It would allow me to become more specialized in my educational/administrative pursuits and give me greater flexibility in career choices.
- Eventually I would like to change state agencies and I believe a Ph.D. would be beneficial in a new agency. Perhaps it would place me right at the executive level rather than having to work my way up to it.

- We work with the public on a daily basis. I have seen that most employees with a Ph.D. in my agency have move up the ladder quickly.
- Graduate degrees are becoming more common in the workplace; therefore, obtaining a Ph.D. would help me stand out from amongst competitors in the job market.
- I think it would definitely enhance my marketability - especially being in Austin.
- Higher degree provides greater advancement opportunities. In many fields, particularly in government some doctorate level education is almost required.
- It would help advance my career in the public sector. A Ph. D gives the potential for more opportunities in advancing at a place of employment.
- I believe obtaining a Ph.D. in Public Administration would benefit my professional opportunities in the areas of policy development, legislative initiatives and facilitate consensus building with multiple diverse parties in the healthcare field.
- Marketability
- I'm not really sure. I don't know anyone with a doctoral degree in Public Administration to compare to. Such a credential would probably lead to policy positions at the highest level, or as a consultant. Probably very good pay and more prestigious and influential professional position.
- I feel that a PH.D would prepare me with the skills I need to succeed in a tough profession.
- The academic credentials associated with a Ph.D. in Public Administration would significantly enhance the knowledge and credibility required to be directly involved in my organization's policy and planning activities.
- Without a PhD, I lack credentials to further my career in business and politics.
- Upper Management
- Improve ability to compete and move up in management.
- As a current employee in the nonprofit foundation, a Ph.D. in Public Administration would be necessary to achieve employment in the top-tier of administration in this field. While I have years of work experience ahead of me before I would consider that venture, I do believe a Ph.D. in PA would greatly aid in that undertaking.
- This Ph.D. would be useful in distinguishing me from other MPA recipients; however I have never seen a state job posting that lists a Ph.D. as a minimum requirement. The MPA is directly referred to on state applications.
- It would offer new opportunities

- It would add credibility to my position.
- This degree would allow me to move up in my organization or within other state or federal agencies.
- Primarily I would see it as a benefit for achieving Commissioner and Deputy Commissioner level positions which undergo greater scrutiny and approval from the governor's office. I am currently one level down from this level so it has some appeal.
- A PhD in Public Administration would open doors to more professional opportunities across a wide range of government agencies, at all levels, and gives even more credibility to those who earn that distinction in our field.

B. Enhanced Skill Set

- A Ph.D. would provide instant credibility on policy matters.
- Increased level of education and expertise Entry into network of other PhDs in related fields Increased contact and access to academia
- A PhD program would force me to expand my knowledge base and take on research that up until then, the incentive just doesn't exist.
- Having a Ph.D. in would enhance the perception that I am a well-rounded person, capable of dealing with long-term, challenging goals. Additionally, the ability to create new knowledge would indicate my ability to do deep analysis and presentation.
- I'll be retiring from state government in the next 18 months and probably going to work in county government thereafter as a program/policy analyst. The additional credentials would, of course, provide a competitive edge. The course work required to earn them would certainly refresh/update existing knowledge and skills and hopefully provide the opportunity to acquire new ones.
- Education opens doors. What I do with opportunity is up to me. Realistically, I am probably too close to retirement to progress very far in my current role. A PhD could enhance my ability to contribute to my community in the future.
- Opportunities- Greatly enhanced with creating opportunities in research and teaching positions relative to my profession Abilities- We never stop learning. If our university expands its PhD program to include our field...our abilities can only get better in addressing the problems within our choice of profession.

- I believe it expose me to best practice ideals and elevate my knowledge of literature to further my management abilities.
- I'm in Education (Higher Ed); so obviously the more degrees I've got the better! A Ph.D. is very much respected here!
- Who knows what the future holds? Any advanced education provides new opportunities to be viewed as a package of knowledge, experience and skills.
- There is added respect for those who have the degree as evidence of their commitment to hard work, discipline and knowledge to truly examine and master the issues in their field.
- I am interested in social legislation and this degree could help me in my endeavors.
- I just think that a higher level of education is well respected no matter what field you're in. It shows you have drive, ambition, and dedication.
- I need academic courses for intensive study of the latest leadership and executive management theories, research, models, applications, and skills that are currently successful in Corporations and government organizations worldwide. Short Leadership and Management Seminars do not cover all the research and study needed to really learn new concepts and their applications. A structured Ph.D. Program is my only choice. I am the CEO of a Hospice and Home Health agency and am committed to expanding the business and compete with other agencies and win.
- I believe offering a program to earn a PhD in Political Science would be a lot more useful to a lot more people. A lot of institutions specifically say they will not accept even a MA in Public Administration, so I think to appeal to the masses is the right answer. I would enroll in a program to earn a PhD in Political Science.
- Given my two primary career interests, (faculty or staff employment within a university system or working as a consultant within my area of expertise), the former focuses so completely on politics and paper, (degree over ability); it makes a Masters or Doctorate the primary means of progressing through the system. A doctorate then becomes a necessary evil.
- I feel that a PH.D would prepare me with the skills I need to succeed in a tough profession.
- State government can more effectively utilize resources if research and studies are conducted aimed at solving an identified problem strategically and based on scientific method of inquiry. Ph.D. opens doors for further and advance research and planning.
- I believe with a PhD my professional opportunities would greatly increase. I would have the ability to progress in my chosen career and greatly expand my horizons.

- Knowledge is power, after all. In this case, a PhD in Public Administration would provide more power to graduates to serve public sector organizations, agencies, and governments at a higher level of understanding and reasoning. The advanced degree would greatly assist graduates in competing for public sector employment positions--the first formal step in providing service to the public.
- A Ph.D. in Public Administration would allow for progression into Executive Level management, such as, Executive Director for the Environmental Agency of Texas, the Texas Commission on Environmental Quality. By having the knowledge and skill sets that a Ph.D. program would make available, the agency would benefit from sound public administration theory and practicality in addressing and resolving environmental issues facing the State of Texas.
- I believe a Ph.D. would add additional legitimacy to research and policy development.
- I believe Ph.D. programs at any level impacts a person's ability for progress.
- I would be allowed to say that I am a Doctor of Public Administration. Holding a Ph.D. in any field looks good.
- I think it would open many more doors and also academically speaking, increase my knowledge in the field.
- I believe it would allow me to progress in the area of not only policy making but research as well for the criminal justice agencies at the state level.
- A PhD in Public Administration is very rare in the non-profit world. Partially because it is not a necessity and partially because there are not many professionals holding such a degree. A Ph.D. in Public Administration would allow me to be well qualified with a higher degree of knowledge and education than the majority of the competition, giving me that much needed edge to secure the position and bring the most to my organization.
- It would make it much more likely that I would be selected for an interview over another applicant that only had a basic degree.
- I believe that a PH.D. In Public Administration would help me move into the top level of administration. I would also like to be the executive director of a state agency in the near future. I would like to further my knowledge in policy research and public policy.
- A PhD would help me to increase my knowledge in the field of public administration and would assist me in becoming more of an expert in my field, which ultimately may open new employment opportunities for me.
- A Ph.D. in Public Administration would impact my ability to progress in my field by not only providing a higher level of education, but also by providing me with a

more specialized level of knowledge regarding public administration issues, skills development, theories, and research.

C. Educational Teaching Opportunities

- If I made the decision to pursue a Ph.D. it would be for the sole purposes of continuing in the education field. It would enable me to pursue teaching at the university level as well as conduct research in the realm of public administration.
- Working in state government as a team leader of other professionals (at 3rd level removed from top administrative level in this state agency) it would always be important for me to have an understanding of political systems, especially if I were to have an opportunity to advance to a higher administrative level where there is direct interactions with the legislature (i.e. agency budget planning through the legislative process, agency policy development etc.). Also, I would like to perhaps teach at some point in higher education and this would help in that pursuit as well.
- A PhD in Public Administration, with my planning background, would provide me credentials I need to become a national policy analyst and move into high-level appointed official positions. I have a strong interest in serving at a high level in the Department of Housing and Urban Development or the Environmental Protection Agency. In addition, I have a long-term goal of becoming a university professor.
- A Ph.D. in Public Administration at Texas State University-San Marcos would greatly further my ability to serve the State of Texas as Legislative Liaison for the Texas Department of Public Safety and to serve Central Texas as Adjunct Government Professor at Austin Community College. This doctoral education would help me with both my DPS and ACC careers by increasing my knowledge about government and its effective operation which I could use to more effectively execute public policy at DPS and to better teach about lawmaking at ACC.
- I would be able to teach in higher education with it; which would be a career switch for me that I have contemplated.
- Additional education, speaking and teaching opportunities
- It will enable to teach certain aspect of my job field - Fraud Detection.
- It would have an impact on my teaching, also on my own self esteem to have a PhD in Public Administration.
- I could have the opportunity to teach.
- It would open up many doors. I would have options to keep my current professional and possibly teach on the side. I could also consult for government agencies. The possibilities are limitless.

- I would be able to teach in Higher Ed or move to Executive level management.
- Obviously it would, you could even teach
- PhD holders have significant opportunities to advance and research and teaching fields. This is something I would love to do.
- A Ph.D. in Public Administration would allow me more job opportunities, including teaching graduate classes at a university. I would also be able to explore options in writing and research, as well as policy development.
- I terminal degree in my area of expertise could open the way to a tenured position.
- It would not advance my chosen field, but might open opportunities in academia.
- It would give me the opportunity to teach in higher education or possibly obtain a high-level government position that requires statistical analysis.
- There are good employment opportunities as professors and research degree holder.
- Would be second PhD, currently teach in university setting
- I would be able to teach at a university which is something I have an interest in.
- It would allow for people in the field of Public administration to become experts in certain areas. Also allow for opportunities to become professor.
- I would like to eventually teach on the collegiate level in public administration, so this degree would significantly help my goals.
- Demonstrating more advanced abilities needed for promotions. Also may support a career shift teaching.
- The higher the education level, the higher you progress in education.
- A Ph.D. would not impact my ability to progress in my field at the city level. A Ph.D. would be beneficial if I decided to teach at the university level, or wanted to venture into consulting or policy research opportunities.
- The option of a Ph.D. would expand my opportunities by opening the door for a future teaching position as well as making me more marketable in an increasingly competitive market.
- I would be able to teach. That is the ultimate goal.
- Since I ultimately want to teach at the college level, a Ph.D. program would definitely be beneficial to my future.

- Currently, my goals lie within the practitioner side of the field. However, a Ph.D. would certainly be a wonderful achievement, particularly if I eventually plan to join the ranks of the educational side of PA.
- A PhD in Public Administration could only enhance my long-term goals for teaching governmental and/or criminal justice at the college/university level. Additionally, a doctoral degree in Public Administration tends to be marketable in the event I pursue administrative positions within law enforcement.
- I have an interest in teaching at the college level where a doctorate is preferred. A substantial position in politics or public service intrigues me, but feels beyond my grasp right now. I wonder if a doctorate in public administration would provide the credentials necessary to succeed there.
- It would give me a greater opportunity to teach at a college level.
- Enhanced leadership opportunities in social services and education
- Able to teach at the University level. Texas is a Public Administration PH.D-POOR state, compared to California, New York, Florida and other large populous states. Only 2-3 schools in Texas offer a Pub. Admin. PHD. Doctoral students from Houston, San Antonio and South/West Texas could benefit from having the program at Texas State.
- I would love to be involved in the legislative budget process, and a Ph.D. is always a desirable requirement in some jobs. I would also like to teach at the university level; therefore, I would need to have a Ph.D. to be able to advance in a university environment.
- I would shift career into an academic setting.

Question 5: In what ways and areas do you anticipate that your understanding of applicable theory, research, and skill development would be enhanced by a Ph.D. in Public Administration over and above those you have or are acquiring through the graduate degree you have or will receive?

- I consider the greatest issue facing my generation and this country is our aging population and how health care will be provided during the later part of life for all the baby boomers. Honing the skill set of applying theory and conducting research with the credibility of a PhD in Public Administration would hopefully lead to solving if not initiating a necessary debate about how to better care for our aging population.
- Knowledge has intrinsic value in and of itself. Even if I didn't have to work for financial reasons and wasn't planning to remain in the public sector for another 10 - 15 years, I would still find Public Administration Ph.D. program attractive

simply because it would allow me to expand my knowledge base and skills and involves an area of study that I have always found fascinating.

- A PhD program will allow me to focus on a more narrow policy area and become an expert in that area while the MPA offers a more diverse theory base.
- Theory is very important and having a better understanding for it is key, especially in state offices, which I am currently employed. It is important to be able to apply these theories to better you in your individual position as well as help the agency or company in which you work. Research is key as well. Knowing where to look and the extent of what research needs to be done and basically knowing how to do it. I believe that this additional program would be extremely beneficial.
- That is a good question. My response is based in part upon what I do not know and how I even know to look for it. While I utilize the skills mentioned here on a daily basis, I have found that each day I learn new things that I did not realize was either available or possible. In that way, I believe a Ph.D. will facilitate the pursuit of additional public policy avenues and venues from which I could genuinely uncover new opportunities even further from my ability to locate information and develop new skills. I also believe it will help me to do training and/or teaching at a university or college.
- My theory, research, and skill development would be taken to a higher level...it would energize my research skills to embellish and improve my teaching.
- Increased writing skills, additional skills and methodologies for dealing with individuals
- I would probably use more statistical information in the result portion of the research.
- Greater depth and historical significance of applicable theory Bigger picture understanding and enhanced reporting of research results
- It would expose me to resources and individuals with knowledge to further my skills and abilities.
- A deeper understanding of theory, research, and policy analysis would be of great benefit, complementing the practitioner strengths gained from my MPA and work experience.
- By pursuing a Ph.D. I would expect that the methodology portion of my academic experience would be significantly enhanced. In addition, I would hope that a more focused set tools would be further developed in my career specialization area, public finance.
- I believe I could acquire more expertise in the scholastic area in order to learn more through research. This is currently not something I feel adequately equipped to carry out.

- I would have better expertise in my field and would be a more effective employee in the field of public administration.
- I think it would definitely enhance those skills.
- Advance research in public policy and public administration as a whole is in great as we advance further in society.
- At the very least it will help me more comfortable with the language of public administration, thus allowing me to tap more easily into the power of the concepts behind the language. Immersion language learning, so to speak.
- More advanced level statistical work and financial analysis work.
- It would be great to be part of an up and coming program and I know that the opportunities will be there for more growth and learning
- More in depth knowledge of public administration.
- I would like to focus more on budget/finance and have a better understanding of government procedures on these topics.
- A Ph.D. in Public Administration from Texas State University-San Marcos would provide me more detailed knowledge about government and business principles and theory which I could readily use as Legislative Liaison for the Texas Department of Public Safety to better advise state leaders on public policy issues related to public safety and law enforcement. I would use this new knowledge as well to help improve the quality of my government instruction at Austin Community College.
- Budgeting and finance oversight, supervision aspects on an agency wide basis rather than compartmentalized and planning aspects. Would hope the Ph.D. would be more applicable rather than more research based. The ability to understand research and methods should be there, but the focus should be on leadership of agencies, whether governmental or not. Need to provide a GRANTS class at the undergraduate or graduate level. In today's world, this is a MUST!!!
- I can only imagine that my level of understanding theory, research and skill development would be further maximized through earning a Ph.D., the highest academic degree awarded.
- It's been years since I graduated and the course of study might well bring me up to date!
- I envision additional, more in-depth learning opportunities, as well as writing and research chances.

- more specialized focus, more aware of issues in public administration, better writing skills, more knowledgeable about my specific areas of interest within public administration (i.e., education)
- Enabling me to go deeper into specific issue topics that I would otherwise be unable to do. The time devoted would give me an opportunity to explore various issue areas with far greater understanding of them, how to best address those issues, and the implications of those issues...domestically, internationally, locally, financially, socially and culturally...
- Most of my college career has focused on bullet points and history, rather than theory. Only since I have been in the MA program have I experienced any discussion of theory. Going beyond the MA program would definitely expose me to more in depth theory, as well as provide more opportunities to participate in research and skill development.
- I would probably study policy development and implementation. These are a key to public administration. Although one can become an expert in implementation without advanced degrees, informed deliberative ability is a needed and scarce commodity in government.
- It is important for one to strive to have an understanding of how our society deals with administration in all aspects of any financial endeavor. For a person to achieve a level of effectiveness it is important to be able to "hit the ground running" so a practical ability to apply the information one learns is essential. As our world of information is linked to more and more avenues it is to any businesses advantage for their staff to be able to research current issue and solutions available for them to progress. I believe one should strive to learn not just in the beginning of their live times, but should strive to develop skills and a knowledge base for a lifetime.
- I would be the best resource for my agency in providing and researching various policies, regulations and laws.
- I think that I will acquire better research skills and I would be interested in doing research that could further the field of Public Administration.
- I feel a PHD would further develop my skills in the field of Public Administration. The additional study alone would enhance my knowledge and ability to make recommendations and decisions based on various situations.
- Doctorate level preparation and development will translate to my everyday work efficiency and production.
- Actually, I would expect less theory and more practical application at the PhD level. That may be because I am already putting what I learned for my MPA to practical use in my current position.
- I believe I would be more experienced in assembling a methodology for uncovering new information that could be relevant in my work, as the doctoral

work emphasizes research. Government practitioners apply theory only obliquely and not necessarily well served by flaunting it, but a quiet understanding and application in governance of multidisciplinary, multiagency and multiple stakeholders is well served by the techniques applied in graduate research.

- Greater depth of understanding and application.
- I feel the aspects of "true research in my field" would enhance my job, my programs and future in my agency
- I received my MPA in 1977 and Training Seminars do not provide the concentrated study that I want keep up with all the latest theories, research, applications, comparisons, skills and communications that a Ph.D. Program can offer. [I stated all this in the 1990s when I was on the MPA Committee and we still do not have the MPA Ph.D. I suggest Texas State approve this Program.]
- Expanded understanding of quantitative and qualitative methods, logic models, and experimental designs.
- Curriculum as a Ph.D. in Public Administration would offer challenging opportunities as I work to develop skills addressing some critical areas in the public sector - and hoping to "rethink" how we do things!
- More rigorous statistical techniques. Many students in the MPA program shy away from using advanced statistics.
- Ph.D. programs are traditionally more academic with greater emphasis on your ability to research and write in specific areas of scholarship. Research and writing skills are invaluable in any area of policy or program development.
- It would help prepare myself for academic and research based careers. It would also help me further explore emerging theories and trends in the public sector. It would help to further investigate the challenges and prospects of management at a job. Lastly, it gives more diverse thinking and viewpoints from persons in the discipline of Public Administration.
- I'd like to publish my research; and continue to write and publish in my field...so a Ph.D. would probably help my development and enhance my skills.
- It would give me a better way to express opinion with fact within a university system.
- Opportunities in teaching or public sector
- I think that improved research skills and a better understanding of political theory would be vital to functioning more effectively in the political process and influencing positive change.

- I expect that there would be a great deal of refinement of skills and competencies that were only introduced at the MPA level. Completing a doctoral thesis demonstrates a rare accomplishment in the academic arena.
- It would greatly enhance my overall persona. The legal studies program molded me into a better legal writer and legal thinker. If I would graduate with a PhD, the challenge would definitely make me more marketable once I apply for a job, and would reshape my ways of thinking. I feel the program would prepare individuals to succeed.
- I think a PhD program would enhance my further understanding of statistics and research, how to compile data to perform statistical studies, and how to produce scholarly articles relating to public administration issues.
- There is more advance and intense research and application of theory into practice in PhD programs. Strategic planning can be enhanced if prepared by academically prepared employees at the federal, state, or local government.
- Dramatic changes in government and public policy are forcing public organizations to quickly adapt to a rapidly changing environment. A PhD in the field of Public Administration would add value to the extensive knowledge that I've gained in my chosen field especially as it pertains to complex policy and fiscal matters.
- Able to do more research to compete with other American state jurisdictions. Texas is the second largest state and shouldn't be a backwater to other large competing states. Texans need a DAMN good PHD program in PA and Texas State can deliver on that!
- I am sure that I can focus more clearly on my chosen research areas - and develop a finer expertise in these areas.
- A Ph.D. in Public Administration would be beneficial if a public administrator would want to perform advanced research in their field or teach public administration. In my current profession (law enforcement), I do not believe that the time required to obtain a Ph.D. in public administration would help in getting a promotion or gaining practical experience in the public sector.
- Research would help with my future goal of working in public policy, or upper level management for a city agency.
- You would be an expert
- Improve knowledge base and understanding of current theoretical models and applied areas of study.
- research/classroom instruction

- A deeper understanding of public management concepts and how those concepts work in the real world. More and tougher research in the field would benefit everyone just by having to do the research.
- The information gleaned from the MPA program is easily applicable to my current position even though it is non-managerial. In order to apply this Ph.D., I think the degree holder would need to be a senior level manager.
- It would strengthen my research skills.
- I would like to see a program that offers analytical applications. More Statistics, Modeling, GIS/Computer programs, theory & Policy, Legislative affairs.
- From my point of view, it is always a plus to learn from the application of theory and research in "real life" situations, share experiences with other practitioners, and see why specific strategies are effective in certain situations and why some are not. A PhD level course of study will give students an opportunity to look deeper into specific areas of interest.
- I believe a deeper understanding is gained from a Ph.D. program and also attracts more qualified public administrators in the central Texas area.
- My research skills will be tested with a PhD program. I will be involved in intense research which would require my use of knowledge from the program oh which I have graduated from.
- Public Administration is an incredibly broad and multi-faceted discipline. Further research can only lead to enhanced understanding of its many nuances and practical applications.
- I would imagine that Ph.D. work involves greater thinking, creativity, and independence than does a masters degree or many workplace environments. Participating in a Ph.D. program would promote a continuation of higher level thinking and articulation of information. My career interests have shifted since I was an MPA graduate student. Should I be chosen to participate in the Ph.D. program, I would be more focused on specific topics such as governmental interactions and efficiencies.
- This would enable me to enter a teaching and professional consultation phase of my career.
- It would allow me to explore a more concentrated academic specialty of interest.
- I feel that a Ph.D. in PA would enhance, sustain and better define the knowledge learned in applicable theory, research & skill development in my previous studies and work experience.
- I would anticipate that the opportunity to acquire more in-depth knowledge could only continue to enhance my skills in a positive way.

- I would anticipate that all the above would greatly increase my understanding of them. A Ph.D. program is needed! It would help the University.
- I believe that a Ph.D. in PA would extend the research and theory aspects of my graduate-level MPA degree. I graduated with my MPA in 2002 and I have yet to determine which, if any, doctorate level program I will pursue. I am interested in the Ph.D. program in Public Administration; I also hope a distance learning component is added to the curriculum as I no longer live in the Austin-San Marcos area, but am willing to commute on a limited basis.
- I would expect a Ph.D. program would have more hands on assistance and applicable theory which take me further than the M.A. program was able to.
- I anticipate it will focus on current events within public administration and also give more management techniques and information than the masters program.
- I would like to enhance my knowledge in a forum for synthesizing the roles of descriptive, prescriptive, and inferential modeling in policy research; exercising modern formal descriptive and inferential methods; and managing research information, small- and large-scale databases, and geographical information systems. I would also like a program that explores theories of public policy, emphasizing the historical development of policymaking institutions, the intellectual development of the discipline, and the role that theory may be expected to play in public policymaking.
- From other people that I know who have pursued PhD's I hear that it is more in depth in the research part and writing. I really think this program would be popular and I know many people who would pursue it. Also, please provide the program at the RRHEC as well as at San Marcos. A lot of people I know live in the Round Rock/North Austin area and the RRHEC would be more convenient to them. I would be very interested in attending this doctorate program either full time or part time depending on what season of my life I will be in when this program is up and running.
- I believe that it would give me a better understanding for the bigger picture in criminal justice rather than at the organizational level.
- I believe the program would keep students up to date in the latest theory and research in the PA field and enhance the skills that government administrators use on a daily basis.
- It would give me the ability to specialize in a particular aspect of PA. Giving me an opportunity to become an expert at whatever specialization I choose, with this specialization I will become an important part of the administrative perspective in the level of government I work in.
- I expect to gain a detailed understanding of the implementation of public policy, means by which to become involved in that field, and become an expert regarding government policy and bureaucracy.

- Would allow a concentrated effort in research specific to Public Administration.
- A PhD would be most beneficial for those interested in further research, or academic fields. I don't see how it would help most real world jobs, unless it was focused on a niche sector or specialty, in which case it could open a lot of doors. For those in general public administration or management, it would not be that much better than an MPA in my opinion.
- Aside from my general understanding of applicable theory, research and skill development, a PhD would enhance that knowledge by providing a more in-depth and specialized education level in public administration.
- A PhD program would give me a more extensive understanding of theory and an opportunity to research my area of interest.
- I view a PhD as being so academically intense and specialized that it would merely refine the skills already learned in the MPA degree. It seems it would just be a bigger, longer version of the ARP class that we do in the MPA program. That seems well suited to others but not for me. However, I do think that the addition of the PhD program would boost the prestige of the department. My only suggestion is that if a PhD is added, some of the load for supervising the PhDs and ARPs definitely needs to be shared with others--Drs. Shields and Tajalli seem overburdened as it is.
- A Ph.D. in Public Administration would allow individuals to better address significant policy issues in state government. For example, greater studies are needed to determine whether privatization of government services are a "boom" or a "bust" for service delivery. Thus, the ability to assess appropriate methodologies to determine success or failure of such actions would enhance career progression into more executive level positions of influence. Skill sets, such as, trend analysis and greater compilation of data sets would allow better scrutiny of current trends in state government to outsource functions and responsibilities of state employees.
- I believe a PhD program would allow one to concentrate on a specific idea/theory and the level of research skills would go beyond the Masters program. I believe a PhD program offers more depth and not breadth. The same skills could be applied (research arp vs doctoral thesis) but it would be a much greater and detailed task.

Demographic Information

The following is demographic information provided by the students and alumni who responded to this survey.

Responder Information

Responder Status:			
Alumni	153	MPA	183
60%		72%	
Current Students	<u>101</u>	MA	23
40%		9%	
Total	254	Legal Studies	43
		17%	
		Paralegal	18
		7%	

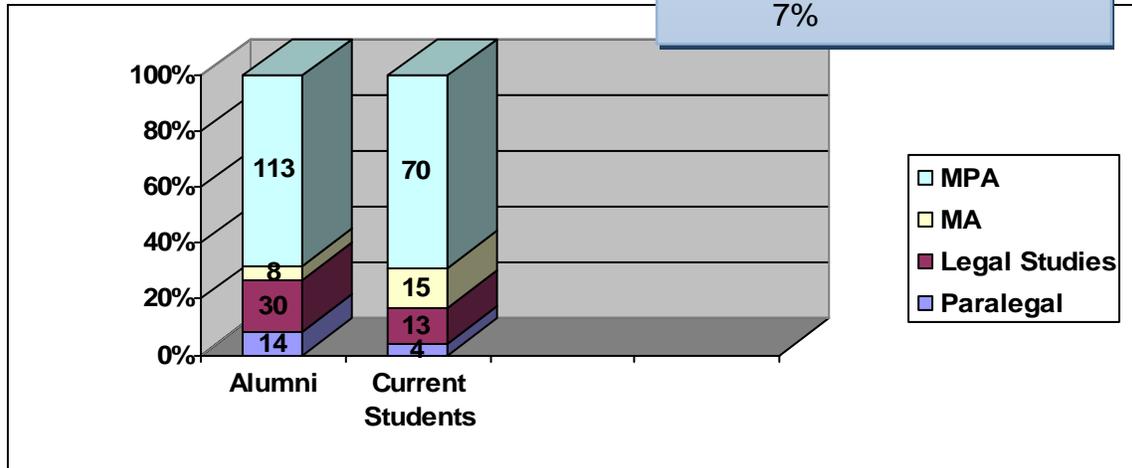


Figure 1

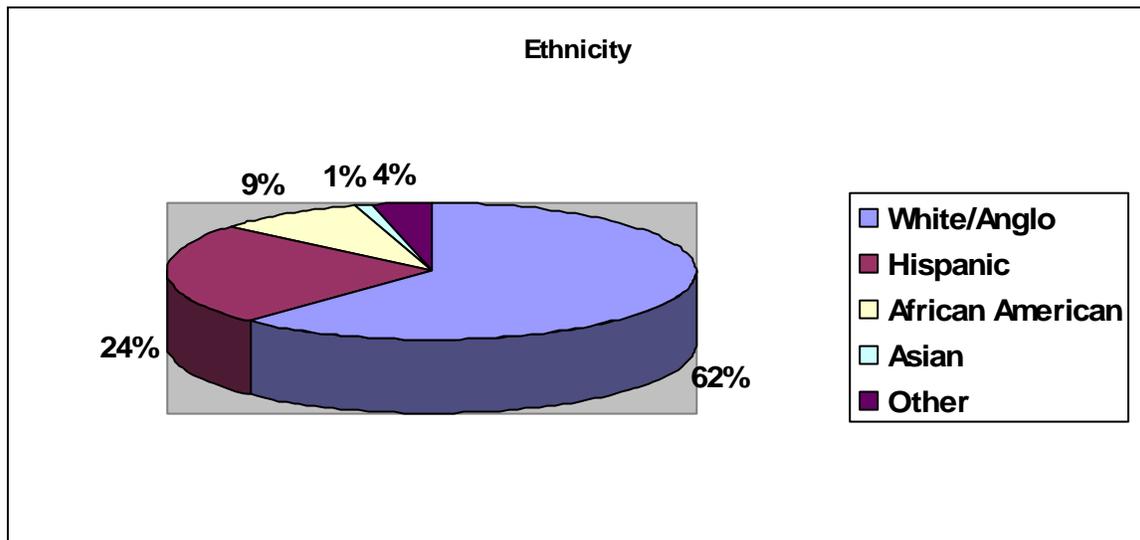


Figure 2

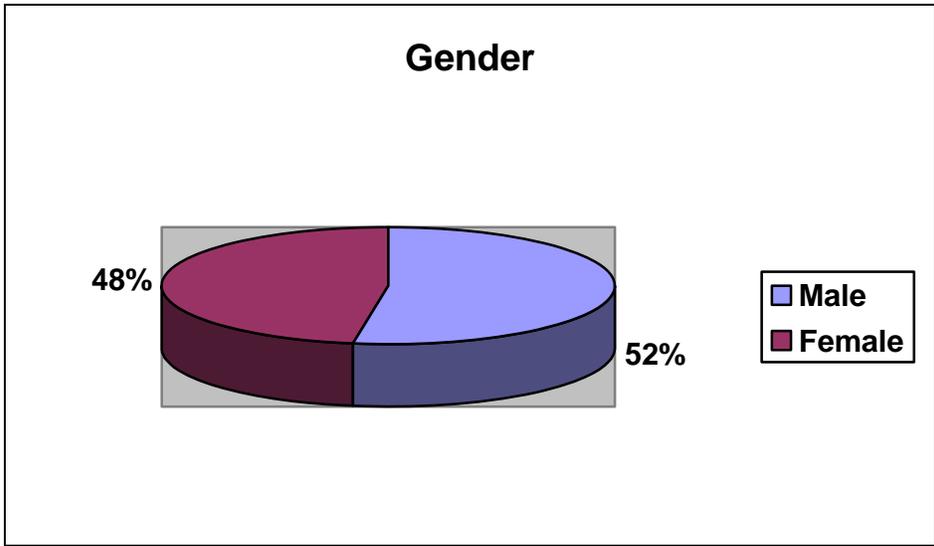


Figure 3

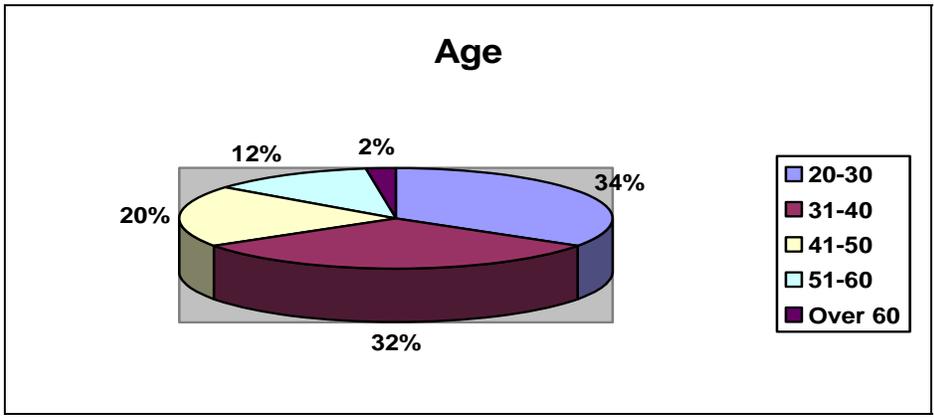


Figure 4

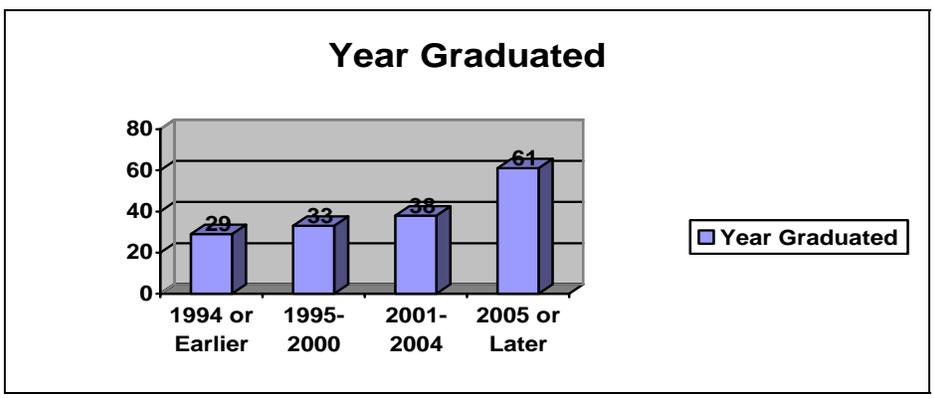


Figure 5

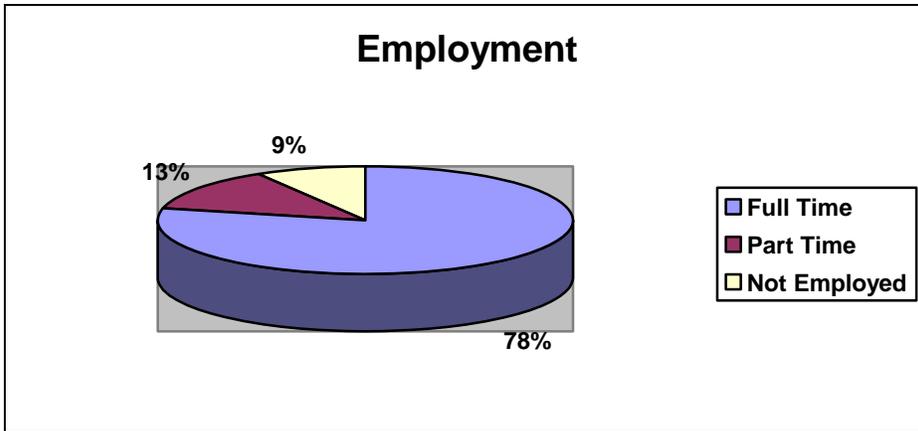


Figure 6

Responder Employment Category

Category	Count	Percentage
City Government	22	10%
County Government	10	4%
State Government	78	34%
Federal Government	8	3%
Law Office	22	10%
Non Profit Organization	15	7%
Insurance	1	0
Healthcare	5	2%
Education	32	14%
Private Industry	16	7%
Self Employed	5	2%
Other	16	7%

Responder Employment Area Category

Category	Count	Percentage
Management	45	22%
Information Systems	8	4%
Finance & Budget	14	7%
Human Resources	11	5%
Legal	40	19%
Policy & Planning	29	14%
Other	60	29%

Appendix C

INTEREST SURVEY

Directions: Circle the answer that best fits your feeling to the question.

QUESTIONS:

1. I would be interested in enrolling in a Ph.D. program for public service at Texas State University in San Marcos, Texas.

Very interested/ Some what interested/ No opinion/ Not interested

2. I would seek the degree to attain a management or high-level position.

Yes or No

3. I would seek the degree to pursue a career in academia.

Yes or No

4. I would more likely be a full-time student.

Yes or No

5. I would more likely be a part-time student.

Yes or No

6. If I were a full-time student, I would need funding assistance, such as an assistantship or TA position.

Yes or No

Appendix D

Rules Currently in Effect

Chapter 5. Rules Applying to Public Universities and/or Health-Related Institutions of Higher Education in Texas Subchapter C. Approval of New Academic Programs and Administrative Changes at Public Universities and/or Health-Related Institutions

Please note that The Texas Higher Education Coordinating Board makes every effort to ensure that the information published on this Internet site is secure and accurate; however, due to the limitations of Internet security, the rules published here are for information only, and do not represent legal documentation.

This chapter is also available in [PDF](#) format.

§5.41 Purpose

The purpose of this subchapter is to describe the criteria and approval processes for degree and certificate programs and for administrative changes involving academic units.

Source Note: *The provisions of this §5.41 adopted to be effective May 28, 2003, 28 TexReg 4125*

§5.42 Authority

Texas Education Code, §61.051 (e) provides that no new department, school, degree program, or certificate program may be added at any public institution of higher education except with specific prior approval of the Board. Texas Education Code, §61.055 requires a written certification of adequate financing be made before the Board approves any new department, school, or degree or certificate program.

Source Note: *The provisions of this §5.42 adopted to be effective May 28, 2003, 28 TexReg 4125*

§5.43 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise.

- (1) Academic administrative unit--A department, college, school, or other unit at a university or health-related institution, which has administrative authority over degree or certificate programs.
- (2) Administrative change request--A request that involves the creation of or changes to an academic administrative unit at a university or health-related institution.
- (3) Board--The Texas Higher Education Coordinating Board.
- (4) Commissioner--The Commissioner of Higher Education.
- (5) Certificate Program--Any grouping of subject-matter courses which, when satisfactorily completed by a student, shall entitle him to a certificate or documentary evidence, other than a degree, of completion of a post-secondary course of study at a university or health-related institution.
- (6) Degree program--Any grouping of subject matter courses which, when satisfactorily completed by a student, shall entitle him or her to a degree from a public university or health-related institution.
- (7) Graduate-level certificate program--A certificate program at a university or health-related institution that consists primarily of graduate-level

courses.

(8) Lower-division degree or certificate program--A degree or certificate program offered at a university or health-related institution that consists of lower-division courses and is equivalent to a program offered at a community or technical college.

(9) Upper-division certificate program--A certificate program at a university or health-related institution that consists primarily of upper-division undergraduate courses.

Source Note: The provisions of this §5.43 adopted to be effective May 28, 2003, 28 TexReg 4125

§5.44 Presentation of Requests and Steps for Implementation

(a) Requests for new degree programs, certificate programs, and administrative units shall be made following procedures specified by the Commissioner.

(b) Requests for new degree and certificate programs and for administrative changes require:

(1) Approval by the Board of preliminary authority, if needed prior to Board consideration; all requests for doctoral programs require preliminary authority prior to Board consideration.

(2) Approval by the governing board of the institution concerned;

(3) Certification of adequate funding by the institution; and

(4) Final approval by the Board, or by the Commissioner if permitted under §5.50 of this title (relating to Approvals by the Commissioner).

Source Note: The provisions of this §5.44 adopted to be effective May 28, 2003, 28 TexReg 4125; amended to be effective May 12, 2005, 30 TexReg 2662

§5.45 Criteria for New Baccalaureate and Master's Degree Programs

New baccalaureate and master's degree programs must meet all of the following criteria:

(1) Role and mission. The program must be within the existing role and mission of the institution as indicated by its table of programs or the Board must make the determination that the program is appropriate for the mission of the institution.

(2) Unnecessary duplication. The program must not unnecessarily duplicate a program at another institution serving the same regional population. The offering of basic liberal arts and sciences courses and degree programs in public senior institutions is not considered unnecessary duplication.

(3) Faculty resources.

(A) Faculty resources must be adequate to provide high program quality. With few exceptions, the master's degree should be the minimum educational attainment for faculty teaching in baccalaureate programs. In most disciplines, the doctorate should be the minimum educational attainment for faculty teaching in graduate programs. Faculty should meet the qualitative and quantitative criteria of the Southern Association of Colleges and Schools, and the appropriate accrediting body, if a professional program. There should be sufficient numbers of qualified faculty dedicated to a new program. This number shall vary depending on the discipline, the nature of the program, and the anticipated number of students.

(B) In evaluating faculty resources for proposed degree programs, the Board shall consider only those degrees held by faculty that were issued by:

(i) United States institutions accredited by accrediting agencies recognized by the Board or,

(ii) institutions located outside the United States that have demonstrated that their degrees are equivalent to degrees issued from an institution in the United States accredited by accrediting agencies recognized by the Board. The procedures for establishing that equivalency shall be consistent with the guidelines of the National Council on the Evaluation of Foreign Education Credentials, or its successor.

(4) Library and IT resources. Library and information technology resources must be adequate for the program and meet the standards of the appropriate accrediting agencies.

(5) Facilities, equipment, and clinical placements. Facilities and clinical placements must be adequate to initiate the program. Adequate classroom and laboratory space, equipment, and office space should be available for the proposed program. Arrangements for any essential clinical placements should be made before program approval.

(6) Curriculum design. The curriculum should be up-to-date and consistent with current educational theory. Professional programs and those resulting in licensure must be designed to meet the standards of appropriate regulatory bodies.

(7) Program administration. Administration of the program should not be unduly cumbersome or costly. Ideally, the program should fit into the current administrative structure of the institution. If administrative changes are required, they should be consonant with the organization of the institution as a whole and should necessitate a minimum of additional expense in terms of personnel and office space.

(8) Workforce need. There should be a demonstrated or well-documented need for the program in terms of meeting present and future workforce needs of the state and nation. There should be a ready job market for graduates of the program, or alternatively, it should produce students for master's or doctoral-level programs in fields in which there is a demonstrated need for professionals.

(9) Critical mass of students. In addition to a demonstrated workforce need, a critical mass of qualified students must be available to enter the program and there must be evidence that the program is likely to have sufficient enrollments to support the program into the future. The size of an institution, the characteristics of its existing student body, and enrollments in existing programs should be taken into account when determining whether a critical mass of students shall be available for a proposed new program.

(10) Adequate financing. There should be adequate financing available to initiate the program without reducing funds for existing programs or weakening them in any way. After the start-up period, the program must be able to generate sufficient semester credit hours under funding formulas to pay faculty salaries, departmental operating costs, and instructional administration costs for the program. Three years should be sufficient time for the program to meet these costs through semester credit hour production. If the state funding formulas are not meeting these costs for the program after three years, the institution and the Board should review the program with a view to discontinuance.

Source Note: *The provisions of this §5.45 adopted to be effective May 28, 2003, 28 TexReg 4125; amended to be effective February 22, 2005, 30 TexReg 835*

§5.46 Criteria for New Doctoral Programs

New doctoral programs must meet all of the following criteria:

(1) Design of the Program. A doctoral-level program is designed to prepare a graduate student for a lifetime of teaching creative activity, research, or other professional activity. The administration and the faculty of institutions initiating doctoral-level programs should exhibit an understanding and commitment to the long tradition of excellence associated with the awarding of the traditional doctorate degrees and of the various doctoral-level professional degrees.

(2) Freedom of Inquiry and Expression. Doctoral programs must be characterized by complete freedom of inquiry and expression.

(3) Strong Programs at the Undergraduate and Master's Levels. Doctoral programs, in most instances, should be undergirded by strong programs in a wide number of disciplines at the undergraduate and master's levels. Quality programs in other related and supporting doctoral areas must also be available.

(4) Need for the Program. There should be a demonstrated and well-documented need for doctorally prepared professionals in the discipline of the proposed program both in Texas and in the nation. It is the responsibility of the institution requesting a doctoral program to demonstrate that such a need exists, preferably through an analysis of national data showing the number of PhD's being produced annually in the area and comparing that to the numbers of professional job openings for PhD's in the discipline in question as indicated by sources such as the main professional journal(s) of the discipline.

(5) Faculty Resources.

(A) There must be a strong core of doctoral faculty, at least four or five, holding the doctor of philosophy degree or its equivalent from a variety of graduate schools of recognized reputation. Professors and associate professors must be mature persons who have achieved national or regional professional recognition. All core faculty must be currently engaged in productive research, and preferably have published the results of such research in the main professional journals of their discipline. They should come from a variety of academic backgrounds and have complementary areas of specialization within their field. Some should have experience directing doctoral

dissertations. Collectively, the core of doctoral faculty should guarantee a high quality doctoral program with the potential to attain national prominence. The core faculty members should already be in the employ of the institution. Proposed recruitment of such faculty shall not meet this criterion. No authorized doctoral program shall be initiated until qualified faculty are active members of the department through which the program is offered.

(B) In evaluating faculty resources for proposed degree programs, the Board shall consider only those degrees held by the faculty that were issued by:

(i) United States institutions accredited by accrediting agencies recognized by the Board or,

(ii) institutions located outside the United States that have demonstrated that their degrees are equivalent to degrees issued from an institution in the United States accredited by accrediting agencies recognized by the Board. The procedures for establishing that equivalency shall be consistent with the guidelines of the National Council on the Evaluation of Foreign Education Credentials, or its successor.

(6) Teaching Loads of Faculty. Teaching loads of faculty in the doctoral program should not exceed two or three courses per term, and it must be recognized that some of these shall be advanced courses and seminars with low enrollments. Adequate funds should be available for attendance and participation in professional meetings and for travel and research necessary for continuing professional development.

(7) Critical Mass of Superior Students. Admission standards and enrollment expectations must guarantee a critical mass of superior students. The program must not result in such a high ratio of doctoral students to faculty as to make individual guidance prohibitive.

(8) On-Campus Residency Expectations.

(A) Institutions which offer doctoral degrees must provide through each doctoral program:

(i) significant, sustained, and regular interaction between faculty and students and among students themselves;

(ii) opportunities to access and engage in depth a wide variety of educational resources related to the degree program and associated fields;

(iii) opportunities for significant exchange of knowledge with the academic community;

(iv) opportunities to broaden educational and cultural perspectives; and

(v) opportunities to mentor and evaluate students in depth.

(B) Institutions are traditionally expected to meet these provisions through substantial on-campus residency requirements. Proposals to meet them in other, non-traditional ways (e.g., to enable distant delivery of a doctoral program) must provide persuasive and thorough documentation as to how each provision would be met and evaluated for the particular program and its students. Delivery of doctoral programs through distance education and/or off-campus instruction requires prior approval of the Board as specified in §4.104(c)(3) of this title (relating to Approval of Distance Education and Off-Campus Instruction for Public Colleges and Universities).

(9) Adequate Financial Assistance for Doctoral Students. There should be adequate financial assistance for doctoral students so as to assure that most of them can be engaged in full-time study. Initially, funds for financial assistance to the doctoral students usually must come from institutional sources. As the program develops and achieves distinction, it increasingly shall attract support from government, industry, foundations, and other sources.

(10) Carefully Planned Program of Study. There should be a carefully planned and systematic program of study and a degree plan which is clear, comprehensive, and generally uniform but which permits sufficient flexibility to meet the legitimate professional interests and special needs of doctoral-level degree candidates. There should be a logical sequence of stages by which degree requirements shall be fulfilled. The plan should require both specialization and breadth of education, with rules for the distribution of study to achieve both, including interdisciplinary programs if indicated. The plan should include a research dissertation or equivalent requirements to be judged by the doctoral faculty on the basis of quality rather than length.

(11) Physical Facilities. There should be an adequate physical plant for the program. An adequate plant would include reasonably located office space for the faculty, teaching assistants, and administrative and technical support staff; seminar rooms; laboratories, computer and electronic resources; and other appropriate facilities.

(12) Library Resources. There should be an adequate library for the proposed program. Library resources should be strong not only in the doctoral

program field but also in related and supporting fields.

(13) Program Evaluation Standards. Proposed programs should meet the standards of the Southern Association of Colleges and Schools, and the accrediting standards and doctoral program criteria of appropriate professional groups and organizations, such as the Council of Graduate Schools in the United States, the Modern Language Association, the American Historical Association, the Accreditation Board for Engineering and Technology or other bodies relevant to the particular discipline. Out-of-state consultants may be used by the institution or the Board to assist in evaluating the quality of a proposed doctoral level program.

(14) First Doctoral Program. When an institution has not previously offered doctoral level work, notification to the executive secretary of the Commission on Colleges, Southern Association of Colleges and Schools, is required at least one year in advance of program implementation.

Source Note: The provisions of this §5.46 adopted to be effective May 28, 2003, 28 TexReg 4125; amended to be effective February 22, 2005, 30 TexReg 835

§5.47 Criteria for Administrative Change Requests

(a) The administrative overhead of universities and health-related institutions should be kept low to insure that most of the funds appropriated for higher education go toward the costs of instruction.

(b) The administrative costs of new academic units, particularly colleges and schools, should not be so high as to detract from the quality of the programs the administrative unit contains.

Source Note: The provisions of this §5.47 adopted to be effective May 28, 2003, 28 TexReg 4125

§5.48 Criteria for Certificate Programs at Universities and Health-Related Institutions

(a) Universities and health-related institutions are encouraged to develop upper-division and graduate certificate programs of less than degree length to meet the needs of students and the workforce. These rules are intended to provide a streamlined process for approval of those programs.

(b) Certificate programs for which no academic credit is granted are exempt from the provisions of this section.

(c) Certificate programs for which academic credit is granted at universities and health-related institutions must meet the following criteria:

(1) They must meet identified workforce needs or provide the student with skills and/or knowledge that shall be useful for their lives or careers.

(2) They must be consistent with the standards of the Commission on Colleges of the Southern Association of Colleges and Schools.

(3) They must meet the standards of all relevant state agencies or licensing bodies which have oversight over the certificate program or graduate.

(4) Adequate financing must be available to cover all new costs to the institution five years after the implementation of the program.

(d) The following certificate programs do not require Board approval:

(1) certificate programs for which no collegiate academic credit is given,

(2) certificate programs in areas and at levels authorized by the table of programs of the institution with curricula of the following length:

(A) at the undergraduate level of 20 semester credit hours or less,

(B) at the graduate and professional level of 15 semester credit hours or less.

(e) The following certificate programs require only Board notification and are automatically approved, subject to review:

(1) upper-level undergraduate certificates of 21-36 hours in disciplinary areas where the institution already offers an undergraduate degree

program.

(2) graduate-level and professional certificates of 16 - 29 hours in disciplinary areas where the institution already offers a graduate program at the same level as the certificate.

(f) Lower-division certificate programs.

(1) One and two-year, post-secondary workforce education programs should be delivered primarily by community, state, and technical colleges. These institutions are uniquely suited by virtue of their specialized mission, local governance, and student support services to provide such opportunities in an efficient and economical manner. For that reason, new lower-division certification programs shall not generally be approved at public universities and health-related institutions.

(2) Universities and health-related institutions should not develop certificate programs at the upper or graduate level that are equivalent to lower-division certificate programs offered at community, state, and technical colleges.

Source Note: The provisions of this §5.48 adopted to be effective May 28, 2003, 28 TexReg 4125

§5.49 Certification of Adequacy of Financing for New Academic Programs and Administrative Changes

(a) Under Texas Education Code, §61.055, each request submitted to the Board for a new department, school, degree or certificate program or administrative change shall be accompanied by a statement regarding the adequacy of funding from the chief executive officer of the requesting institution.

(b) When submitting documentation of costs and sources of funds, sources of funds shall be identified on forms provided by the Division of Universities and Health-Related Institutions as:

(1) Specific legislative appropriations, where such appropriations can be clearly identified as being appropriated to start a new program for which funds from other sources are not available;

(2) Funds allocated by the Board;

(3) Re-allocated funds (funds appropriated by the Legislature for an existing academic program but which are now declared by the institution to be available for the new degree program).

(4) Other funds provided by the Legislature;

(5) Anticipated formula funding to be generated by anticipated new enrollments in the program; and/or

(6) Funds from other sources (e.g., gifts, grants, etc.). The specific source of such funds shall be identified, the reasons for their availability shall be stated, and the length of time such funds shall be available shall be indicated.

(c) The request for a new department, school, degree or certificate program, or administrative change shall also include a statement by the chief executive officer of the requesting institution certifying that the requested program or change shall not reduce the effectiveness or quality of existing programs, departments or schools.

Source Note: The provisions of this §5.49 adopted to be effective May 28, 2003, 28 TexReg 4125

§5.50 Approvals by the Commissioner

(a) The Commissioner may approve proposals from the public universities and health-related institutions for new baccalaureate or master's degree programs and academic administrative change requests, and, in very limited circumstances, new doctoral programs, on behalf of the Board in accordance with the procedures and criteria specified in this section.

(b) To be approved by the Commissioner, a proposal for a new degree program must include certification in writing from the Board of Regents of a proposing institution, in a form prescribed by the Commissioner, that the following criteria have been met:

- (1) The proposed degree program is within the Table of Programs previously approved by the Board for the requesting institution.
- (2) The curriculum, faculty, resources, support services, and other components of a proposed degree program are comparable to those of high quality programs in the same or similar disciplines offered by other institutions.
- (3) Clinical or in-service placements, if applicable, have been identified in sufficient number and breadth to support the proposed program.
- (4) The program is designed to be consistent with the standards of the Commission on Colleges of the Southern Association of Colleges and Schools, and with the standards of other applicable accrediting agencies; and is in compliance with appropriate licensing authority requirements.
- (5) The institution has provided credible evidence of long-term student interest and job-market needs for graduates; or, if proposed by a university, the program is appropriate for the development of a well-rounded array of basic baccalaureate degree programs at the institution where the principal faculty and other resources are already in place to support other approved programs and/or the general core curriculum requirements for all undergraduate students.
- (6) The program would not be unnecessarily duplicative of existing programs at other institutions.
- (7) Implementation and operation of the program would not be dependent on future Special Item funding.
- (8) New costs to the institution over the first five years after implementation of the program would not exceed \$2,000,000.

(c) In addition to the requirements listed in subsection (a) and (b) of this section, a new doctoral program may only be approved by the Commissioner if:

- (1) the institution already offers a doctoral program or programs in a closely related disciplinary area,
- (2) those existing doctoral programs are productive and offered at a high level of quality,
- (3) the core faculty for the proposed program are already active and productive faculty in an existing doctoral program at the institution,
- (4) no other university or health-related institution objects to the program during the 30-day comment period during which the request is posted on the web, and
- (5) there is a very strong link between the program and workforce needs or the economic development of the state.

(d) A proposal for a new degree program or administrative change must include a statement from the institution's chief executive officer certifying adequate financing and explaining the sources of funding to support the first five years of operation of the program or administrative change.

(e) If a proposal meets the criteria specified in this section, the Commissioner may either approve it or forward it to the Board for consideration at an appropriate quarterly meeting.

(f) If a proposal does not meet the criteria specified in this section, the Commissioner may deny approval or forward it to the Board for consideration at an appropriate quarterly meeting. Institutions may appeal the decision to deny approval to the Board.

(g) If a proposed program is the subject of an unresolved grievance or dispute between institutions, the Commissioner must forward it to the Board for consideration at an appropriate quarterly meeting.

(h) At the beginning of each month, the Commissioner shall make available to the public universities, health-related institutions, community/technical colleges, and Independent Colleges of Texas, Inc. a list of all pending proposals for new degree programs and administrative changes. If an institution wishes to provide the Commissioner information supporting a concern it has about the approval of a pending proposal for a new degree program at another institution, it must do so within one month of the initial listing of the proposal, and it must also forward the information to the proposing institution.

(i) The authority given to the Commissioner to approve proposals from public universities and health-related institutions for new degree programs (and other related duties given under this section) may be delegated by the Commissioner to the Assistant Commissioner for Academic Affairs and Research.

(j) Each quarter, the Commissioner shall send a list of his approvals and disapprovals under this section to Board members. A list of the approvals and disapprovals shall also be attached to the minutes of the next quarterly Board meeting.

Source Note: The provisions of this §5.50 adopted to be effective May 28, 2003, 28 TexReg 4125; amended to be effective May 12, 2005, 30 TexReg 2662

Appendix E
Public Service Affiliated Masters' Programs in Texas

1. Angelo State University Public Administration 44040100 MPA
2. Lamar University Public Administration 44040100 MPA
3. Midwestern State University Public Administration 44040100 MPA
4. University of North Texas Political Science-Public Administration & Management 44040100 MA
5. University of North Texas Public Administration 44040100 MPA
6. University of North Texas Political Science-Public Administration & Management 44040100 MS
7. University of Texas-Pan American Public Administration 44040100 MPA
8. Sam Houston State University Public Administration 44040100 MPA
9. Texas State University-San Marcos Public Administration 44040100 MPA
10. Stephen F Austin State University Public Administration 44040100 MPA
11. Saul Ross State University Political Science-Public Administration 44040100 MA
12. Texas A&M University Public Service & Administration 44040100 MPSA
13. Texas Southern University Public Administration 44040100 MPA
14. Texas Tech University Public Administration 44040100 MPA
15. University of Houston Public Administration 44040100 MA
16. University of Texas at Arlington Public Administration 44040100 MPA
17. University of Texas at El Paso Public Administration 44040100 MPA
18. Texas A&M International University Public Administration 44040100 MPA
19. University of Texas at Dallas Public Affairs 44040100 MPA
20. University of Texas of the Permian Basin Public Administration 44040100 MPA
21. University of Texas at San Antonio Public Administration 44040100 MPA
22. Texas A&M University-Corpus Christi Public Administration 44040100 MPA
23. University of Texas at Tyler Public Administration 44040100 MPA
24. University of Texas at Brownsville Public Policy & Management 44040100 MPPM

Appendix F

Interview responses of upper-level managers and agency directors in Texas

Questions:

6. Do Ph.D. recipients have an advantage over masters' degrees in hiring?
7. Do Ph.D. recipients have an advantage for advancement in the organization?
8. What percentage of top-level positions', within your organization, are held by people with Ph.D.s?
9. If available, would you enroll in a Ph.D. program for public administration at Texas State University in San Marcos, Texas?
10. As a public administrator, do you see a need for more Ph.D.s in PA in Texas?

Key Informant A

Manager of claims division at the comptroller of public accounts
BS in Education

1. I would say no, not for most positions. Very few positions require a Ph.D or masters degree, if any. The majority of employees only need bachelors degrees.
2. no
3. Only one person has a Ph.D. in our agency. He works in the economic analysis area
4. Not at this stage in my career.
5. Yes, better administrators

Key Informant B

Director of program improvement for Child support division of Attorney General's office
(BS in Business/ CPA)

1. Attorneys, as opposed to Ph.D. holders, are give preference but otherwise not. There are 600 attorneys in our organization.
2. I would not assume so.
3. I don't know of any
4. Not interested in one for my current job. If I did it would be because of my involvement in the education community. In that area a Ph.D. in administration is valued.

5. In the realm within higher education institutions there is a need for the degree. Credentials are more important. The fact that you lived through the program gives you a head up above others.

Key Informant C

Executive Director at the Texas Residential Construction Commission
BA and CPA

1. Depends on the position. If I'm hiring policy analysts, yes.
2. No, it's all based on the type of work people do and how intelligent they are and easily they pick up on the work.
3. On the executive staff, 20%
4. I would consider it.
5. Where there is a need for Ph.D.s are in organizations like the Sunset Commission, the legislative council, and areas of review and strategic recommendations for how the state addresses its problems. In areas where there job is to look at processes and how we do things in government to find out if there is a better way.

Key Informant D

Area Manager in Revenue Accounting Division for the Comptroller of Public Accounts
BA in elementary education

1. Within our division, the skills and work requirements do not require that degree and would not give individuals an advantage.
2. No, any advantage would be slight
3. None in this particular division of 137 people.
4. Not at this point in my career. I will retire in 4 or 5 years.
5. I do not have a basis of how many are in the field already so I can't give you a good answer.

Key Informant E

Associate Commissioner at the Health and Human Services Commission
BA, MA, and Ph.D.

1. No
2. No
3. less than 2%
4. I am enrolled in Ph.D. program at Jackson State University
5. Yes, I think there is a need for more Ph.D.s because it would bring more credibility to the profession and the ability to put theory and practice together. We are currently hiring consultants as outside resources and there are being paid a lot more than a staff person. A staff person would have the credentials plus on the job experience. The consultants are hired for management studies and strategic planning.

Key Informant F

Ex- Chief of Staff for Texans War on Drugs
BA, MPA

1. No, our organizations dealt more with public communications. For example, being able to meet with the mayors and work with federal headquarters. It was a high political setting.
2. No
3. None
4. No
5. Yes, defiantly there are so many people that receive public administration degrees that do not understand what public administration is. We really need to work on the honesty and integrity. More is needed to advance the field of public administration in general.

Key Informant G

Virginia dept. of Health Office of Licensor and Certification/ Director of Division of Acute Care services
Ph.D. in Public Policy and Administration

1. No
2. Not a stated one or implied one.
3. Around 5%
4. Already have one.
5. No, in most public sector agencies you are in the minority with a Ph.D. People tend to wonder why people get doctorates. Most jobs require a masters' degree. While there are some agencies where people would choose a doctorate, provided that the two have comparable level of experiences, the MPA is the union card in public administration. I got it because I wanted more options in my career. What we need are more graduate trained health care professionals. Public health is dominated by nurses. We need more trained graduate trained nurses.

Key Informant H

Manager of Policy Analysis and Support Center for Policy and Innovation/ Department of Aging and Disability Services
Masters in vocational research counseling, MPA from Texas State University

1. In some positions they do, for example, grants, research, and Aging Texas well. In the Aging Texas well area, I would say yes, a Ph.D. is an excellent credential. In the research area, I would definitely look for a Ph.D.
2. Again, it depends on the position, sometimes yes and sometimes not relevant. Where it is relevant, yes.
3. Within my office, 1 out of eight or around 13%.

4. Yes I would. If there was one available at the time I got my MPA. Career advancement would be the reason back then. I would want to do something different.
5. I do, it would be a targeted thing. Certain areas where that expertise is really important, in areas of research, program design, policy development. In all agencies that level of expertise is important.

Key Informant I

Division director for the Texas Commission on Environmental quality
MPA

1. Yes, our agency is one of the highly educated agencies because of the nature of the work we do(toxicologists, engineers, attorneys)
2. Yes
3. 1%
4. Yes
5. Yes, because of the complexity of government in general. The concept of doing more with less provides an avenue for highly educated professionals to handle the issues that government deals with. If you have a better understanding of the policy issues, a Ph.D. would be a benefit to most state agencies and other government entities as well.

Key Informant J

Executive director the Texas Racing Commission
Master in communication

1. No
2. No
3. 0 (two attorneys)
4. Maybe
5. Not really, I think government needs more people who can write analytically. You can have all the data in the world but it serves no purpose if people can't write about what their working on. There is also a lack of Quantitative vs. Qualitative skills. People need to learn how to write about problems, and I don't think more Ph.D.s can solve these problems. Masters degree is more practical today than a Ph.D.

Key Informant K

HR director for Texas Higher Education Coordinating Board
BA in Industrial management

1. Most definitely, a PhD has an advantage in most parts of the agency except the finance area and the area that handles the student loans. In general I would say yes.
2. Yes, most definitely.
3. 5 out of 9 positions or close to 50%

4. Yes, I am answering that for my assistant director, and I know that she would be interested. I am about to retire.
5. Yes, the fact that public administration is in everything and is becoming so very technical makes me see that we have better rounded administrators who have gone through a Ph.D. and who have gained experience working through an internship with a public agency or have work experience while they are in their program. I don't think that someone coming out of a doctorate program is valuable if they have not had practical experience along the way.

Key Informant L

City of Austin Employees Retirement System

BA

1. No, no job requires this degree.
2. No, would not be relevant any more than any other advanced degree. There are no positions where a Ph.D. has an obvious advantage
3. None
4. No
5. Personally I would answer no. More is needed at the Masters level. When you reach the level of Ph.D. you are getting into the academic realm more than positions available in the bureaucracy. I do see a relevance and added value for masters' level public administration.

Key Informant M

Agency recruiter for the Texas Education Agency

BA in human resources

1. Sometimes yes, it depends on the position. We give extra points to individuals with advanced degrees.
2. Yes
3. A large percentage, about 50%
4. No, that's not in my career field
5. It's always helpful but an actual need for it I would say no from a hiring stand point.

Key Informant N

Director of Human Resources

BA in liberal studies

1. No, I don't believe so
2. I think their might be technical arenas, like economic advising etc. in certain arenas this may be true.
3. 1%
4. Probably not
5. No

Interview Responses of key informants in Academia

Questions:

5. Is there a need for Ph.D. graduates in PA in academia in the nation?
 - 1a. Is there a need for Ph.D. graduates in PA in academia in Texas?
6. If yes, what evidence is available to show the national need?
7. If no, what evidence is available to show there is no national need?
8. What is the future need for Ph.D. graduates in academia in the Nation?

Key Informant A

1. Yes
2. The continued need for higher level research into government problems and issues to refresh and inform graduate programs curriculum in MPA and to improve curriculum. The research is needed to improve the quality of teaching. For example, concepts, verification, and accuracy thoroughness. Research benefits the teaching profession. Ph.D. recipients that engage in academic research improve their capabilities as MPA instructors.
4. Fulfill requirement for better curriculum to improve the quality of MPA curriculum. Fulfill a growing need in larger government organization in research departments that focus on best practices to improve government efficiency.

Key Informant B

Assistant Dean

1. Sure, there is need. The issue is, is there enough supply out there to meet that need. Our school is a small program. I would encourage the department to find the market for them. Administrative ranks have Ph.D.s from all sorts of areas. As a researcher or in a program preparing masters or Ph.D. students would fill the need best.
2. I don't have evidence to provide. The market for Ph.D. in public administration specifically is not high.
4. There is an on-going need for Ph.D.'s overall in academia. Public administration could be a growing degree program. It is not a dying program. To the extent to which it grows there might be an increasing need. There is a need for Ph.D. level research in

areas of public policy. Limited need in public administration. There are so many areas that can contribute to the field without it being at a Ph.D. level. Organizational leadership can contribute to PA. A lot of fields can contribute to PA. PA can do some more targeted research. I think the field needs the market.

Key Informant C

Program director/advisor for Ph.D. in public and urban administration

1. I believe there is. In the last 5 years $\frac{1}{2}$, 6 out of 12 graduates of gone into academic positions locally and in the national market. Typically they went into MPA programs.
 - 1a. In Texas, many cities have a major /manager system and there is a need for more managers to work with the mayors.
 - 2/4. There is a need for public policy people in academia. Strictly within PA, there a growing need for training public professionals. On the horizon there is a problem with people retiring and there is a shortage of the PA degree. Also, there is debate within PA on what is PA, and those graduates can contribute to the field of understanding what it is. Also, there is a need for new graduates fill the retired positions.

Key Informant D

UTD Professor of Public Affairs and Administration

Ph.D. in political science

1. Yes. If you look at the advertisements for jobs in PA, there seems to be a new market for it. We have a rapidly growing Ph.D. program in public affairs here at UTD. We are trying to produce pracademics (those who work in academic as professors and go out into the public sector)
2. If you look at the advertisements for academic positions (PA times, chronicle of higher education, public servie careers.org website, NASPAA, APPAM) there are a lot of slots available through out the country. Our program continues to grow and it suggests that there is a demand.
4. It will be increasing incrementally. Academics have to show that their work will have an effect on the world. Applied disciplines are needed because the knowledge needs to be applied in the real world. Legislature wants relevance, in the real world of practice.

Key Informant E

Program coordinator for the public administration program at UT Dallas
Ph.D. political science

1. Yes
2. There is a need at the graduate level. It is hard to know what those people would do at the undergraduate level. So there is a need for better instructors for the graduate programs.
4. Government is not going away and as it continues to expand as well as an increase in number of non-profits, we need people to teach in masters programs to train public administrators.

Key Informant F

University of El Paso, MPA Coordinator
Ph.D. in Public Administration

1. No, there are a lot of places you can go to get a Ph.D.
 - 1a. Yes in Texas because there is not a traditional Ph.D. program in public administration, so there is a need for a program to suit those who want to study the field in central texas. The best way to attract people to your program is to have a special focus for them to study. For example, our school has a concentration in border and international administration.
2. We receive requests from masters' graduates of other fields to study public administration. They want to be able to study the field close to home. They are looking for a Ph.D. program in public administration or management and want to continue working and going to school and part time.
4. I do not know what that need is.

Key Informant G

Texas Tech Associate Professor and Director for the center for Public Service
Ph.D. political science

1. yes
 - 1a. The outcome is not small for applicants to public administration and human resource management jobs. Higher quality of faculty is needed, if there were more to choose from. Also, there are a lot of schools just opening and programs need faculty.

West Texas and UT Permian Basin. There is also a lot of demand in the private universities. In Plainview, there is a need.

2. There is an undersupply for qualified job applicants in academia. Overall shortage of applicants in the field. Since there are a lot of universities opening programs, this means they have done the research that showed there is a demand.

4. As local governments become more focused on professional management, there is a need for professional training and expertise. Police officers are now required to have B.S. It would not surprise me that lieutenants might need master's degrees.

Key Informant H

Associate professor; Coordinator of the MPA program and the director of on-line learning for the L. Douglas Wilder School of Government & Public Affairs
Ph.D. in public policy analysis

1. Yes, there is a need for very good students who can teach a variety of topics in the field.

2. In our last searches, we were disappointed at the response due to unqualified applicants.

They did not meet the requirements of the job description. We appreciate faculty that have work experience. We were searching for an open-rank PA position. We received 60 or so applications, most of which were from people who were either unqualified or did not have a Ph.D. yet.

4. There will be a need for highly qualified public administration faculty as long as there are people interested in working in public service (including nonprofit organizations).

Key Informant I

Senior lecturer/ graduate advisor LBJ School
Ph.D. in Industrial Engineering Operations Research

1. yes

1a. Yes, I was on the Commission for Accreditation. I had a chance to evaluate and access different MPA programs and I had the opportunity to discuss what was going on in the field. There is a big need for PA faculty, specifically in the areas of public financial management and administration and management nationwide. In Texas, the same goes for the need of these kinds of people. We need someone who is also able to take a regional development planning perspective (bigger than the city manager, regional planner, regional developer). Texas needs this kind of help

2. I had a chance to evaluate and access different MPA programs and I had the opportunity to discuss what was going in the field. There is a big need for PA faculty, specifically in the areas in public financial management and administration and management nation-wide

4. Those three areas that I named, I think we need PA educators who are more able to take a global perspective, both nation-wide and in Texas. There is a need to consider global perspectives in policy impact, energy policy, immigration policy etc. We need more people who can appreciate these kinds of things

Key Informant J

Director of the Center for Ethical Leadership and clinical professor at UT
Ph.D. in Clinical Psychology

1. Yes

- 1a. Yes

2. the main purpose of the Ph.D. is to train people to conduct research and without that the body of knowledge will stop from growing. People with those skills are valuable members of society. They help government agencies at every level by designing research questions, research contracts, interpret new research finding and make recommendations to policy makers in their agency.

4. Within the universities as teachers and in government agencies and non-government agencies, if their well trained.

Key Informant K

Director of the Ph.D. program in Public Policy at the LBJ School
Ph.D. Public Policy

1. Yes

- 1a. Yes, there is a need for research in the area of public management, PA, and public policy. I sense there will be a growth in research institutions.

2. Nation- I would say the same thing.

4. NASPAA has a hundred departments of members. There are schools out there with academic openings. Currently some 40% of graduates get jobs in research institutions, 30% in research tanks, 20% international organizations, and 5% other. We have been fortunate in placing our students.

Key Informant L

Andrew Young School of Policy Studies at Georgia State University, Full-Professor
Ph.D. Political Science

1. I don't know and I don't know how someone would know
2. We do place students. Do we place them as well as we would like, maybe. There is a better need for better research and better governance, but are they going to get paid and is it going to be good pay.
4. Don't know- not sure what the market is nor do I know how one would no. When I look at job adds I see an improvement, when I look our own I know we have to work more hard to find good people.

Key Informant M

Director of MPA Program at Texas State University
Doctorate of Public Administration

1. Yes
 - 1a. Yes, there growth in enrollment and there are job openings in our department. Also, in schools like Texas Tech and UT San Antonio there are quite a few job openings which suggests that there is a need
 2. There are job openings. Also, when I sat on the Commission of Peer Review and Accreditation, I learned that there are many departments have trouble finding minority faculty. There is a desperate need for Hispanic and African American faculty for accreditation.
 4. I think its there, Texas is growing as well as the public sector, and there is always a need for management. There will be more of a need for MPA degrees and we will need professors to teach these classes, even at the adjunct level. Also, there is growth overall in PA and public policy programs and a lot of faculty at retirement age. Within the next 10 years I am expecting that there will be a definite demand in academia.

Key Informant N

University of Missouri St. Louis
Ph.D. Political Science

1. Yes
2. There is a need for more people to teach but the need for it to be a PA degree is uncertain. Also, there appear to be more jobs than people with Ph.D.s

4. I think the need is going to go up because of baby boomer retirement. The main supply are people with Ph.D.s in political science and only a minority of those want to teach in PA. There seems to be a pretty steady demand.

Key Informant O

Adjunct to teach: public service/ administration courses

Ph.D. in Public Policy and Administration

1. yes
2. There is a need for graduates to have some practical/ pragmatic government service experience. Students are looking for something in an academic experience that is closely tied to their work as possible. What is missing from new Ph.D. people is hands-on governmental experience.
Problem: there are many people teaching in schools of PA with no practice experience. This detracts from their skill set. This is a practice oriented discipline meaning you typically practice in the field. I can enhance student's education experience because I am a practitioner.
4. An understanding and acknowledgement that this is a practice oriented discipline and that graduates should get some experience in the field. It is critical for scholars to be as intimately connected with the day-to day challenges that practitioners deal with. The future need is for better developed, collaborative relationships between people in the field. There is a gap between practitioners and scholars. Also, there has been little effort on the part of the academy to reach out into the practitioner realm.