

UIC Department of Public Administration Ph.D. Handbook
Updated August, 2009

UIC Department of
UNIVERSITY OF ILLINOIS
AT CHICAGO **Public Administration**
COLLEGE OF URBAN PLANNING
& PUBLIC AFFAIRS

Ph.D. Student Handbook

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www.uic.edu/cuppa/pa/

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UIC Academic Calendar

Fall Semester 2009

August 24, M	Instruction begins.
September 4, F	Last day to complete late registration, add a course(s) or make section changes, or to drop individual courses without receiving W grade on academic record.
September 7, M	Labor Day holiday. No classes.
September 12, Sa	CampusCare deadline to submit waiver forms.
October 30, F	Last day for undergraduate students to use optional late drop in college office and receive grade of W on academic record.
November 26–27, Th–F	Thanksgiving holiday. No classes.
December 4, F	Instruction ends.
December 7–11, M–F	Final examinations.

Spring Semester 2010

January 11, M	Instruction begins.
January 18, M	Martin Luther King, Jr., Day. No classes.
January 22, F	Last day to complete late registration, add a course(s) or make section changes, or to drop individual courses without receiving W grade on academic record.
February 7, Su	CampusCare deadline to submit waiver forms.
March 19, F	Last day for undergraduate students to use optional late drop in college office and receive grade of W on academic record.
March 22–26, M–F	Spring vacation. No classes.
April 30, F	Instruction ends.
May 3–7, M–F	Final examinations.

Summer Session 2010

Summer Session I (4-Week Session)

May 17, M	Instruction begins.
May 19, W	Last day to complete late registration, add a course(s) or make section changes, or to drop individual courses without receiving W grade on academic record.
May 31, M	Memorial Day holiday. No classes.
June 2, W	Last day for undergraduate students to use optional late drop for a Summer Session I course in college office and receive grade of W on academic record.
June 10, Th	Instruction ends for Summer Session I.
June 11, F	Final examinations for Summer Session I.

Summer Session II (8-Week Session)

June 14, M	Instruction begins.
June 18, F	Last day to complete late registration for Summer Session II; last day to add a course(s) or make section changes; last day to drop individual Summer Session II courses without receiving W (Withdrawn) grade on academic record via Student Self-Service.
July 5, M	Independence Day holiday. No classes.
July 16, F	Last day for undergraduate students to use optional late drop for a Summer Session II course in college office and receive grade of W on academic record.
August 4, W	Instruction ends.
August 5–6, Th–F	Final examinations for Summer Session II.

Important DPA Dates

Day, Date	Time	Event	Location
Monday, August 24	1-2:30pm	New student orientation	CUPPAH 146
Tuesday, September 1	3-4:30pm	All program meeting	CUPPAH 110
Monday, October 5	9am-3pm	Core exam	CUPPAH 110
Wednesday, October 7	8am-6pm	Financial management, Environmental management Survey methods, and Human resources exams	NA
Monday October 12	8am-6pm	Public management exam	NA
Monday, March 1*	9am-3pm	Core exam	CUPPAH 110
Wednesday, March 3*	8am-6pm	Public management exam	NA
Friday, March 5*	8am-6pm	Financial management exam	NA
Monday, March 8*	8am-6pm	Science and Technology exam	NA
Wednesday, March 10*	8am-6pm	Survey Methods exam	NA

*These specific exam dates are tentative and may be changed due to student demand and or schedule conflicts. However, all exams for spring 2010 will be held between March 1 and March 10.

Introduction

The College of Urban Planning and Public Affairs (CUPPA) was established in 1994 with the merger of the Urban Planning and Policy Program and the Graduate Program in Public Administration (GPPA). The current Department of Public Administration (DPA) hosts a Masters in Public Administration (MPA) program and the only Ph.D. program in Public Administration in the state of Illinois. In collaboration with the Department of Urban Planning and Policy (DUPP) and the DPA host an undergraduate program in Urban and Public Affairs (UPA)

The purpose of this handbook is to bring together in one document the policies of the Graduate College of the University, CUPPA, and DPA related to the Ph.D. degree. The handbook is designed to be useful to the faculty and staff of DPA as well as to doctoral students.

The preparation and maintenance of the handbook are the responsibility of the Ph.D. Director of Graduate Studies (DGS) of the DPA. The handbook is reviewed annually by the DGS to insure compliance with the policies of the Graduate College and the DPA. In the event of conflict between the policies of the Graduate College and those of the DPA, those of the Graduate College prevail. Interested parties are encouraged to refer to the Graduate College catalog (available online at <http://www.uic.edu/depts/grad/archivecatalogs/catalog02.shtml>) for clarification.

The policies listed herein are in effect for doctoral students who begin their studies in or after the fall semester 2003.

Program Objectives

The doctoral program in the Department of Public Administration is designed in accordance with the “Policy on Doctoral Education in Public Affairs/Administration” of the National Association of Schools of Public Affairs/Administration which states:

Doctoral programs in public administration should prepare students to undertake significant research in their subsequent careers, whether in government, academic life, or other settings: the capacity to do significant research, rather than access to a particular career setting, is the appropriate goal of doctoral training... Whether in governmental, academic or other career settings, holders of the doctorate add to the ranks of those who are able to generate and share knowledge of public administration and its related fields...

The goal of doctoral training is [to equip] individuals to add to knowledge of public administration and related fields through disciplined research. When practicing professionals undertake the doctorate they should recognize the need to demonstrate substantial research skills and to interact with a research faculty on a continuing basis as they design and execute their dissertation projects.

Examples of positions held by recent graduates of the Ph.D. program include:

Assistant Professor of Public and Environmental Affairs – Indiana University
Sergeant – Los Angeles Police Department

Academic Professional – UIC Health Policy and Research Center
Compliance Division Manager - Illinois Department of Human Rights

Admission Requirements

All applicants must show a record of previous academic success, strong potential for continued success in the Ph.D. program, and a logical rationale for seeking admission to the program. Applicants to the Ph.D. program must hold a master's degree. All admittees are required to have completed one masters-level statistics course.

The Ph.D. committee will normally recommend one of the following options;

1. admit to the Ph.D. program with “full standing.”
2. admit to the Ph.D. program with “limited standing.” According to the Graduate College guidelines, “Limited status is a probationary status for degree students who have not met all of the admission requirements, such as those who have less than a 3.5 [Masters] grade point average; have specified course deficiencies to be removed; must submit additional credentials required by the program...Students can be admitted on limited status for no more than two semesters (including summer) or 16 semester hours, whichever occurs earlier...If the conditions are not met within the time limit, the program will notify the Graduate College and the student will be dismissed from the Graduate College.”
3. deny admission

Application Procedures

Application forms are available from the DPA office, the Graduate College, and the Graduate College web site at <http://www.uic.edu/depts/grad/admissions/appforms.shtml>. Applications and supporting credentials should be submitted as early as possible. Applications received after the deadline will not be considered. Deadlines are posted on the DPA web site at <http://www.uic.edu/cuppa/pa/>.

All applicants should have a minimum grade point average (GPA) of 3.5 [out of 4] in their graduate work and a combined score of at least 1100 on the verbal and quantitative portions of the Graduate Record Examinations (GRE). A basic knowledge of American government, statistics, and familiarity with computers is a prerequisite for admission. Scores on other graduate level entrance exams such as the GMAT (Graduate Management Admission Test) or LSAT (Law School Admission Test) can generally be substituted for the GRE scores.

If an applicant fails to present a minimum GRE score of 1100 and/or a GPA of 3.5, the applicant may be considered by the Ph.D. Committee. The Committee will review all evidence of high promise to include, but not be limited to:

1. Trend of graduate grades
2. Type of graduate program
3. Mature work experience
4. Letters of recommendation
5. Statement of intent and writing sample

Applicants must submit the following;

1. university application form

2. transcripts of previous college course work
3. written personal statement concerning the reasons for pursuing a Ph.D. in public administration
4. a current resume
5. GRE test scores (not more than 5 years old)
6. a sample of academic or professional writing
7. three academic or professional letters of recommendation

These materials should be submitted directly to the Department of Public Administration.

Personal Statement

The personal statement should discuss personal, intellectual, educational, and professional goals, the reasons for seeking the degree, specific intellectual interests, and the proposed areas of specialization.

Letters of Recommendation

DPA is interested in specific and substantial evaluations of academic and professional competence. Recommenders should comment on academic performance and potential as a doctoral student, research abilities, and performance and potential as a public manager. It is important to select recommenders who can comment on such matters.

International Students

A graduate of a college or university outside of the United States who has completed academic programs equivalent to an American bachelor's degree and master's degree may apply for admission to the Ph.D. program. International applicants are expected to comply with the admissions criteria that apply to other students. An international applicant for whom English is a second language is required to submit a minimum score of 550 [213 on a 300 scale] on the Test of English as a Foreign Language (TOEFL) before enrolling for courses. The test score cannot be more than two years old.

Degree Requirements

The faculty in the program may recommend the Doctor of Philosophy in Public Administration when the student has met the following requirements.

1. The student must complete 64 credits beyond the master's degree to include at least 48 credits in approved coursework and at least 16 credits of dissertation work.

The 48 credits of approved course work for completion of the Ph.D. include core theory courses (12 credits), core methods courses (12 credits), courses in at least two areas of specialization (16 credits), and other courses as deemed appropriate by the student in and his/her major advisor.

2. The student must pass the comprehensive examination and the preliminary examination. Upon successful completion of the preliminary examination, the student becomes a candidate for the Ph.D. degree.
3. The candidate must complete and successfully defend the dissertation.

Transfer credits

Acceptance of transfer credits from accredited institutions is dependent on the pertinence of the work to the Ph.D. program. Students requesting a transfer of credit from another institution are expected to submit information on the content of the courses for which credit is requested,

including, for example, a syllabus. Transfer of credits should occur at the time of admission and is subject to the following restrictions:

1. Grades on all transfer credits must be a minimum of “B”
2. No credit used for another degree or preparatory deficiency course credit may be counted toward the 64 credits in the Ph.D. program.
3. Doctoral students may transfer in no more than 25 percent of the 64 course hours beyond the Masters required for the degree.

Time Requirements/Limitations

It is impossible to specify the precise length of time needed to complete the Ph.D. program due to the many variables associated with completing the degree requirements. Such variables include, but are not limited to the following:

- Number of credits allowed for previous graduate study
- Whether there are course deficiencies relative to the program requirements
- The number of credit hours completed during each academic term
- The time required to prepare for the preliminary exam and to complete the dissertation

In general, however, a full-time student who has no prerequisite course deficiencies will likely complete all coursework requirements within two academic years. Thereafter, the length of time necessary to complete the dissertation will vary. Typically the dissertation takes 1-2 years to complete.

The comprehensive examination is commonly taken following completion of coursework. Students are required to take all three required exams (the core PA exam and exams in each of their areas of specialization) within one year of completing all required PA coursework.

Extensions: In order to be granted an extension for completing the comprehensive exams, a student may request a six-month or one year extension to this policy in writing from the Director of Graduate Studies. Extensions will be made only in cases where there is a valid reason for the student to put off taking the exams (e.g., personal or family emergency).

Following notice of satisfactory performance on the comprehensive examination, the student commences work on the dissertation proposal which must be presented and defended in front of the preliminary examination committee. Following the committee’s approval, the student is admitted to candidacy.

Candidates for the Ph.D. degree must complete all work within a seven consecutive year period after initial registration in the program.

Academic Standing

Continuation in the graduate program requires satisfactory progress toward the graduate degree. Evidence of such progress includes maintenance of a 3.0 GPA throughout the course of academic study. In addition, only grades of “B” or better are acceptable in fulfilling graduate school requirements for the Ph.D. degree.

Students who do not maintain the required 3.0 cumulative GPA after the first 24 credit hours will be placed on academic probation in the semester immediately following the semester in which the cumulative GPA drops below the 3.0. Students have two terms of enrollment (including

summer, if enrolled) after the term in which their degree GPA falls below 3.0 to remove themselves from probation. Students who fail to raise their averages to 3.0 or to otherwise fulfill the terms of their probation within the deadline will be dismissed from the university.

The faculty of the program reserves the right to dismiss any student at any time when in its judgment the student is not making satisfactory progress toward completion of the degree.

Course Loads

Students who can devote full time to their studies usually enroll for 12 credit hours (three courses) each term. Those receiving financial assistance may be subject to specific course load requirements. See the Graduate College catalog at

<http://www.uic.edu/depts/grad/archivecatalogs/catalog02.shtml>.

Registration for Zero Hours

Registration for zero hours is only available to students who have completed all degree requirements except the dissertation. Students must have a minimum of 16 hours of PA 599, Dissertation Research before being eligible for zero hour status. Students wishing to register for zero hours must submit a Graduate College petition and receive permission from the DPA and the Graduate College prior to registration. Once permission is received, students may continue to register for zero hours provided they remain in the same program, continue to make satisfactory academic progress, and are within the time frame for degree completion.

Plan of Study

In the first semester, each Ph.D. student should, in consultation with the DGS and other members of the faculty who are appropriate for their areas of interest, begin developing a Plan of Study (see Appendix A for the Plan of Study form). It is important that the Plan of Study be developed at least on a tentative basis, as early as possible (ideally by the end of the first year or the completion of the equivalent of one full-time year of coursework – i.e., 24 credit hours). When the Plan of Study has been prepared, it is to be filed and approved by the DGS.

The Plan of Study will contain a listing of all courses for which a student is requesting master's transfer credit; a listing of all courses expected to be completed at UIC and proposed to be used to meet Ph.D. coursework requirements; identification of the two fields of specialization in which the student expects to be examined; and, if known, a very brief description of the dissertation topic which the student expects to propose.

The Ph.D. Plan of Study may be filed at any time, but an approved plan must be filed prior to the comprehensive examination. A student may make changes in his/her Plan of Study subject to the approval of the DGS.

It is comparatively easy to identify courses for the term immediately ahead because the department's and the university's course schedules for a particular term are published several months prior to the beginning of the next term. Selection of courses to be taken in semesters following the one immediately ahead is more difficult and should be treated as tentative because information about public administration (and other departments') course offerings and time schedules cannot be known with certainty until the beginning of a particular semester. A tentative four year course schedule and example student schedules are shown in Appendix B.

Students are encouraged to take the following guidelines into account in planning course schedules:

- Incoming students should generally complete the core theory and core methods courses before taking electives and/or independent studies. One exception is if an elective is given infrequently and is part of the student's Plan of Study.
- All Ph.D. students should meet well before the beginning of each semester with the DGS or major professor to plan their course of study for the semester. Ph.D. students are also encouraged to seek the advice of other members of the faculty when they have questions that fall within the scope of the teaching and research specializations of other faculty.
- Do not make assumptions about the future availability of courses which are offered by other departments. Consult with the instructor or the chair of the department offering the course.
- Early filing of the tentative Plan of Study will raise the likelihood that your major professor and the Ph.D. committee can alert you to possible scheduling difficulties in time to adjust your plans accordingly.

Curriculum

Core Theory Courses

The three core theory courses are intended to provide students with a broad yet in-depth understanding of the discipline of public administration. The core theory courses are:

PA 511 History and Development of Public Administration
PA 510 Organization Theory and Behavior in Public Administration
PA 515 Bureaucracy and the Policy Process

Core Methods Courses

Students are encouraged to develop competency in a wide range of methodological approaches. The methods requirement is intended to provide students with exposure to a variety of techniques and to allow them suitable opportunities to engage in research. The core methods courses are:

PA 540, Research Design for Public Administration
PA 541, Advanced Data Analysis I
plus one of the following:
PA 542, Advanced Data Analysis II
PA 544, Qualitative Research Methods in Public Administration or
CHSC 447, Survey Planning and Design.
PA528: Public Program Evaluation

Note: A course in another department can be taken to fulfill the third methods course requirement with the permission of the DGS

Applied Research Seminars

The purpose of this two-course sequence is to provide students with an understanding of the craft-like elements of the research process, including how to select a research question, how to determine what methods are most appropriate to the question, how to balance considerations of rigor and practicality, how to get published. Portions of these seminars will be devoted to a survey of different PA research areas, a review of research currently being undertaken by DPA faculty, and opportunities for students to present their research ideas and projects. The research seminars will help promote what is the primary activity of Ph.D., namely, to think critically and creatively. Two credit hours are awarded upon completion of each of the two seminars.

Independent Research

In order to enroll for PA 593 Independent Research in Public Administration, a student must complete the “Independent Study/Research & Thesis Research Request Form,” including a paragraph describing the work to be done, and obtain written approval from the supervising faculty member(s), the DGS, and the Head of the Department of Public Administration.

MPA Courses

Doctoral students planning to take MPA courses as part of their programs are expected to work with the course instructors to develop appropriate modifications in both the content and requirements of those courses in order to make them serve the special needs of doctoral students.

Specializations/Electives

Each Ph.D. student, in consultation with his or her major professor, selects two fields of specialization from the fields offered by the program and completes at least eight credit hours in each of the two fields. Although only eight credit hours of coursework relevant to a field are required, it is unlikely that a student without previous training in a field will be prepared for the comprehensive examination without either additional reading and/or coursework.

Doctoral students have the option of taking courses offered elsewhere in the university to complete the degree requirements. Previous students have taken courses in the School of Education, the School of Social Work, and the Departments of Political Science, Sociology, Psychology, and Economics. Students should consult the field faculty and their major professor in the selection of their courses.

A student may petition for permission to substitute a field of specialization not currently offered by the program for one of the two required fields of specialization. The petition must explain how the alternative field of specialization is relevant to the student's dissertation plans, and he or she must identify the courses that will be taken in preparation for the comprehensive examination in the field.

A petition to substitute an alternative field should be submitted to the DGS for review by the Ph.D. committee. Ordinarily, such a request will not be approved unless there is at least one, and preferably two faculty members in the Department of Public Administration who specialize in the field and who agree to participate in preparing and evaluating the comprehensive examination in the alternative field of specialization. The specializations currently offered are;

1. Public Management and Organizations

All PhD students selecting this area of specialization are required to take PA 527, Public Management Theory

2. Financial Management

All PhD students selecting this area of specialization are required to take PA 554, Advanced Seminar in Financial Management.

3. Science and Technology Policy

All PhD students selecting this area of specialization are required to take PA 464, Technology and Innovation Theory and PA 466, Science, Technology and Public Policy.

4. Survey Methods

All PhD students selecting this area of specialization are required to take PA 578, Surveys, Public Opinion and Public Policy.

Catalogue descriptions of all core and required specialization courses are available in Appendix C. A list of which MPA courses can be used to fulfill specialization requirements is available in Appendix D.

Review and Examination Requirements

Annual Review

At the end of each academic year, the DGS asks each student to complete an Annual Report (see Appendix D) that asks them to report and evaluate their progress in the program during the academic year. The DGS also asks faculty to evaluate Ph.D. students (see Appendix E). These documents, along with students' performance in their coursework will be used by the DGS to summarize the student's progress and provide feedback to each student.

If the review shows that the student's performance has been adequate, he or she will be informed in writing that permission is granted to continue in the program. If, however, the review shows that the student's performance has been either so inadequate that dismissal seems appropriate or sufficiently marginal in one or more areas to merit probationary status, the basis for these tentative findings will be furnished to the student and he or she will be invited to meet with the Ph.D. Committee.

If, after meeting with the student, the Ph.D. Committee concludes that a student should either be dismissed from the program or placed on probationary status, this recommendation will be reviewed by the full departmental faculty and the faculty's decision will be controlling.

Comprehensive Examination

After completion of their coursework students must pass a comprehensive examination designed to test their scholarly competence and knowledge. Each student will be examined in three fields: the public administration core, and their two areas of specialization.

The doctoral comprehensive examination is designed to assess the degree of mastery which degree candidates have achieved over a body of knowledge, to measure their ability to integrate that knowledge, and to apply it creatively in the analysis of problems to which it is germane. Unlike final examinations administered at the conclusion of specific courses -- which are presumably limited to measuring the mastery of material covered in that course -- the comprehensive examination is not restricted to material covered in any or all of the courses comprising that core.

Those formulating the comprehensive examination assume, in other words, that the reading and study of doctoral degree candidates will have taken them well beyond the confines of material assigned by instructors teaching individual courses comprising that core. See Appendix F for additional advice and information about studying and preparing for the comprehensive exams and example questions from past exams.

Upon completion of all coursework, a student will file with the DGS a written request to take the comprehensive examination. The request should be filed within the first two weeks of the semester in which the student plans to take the examination (the DGS may also survey students about their intentions to take the comprehensive exams, but it is the student's responsibility to notify the DGS of their intent to take the exams). The request should specify the two areas of specialization in which the student seeks to be tested. All students will be tested in the public administration core. Students must have submitted an approved Plan of Study before requesting permission to take the comprehensive examination. Only students in good standing are permitted to take the examination. According to the Graduate College, students are considered to be in good standing if they have a minimum GPA of 3.0 and are making satisfactory progress toward a degree.

Upon receipt of one or more requests to take the comprehensive examination, the Head of the Department of Public Administration in consultation with the DGS will select a comprehensive examination committee for the core and each area of specialization. Each committee will consist of three (3) faculty members who teach courses or do research related to the exam area. One faculty member is designated as the committee chair and is responsible for organizing and managing all committee work. These committees prepare and grade the exam.

At an early stage in preparing for the examination, the student should meet with members of the comprehensive examination committee to identify general topics on which the student may be tested. Students should develop a reading list to organize their study materials and members of the committee will provide feedback on this list.

The comprehensive examination committee will determine the format for each of the three exams. Each exam will be read and evaluated by those members of the comprehensive examination committee associated with the field. The committee will give the student a grade of fail, pass, or high pass on the exam (grades on individual questions and/or committee votes may also be provided to students). A student can fail an individual question and pass the exam as a whole. A pass or high pass in each of the three components of the comprehensive examination is required. A student who fails to pass one or more of the three area of specialization components of the preliminary examination may be dismissed from the program if the Ph.D. committee so determines. The Ph.D. Committee may grant permission for a second examination. Students who fail the comprehensive exam twice will be dismissed from the program.

Policy regarding the timing of comprehensive exams: Students are required to take all three required exams within one year of completing all required PA coursework (excluding PA545 and PA546). For the purposes of this calculation, students are counted as "completing" a course at the end of the semester in which they are enrolled in that course (i.e., incomplete in courses do not extend this time period or "stop the clock"). A student need not have taken PA545 or PA546 to take the exams – these courses can be taken concurrently with an exam or exams. If a student fails an exam, he or she may retake it one time and must do so the next time the exam is given

(e.g., if the student fails an exam in Spring semester, he or she must retake the exam in the fall of the same calendar year and if the student fails an exam in Fall semester, he or she must retake it in the spring of the next calendar year). A student who does not meet these time requirements is dismissed from the program unless he or she is granted an extension (see guidelines regarding extensions below).

Extensions: In order to be granted an extension for completing the comprehensive exams, a student may request a six-month or one year extension to this policy in writing from the Director of Graduate Studies. Extensions will be made only in cases where there is a valid reason for the student to put off taking the exams (e.g., personal or family emergency).

2009 COMPREHENSIVE EXAM COMMITTEES

	Committee						
Faculty	<u>Core</u>	<u>Public Management</u>	<u>Finance</u>	<u>Survey Methods</u>	<u>S&T</u>	<u>HR (Seidner)</u>	<u>IGERT (Grehl)</u>
Beam, George	Member	Member					
Feeney, Mary		Member		Member			
Hendrick, Rebecca			Chair				
Holbrook, Allyson				Member			
Johnson, Tim				Chair			
Mastracci, Sharon		Chair				Member	
Merriman, David			Member				
Mossberger, Karen	Chair				Member		
Thompson, Jim (HEAD)						Chair	
Welch, Eric	Member				Chair		Chair
Wu, Yonghong			Member		Member		
Zellner, Moira							Member
Theis, Thom							Member

SEE LIST OF IMPORTANT DPA DATES ON P. 2 FOR A CALENDAR OF WHEN EXAMS WILL BE OFFERED IN THE 2009-2010 ACADEMIC YEAR.

Preliminary Examination and Dissertation Proposal

Upon successful completion of the comprehensive exam the student is eligible to take the preliminary examination. The preliminary examination consists of the presentation and defense of the student's dissertation proposal before the Preliminary Examination Committee. The student's proposal should be reviewed and approved by his/her major professor prior to scheduling the preliminary examination.

The dissertation proposal identifies a problem to be explored, draws on relevant literature to show the significance of the problem for public administration, sets forth a line of argumentation to be pursued or hypotheses to be tested and describes the approach or methods and the data that will be employed in conducting the research.

As a practical matter, students are advised to consult with their major professor and to begin, at least tentatively, forming their proposed dissertation topic and developing their dissertation research plan even before they have completed their coursework. Early development of the dissertation proposal is essential if a student is to have a realistic chance of obtaining outside financial support for the dissertation research.

In consultation with the student's major advisor, the student should identify a Preliminary Examination Committee to consist of at least five members at least three of whom are UIC Graduate Faculty and two of whom are tenured. The chair of the Committee must be a full member of the UIC Graduate Faculty. The request to take the preliminary examination and the Committee Recommendation Form will be reviewed by the DGS. If the DGS determines that the student has satisfactorily completed all coursework and the comprehensive exam, the DGS will notify the student and the members of the preliminary examination committee of the date(s) of the exam.

The preliminary examination will be chaired by the student's major advisor. Consistent with Graduate College guidelines,

each member of the examining committee assigns a grade of 'pass' or 'fail.' A candidate cannot be passed with more than one 'fail' vote. The committee may require that specific conditions be met before the 'pass' recommendation becomes effective. At the recommendation of the committee, the head or chair may permit a second examination. A third examination is not permitted.

Students who pass the preliminary examination are admitted to candidacy for the Ph.D. degree.

Ph.D. students who have successfully taken the preliminary exam should shortly thereafter request in writing that 32 hours be transferred from the Master's degree to the Ph.D. degree. This is not an automatic process so it is the student's responsibility to request these hours in writing from the Director of Graduate Studies. If the student did not receive a Masters in Public Administration from UIC, he/she must list the relevant coursework and credit hours that would be equivalent to the 32 hours.

Dissertation

A dissertation must demonstrate a high level of scholarly and analytical ability and the candidate's intimate familiarity with all aspects of knowledge pertaining to the research topic. The dissertation must be an original and valuable contribution to the understanding of public administration or public policy.

A final oral examination on the dissertation is scheduled by the Graduate College at the request of the dissertation advisor. A minimum of four weeks notice is required to schedule the defense. The Graduate College will also appoint an examining committee at the recommendation of the dissertation advisor and the department head. The examining committee will consist of 5 persons; at least two members of the committee must be tenured faculty at UIC; at least one must be from outside the degree-granting program, which may include graduate faculty from other UIC departments or colleges. The outside member can also be from outside the university. At least three members of the examining committee must be DPA faculty members.

The final oral examination on the dissertation is intended to judge the quality of the dissertation, the amount of original work being presented, and the ability of the candidate to defend the dissertation and show competence in related fields. These criteria serve as the basis used by examining committee members when they vote on the acceptability of the dissertation and the student's performance in the examination. The committee vote is "pass" or "fail." A candidate cannot be passed if more than one vote of "fail" is reported. A written report of the vote, signed by all members of the examining committee, is sent by the chair of the examining committee to the Graduate College, together with appropriate comments. Note that according to Graduate College guidelines, "a minimum of one year has to elapse before the defense of the dissertation after passing the preliminary examination."

Members of the committees may make their approval conditional on certain changes in the dissertation being made by the candidate. For editorial changes, the committee may refer final approval to the candidate's dissertation advisor. If approval hinges on making substantive changes, committee members are expected to withhold their signatures of approval until the required changes have been made. All required corrections to the dissertation must be completed and approved at least two weeks before the proposed graduation date.

If a majority of the committee does not vote favorably, a reexamination, possibly after revision of the dissertation and additional work, may be requested. The reexamination is treated in the same way as a new examination for scheduling purposes.

Dissertation Hours

Registration for at least 16 but no more than 28 credit hours of dissertation (PA 599) is required. Except by permission of the DGS, no student may register for dissertation hours until his or her coursework is completed and s/he has passed the preliminary examination.

Teaching

The Ph.D. program does not include specific courses to prepare students to teach nor is there a requirement that students teach. However, the DPA recognizes that some Ph.D. students would like to obtain such skills and will work with such students to identify teaching opportunities in the DPA or elsewhere in the university that can provide students with the needed skills.

Advising/Mentoring

Upon entering the program, a student will consult with the DGS, who will serve as academic adviser until the student has selected a major professor. After the completion of 24 credit hours of course work, in consultation with the DGS and other members of the faculty, students should select a major professor from among the public administration faculty. The major professor will serve as the student's principal academic adviser, and together with the other professors, will supervise the work of the student until all requirements for the degree have been completed.

Residency

All students must enroll for at least 12 credits of coursework for each academic year prior to taking the comprehensive exam.

Administrative Structure

The primary functions of the Director of Graduate Studies are insuring timely processing of applications to the doctoral program and general supervision of students as they progress through that program. The Director also chairs the Ph.D. Committee which oversees the curriculum, admissions, and the procedures for the preliminary examinations.

The Ph.D. Committee is responsible for supervision of the doctoral program. This includes admissions, interpretation of policy, and general administration of the program. The committee conducts an annual review of the academic progress of each doctoral student. Members of the Ph.D. Committee are appointed by the Head of the Department of Public Administration in consultation with the DGS.

General

Financial Assistance

UIC offers six basic types of financial aid for graduate students: fellowships, assistantships, tuition and fee waivers, traineeships, loans, and employment. Applicants for these types of aid must be admitted to a graduate degree program or have a completed application pending. Eligibility for loans is determined by the Office of Student Financial Aid. Applications for fellowships, assistantships, and tuition/fee waivers are available in the DPA office, the Graduate College office or the Graduate College web site. See the Graduate College web site at <http://www.uic.edu/depts/grad/awards/index.shtml> for more information on available assistance.

The Department of Public Administration and research centers elsewhere in the College of Urban Planning and Public Affairs have graduate research assistantships. Graduate assistants work 10-20 hours a week, receive a monthly stipend, and a tuition and service fee waiver from the University. Interested students should obtain information from the Director of Graduate Studies.

Applicable Requirements

Handbook curriculum policies in effect in a student's first semester of doctoral work following admission continue to apply to the student through graduation. In some circumstances, students may be allowed to switch from an older curriculum model to one recently adopted.

Grading System

In accordance with UIC policy, the grades that can be awarded following completion of each course are as follows;

- A – Excellent (4.0)
- B – Good (3.0)
- C – Average (2.0)

Only grades of “B” or better are acceptable in fulfilling graduate school requirements in the Ph.D. program.

Course Times

Ph.D. courses will be generally be offered in the afternoons from 3-6 p.m. or in the evenings from 6-9 p.m.. Ph.D. students may, on occasion choose to take masters-level courses, all of which meet from 6-9 p.m.

Research Centers and Institutes

The College of Urban Planning and Public Affairs includes seven research institutes including the Center for Urban Economic Development, the Great Cities Institute, the Great Cities Urban Data Visualization Program, the Institute for Research on Race and Public Policy, the Natalie P. Voorhees Program, the Survey Research Laboratory, and the Urban Transportation Center. There are significant opportunities for doctoral students to engage in research activities with one or more of these centers. Such students should contact such centers directly or consult with the DGS.

Leaves of Absence

Except for international students whose visas require continuous registration and doctoral students who have passed their preliminary exams, graduate-degree-seeking students may take off one semester plus the summer session without formal leave approval from the DPA or the Graduate College. Degree students who desire to take an additional consecutive semester off, for a total maximum of three consecutive terms, must file a Graduate Petition for Leave of Absence by the tenth day of the semester for which leave is requested. International students holding visas are subject to different requirements and should consult the Graduate College guidelines.

Upon receipt of a leave of absence petition from the department/program, the DPA and the Graduate College will automatically approve the first leave up to one year maximum. At least one term as a graduate degree student must be completed before being eligible for a leave. After returning to the program from an approved leave, a second leave is not automatic and will only be granted by for medical or other extraordinary reasons.

Graduate students who fail to register for two terms in a row (excluding summer) without taking an approved leave of absence forfeit their admission to the Graduate College and must reapply to the Graduate College and be readmitted to the doctoral program. Readmission is not guaranteed.

Academic Integrity

The UIC guidelines regarding academic integrity are as follows;

As an academic community, the University of Illinois at Chicago is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community -- students, staff, faculty, administrators -- share the responsibility of insuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students, and as defined herein, shall be handled pursuant to the [Student Disciplinary Procedures](#).

Academic dishonesty includes, but is not limited to:

Cheating

Either intentionally using or attempting to use unauthorized materials, information, people, or study aids in any academic exercise, or extending to or receiving any kind of unauthorized assistance on any examination or assignment to or from another person.

Fabrication

Knowing or unauthorized falsification, reproduction, lack of attribution, or invention of any

information or citation in an academic exercise.

Facilitating Academic Dishonesty/Plagiarism

Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

Bribes, Favors, Threats

Bribing or attempting to bribe, promising favors to or making threats against, any person, with the intention of affecting a record of a grade, grade, or evaluation of academic performance. Any conspiracy with another person who then takes or attempts to take action on behalf or at the direction of the student.

Examination by Proxy

Taking or attempting to take an exam for someone else other than the student is a violation by both the student enrolled in the course and the proxy or substitute.

Grade Tampering

Any unauthorized attempt to change, actual change of, or alteration of grades or any tampering with grades.

Non-original Works

Submission or attempt to submit any written work authored, in whole or part, by someone other than the student.

PENALTIES FOR ACADEMIC DISHONESTY

All allegations of student academic misconduct shall be handled pursuant to the [Student Disciplinary Procedures](#).

Professional and Honor Societies

Doctoral students are encouraged to participate in professional and honor societies. Among those available to DPA students are;

The American Society for Public Administration. ASPA is a national professional organization dedicated to better government and excellence in the public service. ASPA and the Chicago Chapter of the society encourage doctoral students to participate in their activities, many of which provide opportunities for significant contacts with senior academicians, administrators, practitioners, and researchers in the field. ASPA has a reduced membership rate for students.

Pi Alpha Alpha. Pi Alpha Alpha is a national academic honorary society for public affairs or public administration. All doctoral students are eligible for membership which requires a one-time fee of \$40. New members are inducted at a ceremony held during the school year.

APPENDIX A: PLAN OF STUDY FORM
(TO BE FILED WITH THE DGS BY THE END OF THE STUDENTS' FIRST YEAR – MAY BE
UPDATED THROUGHOUT A STUDENT'S COURSE OF STUDY)

DPA PLAN OF STUDY FORM:

Name: _____ Date first enrolled in program: _____ Last updated: _____

CORE EXAM: SEMESTER: _____ YEAR: _____

SPECIALIZATION #1 (_____) SEMESTER: _____ YEAR: _____

SPECIALIZATION #2 (_____) SEMESTER: _____ YEAR: _____

<u>COURSEWORK</u>				
SEMESTER:	COURSE	PURPOSE (CHECK ONE)		
_____	_____	<input type="checkbox"/> CORE THEORY <input type="checkbox"/> CORE METHODS	<input type="checkbox"/> SPECIALIZATION <input type="checkbox"/> OTHER/ELECTIVE	<input type="checkbox"/> APPLIED RESEARCH
_____	_____	<input type="checkbox"/> CORE THEORY <input type="checkbox"/> CORE METHODS	<input type="checkbox"/> SPECIALIZATION <input type="checkbox"/> OTHER/ELECTIVE	<input type="checkbox"/> APPLIED RESEARCH
_____	_____	<input type="checkbox"/> CORE THEORY <input type="checkbox"/> CORE METHODS	<input type="checkbox"/> SPECIALIZATION <input type="checkbox"/> OTHER/ELECTIVE	<input type="checkbox"/> APPLIED RESEARCH
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_____	_____	<input type="checkbox"/> CORE THEORY <input type="checkbox"/> CORE METHODS	<input type="checkbox"/> SPECIALIZATION <input type="checkbox"/> OTHER/ELECTIVE	<input type="checkbox"/> APPLIED RESEARCH
_____	_____	<input type="checkbox"/> CORE THEORY <input type="checkbox"/> CORE METHODS	<input type="checkbox"/> SPECIALIZATION <input type="checkbox"/> OTHER/ELECTIVE	<input type="checkbox"/> APPLIED RESEARCH

**Appendix B: Tentative 4-Year Course Schedule and Suggested Student Schedules
 for Full and Part-Time Students**

Tentative course schedule:

	<u>Year 1</u>		<u>Year 2</u>		<u>Year 3</u>		<u>Year 4</u>	
	<u>Fall</u>	<u>Spring</u>	<u>Fall</u>	<u>Spring</u>	<u>Fall</u>	<u>Spring</u>	<u>Fall</u>	<u>Spring</u>
<u>CORE COURSES</u>								
PA 510	Organization Theory and Behavior in Public Administration	X			X			
PA 511	History and Development of Public Administration Research and Theory	X	X		X		X	
PA 515	Bureaucracy and the Policy Process		X			X		
PA 540	Research Design for Public Administration		X				X	
PA 541	Advanced Data Analysis I			X				X
PA 545	Research Topics in Public Administration I	X			X			
PA 546	Research Topics in Public Administration II		X			X		
<u>REQUIRED SPECIALIZATION COURSES</u>								
PA 554	Financial Management in PA		X				X	
PA 527	Public Management Theory		X				X	
PA 578	Surveys, Public Opinion, and Public Policy			X				X
PA 464	Technology and Innovation Theory		X			X		
PA 466	Science, Technology, and Public Policy			X				X
<u>PHD LEVEL ELECTIVES</u>								
PA 528	Public Program Evaluation			X				X
PA 534	Human Resource Development and Management in Public Administration		X			X		
PA 544	Qualitative Research Methods	X			X			
	Total Ph.D. course offerings	4	4	4	4	4	4	4

APPENDIX C: CORE AND REQUIRED SPECIALIZATION COURSE DESCRIPTIONS

Core Theory Courses

510 Organization Theory and Behavior in Public Administration Research

4 hours. Analysis of major analytical models of organizations; decision-making; control and accountability; change and development; interorganizational relations; the organization-environment interface. *Prerequisite(s):* Admission to the Ph.D. in Public Administration program or approval of the program director.

511 The History and Development of Public Administration Research and Theory

4 hours. The history and development of modern public administration, with emphasis on the U.S. model. Major scholarly movements; institutional developments; other factors shaping the present state of the discipline. *Prerequisite(s):* Admission to the Ph.D in Public Administration program or approval of the program director.

515 The Bureaucracy and the Policy Process

4 hours. Theories and research issues concerning the role of administrators in policy formation. Case studies and research on federal, state, and local agencies. *Prerequisite(s):* Admission to the Ph.D. in Public Administration program or approval of the program director.

Core Methods Courses

540 Research Design for Public Administration

4 hours. Logic and methods of quantitative and non-quantitative research in public administration. Issues in measurement; causal inference; experimental and quasi-experimental designs; and methods of data collection. *Prerequisite(s):* Admission to the Ph.D. in Public Administration program or approval of the program director.

541 Advanced Data Analysis I

4 hours. Elements of matrix theory; introduction to the theory of estimation; hypothesis testing; logit and probit models; factor analysis; and principal components analysis. Application of techniques to public administration research. *Prerequisite(s):* Graduate standing; and PA 540 or equivalent or approval of the instructor.

Plus a third methods course such as one of the following:

542 Advanced Data Analysis II

4 hours. For those likely to pursue careers in the more quantitative aspects of public administration research. Discrete multivariate analysis and regression; multivariate analysis of variance; other advanced techniques. *Prerequisite(s):* Graduate standing; and PA 541 or equivalent or approval of the instructor.

544 Qualitative Research Methods in Public Administration

4 hours. The uses, strengths and limitations of qualitative methods of research and analysis including case studies, participant-observer, and ethnography will be explored. *Prerequisite(s):* Graduate or professional standing; PA 540 or equivalent; or consent of the instructor.

528 Public Program Evaluation

4 hours. Theory and procedures for evaluating the effectiveness of programs administered by public and non-profit organizations. Includes application of research design, quantitative, and qualitative methodologies. *Prerequisite(s):* PA 542 or equivalent; and admission to the Ph.D. in Public Administration program or consent of the instructor.

447 Survey Planning and Design

3 hours. Theory and applications of sample survey planning and design for conducting research in health sciences and related fields. Addresses three major topics: survey design and planning, sampling and data collection procedures. Same as CHSC 447. *Prerequisite(s)*: Graduate or professional standing and BSTT 400 or the equivalent. Recommended background: Credit in CHSC 446 or the equivalent.

Applied Research Seminars

545 Research Topics in Public Administration I

2 hours. Provides Ph.D. students with a better understanding of current research topics in PA. Students will read current working papers and published articles so as to develop the tools needed for critical analysis of current research. Satisfactory/Unsatisfactory grading only. *Prerequisite(s)*: Admission to the Ph.D. program in Public Administration and advanced standing or consent of the instructor.

546 Research Topics in Public Administration II

2 hours. Continuation of PA 545. Students critically analyze current research and will develop a research topic of their own focusing on the elements needed to write a quality research paper. Satisfactory/Unsatisfactory grading only. *Prerequisite(s)*: PA 545; and admission to the PhD program in Public Administration with advanced standing or consent of the instructor.

Specialization Courses

1. Public Management and Organizations required specialization course

527 Public Management Theory

4 hours. Addresses the development of the public management subfield within the field of public administration. It covers the development of public management theory from its early stages to current questions and theoretical approaches. *Prerequisite(s)*: Admission to the Ph.D. in Public Administration program or consent of the instructor

2. Financial Management required specialization course

554 Financial Management in Public Administration

4 hours. Principles of financial management and applications in various institutional and programmatic settings. Forecasting techniques, computer applications, innovations in public borrowing and debt management. *Prerequisite(s)*: Graduate or professional standing; and PA 410 and PA 504 or equivalents; or consent of the instructor.

3. Science and Technology Policy required specialization courses

464 Technology and Innovation Theory

4 hours. The course focuses on theories surrounding the creation, development, transfer, and use of technology. *Prerequisite(s)*: Admission to the Ph.D. in Public Administration program or consent of the instructor.

466 Science, Technology and Public Policy

4 hours. This course addresses the relationships between public policy and science and technology in the United States. *Prerequisite(s)*: Admission to the Ph.D. in Public Administration program or consent of the instructor.

4. Survey Methods required specialization course

578 Surveys, Public Opinion, and Public Policy

4 hours. Addresses the nature of the relationship between public policy and public opinion and the role that surveys play in that relationship. *Prerequisite(s):* Admission to the MPA or Ph.D. in Public Administration program or consent of the instructor.

APPENDIX D: MPA COURSES THAT CAN BE USED FOR THE PUBLIC MANAGEMENT, FINANCIAL MANAGEMENT, AND SCIENCE AND TECHNOLOGY SPECIALIZATIONS

Courses that can be used to fulfill Ph.D. specialization requirements

	Public Management	Financial Management	S&T
<u>Ph.D. Specific</u>			
PA464: Technology and Information Policy			X (Req.)
PA466: Science, Technology, and Public Policy			X (Req.)
PA527: Public Management Theory	X (Req.)		
PA534: Human Resources Development and Management	X		
PA554: Advanced Seminar in Financial Management		X (Req.)	
<u>MPA Courses</u>			
PA461: Management of Information Technology in Government			X
PA463: The Internet and Public Administration			X
Selected 494: Special Topics in PA courses	X	X	X
PA521: Strategic Management: Planning and Measurement	X	X	
PA522: Ethics and Accountability	X		
PA523: Intergovernmental Management	X	X	
PA524: Leadership in Public Sector Organizations	X		
PA526: Public Decision Analysis	X		
PA529: Change and Reform in Public Organizations	X		
PA532: Labor Management Relations in the Public Sector	X		
PA533: Managing Workplace Diversity	X		
PA552: Capital Budgeting and Infrastructure		X	
PA553: State and Local Public Finance		X	
PA567/POLS: Information Management in Public Sector Organizations			X
UPP533: Development Finance Analysis		X	

Note: Students are required to take PA578 for the survey methods specialization and can take any of the other survey methods courses to complete the specialization.

SECTION III: COMPREHENSIVE EXAMS AND DISSERTATION PROGRESS

6. Comprehensive exams: Please report below the semester and year in which you have taken each exam and the outcome (High Pass, Pass, or Fail). If you have not taken any exams, please report the semester and year in which you plan to take each exam.

IF YOU COMPLETED ALL COMPREHENSIVE EXAMS PRIOR TO FALL 09, GOTO QUESTION 7

	<u>Core Exam</u>	<u>Specialization #1</u>	<u>Specialization #2</u>
<u>First time taking exam</u>			
Year			
Semester			
Outcome			
<u>Second time taking exam</u>			
Year			
Semester			
Outcome			
<u>Intend to take exam</u>			
Semester			
Year			

IF YOU HAVE COURSEWORK OR EXAMS TO COMPLETE, SKIP TO QUESTION 8

7. For students who have successfully taken and passed all three required exams, briefly discuss where you stand with respect to completing your dissertation (e.g., planning or writing proposal, data collection, etc.). Also, indicate your dissertation advisor and the semester and year in which you expect to graduate.

- a. Dissertation advisor:
- b. Expected graduation date:
- c. Explain current progress toward your dissertation:

SECTION IV: STUDENT ACCOMPLISHMENTS AND PRODUCTIVITY

8. Below, list the research projects that you have been involved in between summer, 2009 and spring, 2010. For each general project (though not necessarily every individual study), list a general subject title, your collaborators, and the current status of the research (e.g., planning, data collection, analysis, writing).

TITLE OF RESEARCH COLLABORATORS STATUS

9. Using APA format, list below any papers presented or accepted for presentation at regional or national conventions during the 2009-2010 academic year (between beginning of summer, 2009 and end of spring, 2010).

Example: Johnson, T. P., Cho, Y. I., Holbrook, A. L., & Owens, L. (2007). Health disparities or measurement disparities? Paper presented at the annual meeting of the American Association for Public Opinion Research, Anaheim, CA.

11. Using APA format, list below any papers published, in press, or submitted for publication during the 2009-2010 academic year (please specify the status of each paper as published, accepted for publication and in press, etc).

Example: Meier, K. J., & O'Toole, L. J. (2002). Public management and organizational performance: The effect of managerial quality. *Journal of Policy Analysis and Management*, 21(4), 629-643.

12. List below any other significant accomplishments or experiences relevant to your training as a Ph.D. student during the 2009-2010 academic year (e.g., conventions attended, honors/awards, manuscripts reviewed, etc.).

13. List any activities which support moving into a nonacademic path. Provide documentation (nonscholarly reports, reviews, job descriptions, summary descriptions of clients/colleagues, and business plans).

14. Below, explain how you have contributed to the public administration program in a service capacity (e.g., assisting in colloquium or forum activities, student recruitment, mentoring others, etc.).

SECTION V: SELF-EVALUATION AND FINAL COMMENTS

15. **SUMMARY SELF-EVALUATION** - Below, indicate what progress you have made this year toward your goal of becoming a public administration researcher. Evaluate how well you have met your specific objectives of learning about the field, engaging in research, in teaching, and in providing service to the department and profession. In sum, we are interested in some assessment of how well YOU feel you are doing in the various aspects of the program.

15. **FINAL COMMENTS:** Is there anything else that the faculty should know about factors that have especially hindered or facilitated your progress in the public administration program?

16. **CURRICULUM VITA.** Attach a copy of your current curriculum vita to this report.

17. Indicate any information that you would like to bring to the attention of the faculty about the graduate program in general rather than about YOU in particular. Address any aspect of the program that you would like (e.g., classes, advising, research, colloquia, interpersonal relations, recruitment of new students, etc.)

NOTE: Responses to question 17 may be detached and submitted separately (i.e., without name attached if you desire)

APPENDIX F: FACULTY EVALUATION FORM

Ph.D. Student Evaluations:

Student Name: _____

Faculty Name: _____

What opportunities did you have to interact with this student (please check all that apply):

- _____ I had the student in a class
Please specify which class: _____
What was the student's grade in the class? _____
- _____ I supervised the student in an independent study
What was the topic of the independent study? _____
- _____ I supervised the student in independent research
What was the topic of the independent research? _____
- _____ The student worked as an RA on my research project
What was the topic of the research project? _____
- _____ Other (please specify: _____)

Thinking about your interaction with the student, please answer the following questions about him or her.

1. Did the student perform at a level commensurate with his/her PhD status?
2. In what areas, if any, does the student need to improve?
3. Would you recommend that the student be retained in the program?
4. Is there any other feedback you would like to provide to the student?

APPENDIX G: ADVICE FOR COMPREHENSIVE EXAMS AND ANSWERS TO FAQs.

FAQs:

What is the purpose of the comprehensive exams?

The primary purpose of the exams is for students to demonstrate to faculty mastery of the field and an understanding of what constitutes a field or subfield. One of the things that we ask is whether or not we feel that the student has demonstrated a sufficient level of expertise. A doctoral degree means that you have expertise in a particular area – knowing the theory and the research – concepts, the methods, the debates in the field, any gaps in the literature. Taking an exam in an area means that you should be competent to teach courses in that area and conduct research if you choose to do so. Importantly, these are field exams, not *course exams*. The classes help to prepare you for the exams, but the exam questions (and expected responses) are not a simple additive function of class content. Comprehensive exams allow students to integrate material across courses within a concentration or the core to show that they see links across classes and between theories and concepts in the field. In addition to an understanding of the field as a whole and an ability to integrate and link material within the field, the comprehensive exams also assess skills like critical thinking, research design, and being able to extend a theory into a new domain or application. The exams therefore also assess students' ability to think critically about the literature and move beyond the literature to generate new ideas. This is, after all, what you are being trained to do as Ph.D. students.

What exams am I required to take?

Each student must take three exams: the core exam and an exam in each of his or her 2 areas of specialization.

When should I take the comprehensive exams?

The exams are offered twice per year during the fall and spring semesters. They are offered during approximately the sixth week of the semester. We strongly encourage students to take the exams the semester after they have completed their coursework.

How do I notify the DGS that I am planning on taking exams?

You should notify the DGS in writing at the beginning of the semester of your intent to take the exams and which specialization exams you plan to take. The exam committees need time to meet and write questions and will not do so if no students are taking a particular exam. Typically, the DGS sends an e-mail to students asking who will be taking the exams, but the Ph.D. handbook specifies that it is your responsibility to notify the DGS of your intent in writing.

What is the format for the exams?

The core exam which is taken by everyone is a 6 hour sit-down closed book exam typically given in Room 110. Students will be provided with laptops that do not have internet access. The DGS and/or a PA staff member will be available for questions or problems.

The take-home exams in each area of specialization are 10 hour take-home open-book exams. The exam is e-mailed to the students at 8am and to be returned to the DGS by 6pm the same day.

Most of the exams ask students to answer 3-4 questions and most (although not all) give students some sort of choice in what questions to answer (e.g., answer 1 of the following three questions).

Who writes the questions and grades the exams?

Each exam is written by a committee of experts in the field that will include (but may not be limited) to PA faculty. Committees are typically made up of 3-4 faculty members who generate a pool of questions and then come to consensus about the format of the final exam (e.g., choice between questions, number of questions, wording of questions, etc.). The same committee grades exam responses and provides feedback to students. If the student created a unique specialization, a special committee may be formed to write and grade the specialization exam. Otherwise, exam committees for the core and the four standard areas of specialization are designated by the DGS at the beginning of each academic year.

What should I bring to the core exam?

If you want to take notes or sketch an outline on paper, you should bring a notepad and something to write with. You may bring a CD or blank thumb drive (please do not store references or other study materials on this drive!) to back up your responses or to take a copy with you. You should also bring food and drinks to consume during the exam as it has traditionally gone from 9am to 3pm. Water and sometimes fruit or bagels are often provided.

When should I start studying (how long should I study for the exam)?

This obviously depends on how much time you have to study, but 1-2 months of study should be sufficient (many students use the summer to study to take the exams in the fall). It is more important to study in the right way (see advice below) than to study for a longer period of time.

How do I decide what to study?

You should create a study plan with a list of all materials they plan to study for each exam based on the assigned readings from relevant courses and your knowledge of the field. Students may also obtain study plans from students who previously took the exam, although these are just a starting point and will need to be updated and revised. These plans can be

constructed and revised in collaboration with other students taking the exam(s). Students are strongly encouraged to consult with faculty from the relevant committee for feedback on their study plan once it has been developed. The study plan represents a starting point for students. That's not to say that every student should necessarily read every article, book chapter and book included in the plan or that the plan necessarily represents everything students should read. But you should be familiar with what each of these sources contributes to the literature. Writing and sharing summaries of articles and books is useful for group study; reading the first and last chapters of books as a way to get the key points of the book – both are efficient ways to get an understanding of what each reference contributes or concludes. Books or review essays that contain literature reviews or critiques of an area can also be helpful for study.

What are the faculty looking for in exam responses?

Knowledge of the literature and the field. The faculty grading the exams are looking to see that the student has an accurate and complete knowledge of the literature and can cite it correctly. The most useful citations to have at one's fingertips (especially for the sit-down exam) are those that cover the major works in the field in particular, and integrate knowledge.

Abilities such as critical thinking and/or integration: Students' responses should show the ability to make some sense of the literature, or to apply it to an issue or question (e.g., by comparing theories, evaluating or critiquing a theory or theories, or by integrating theoretical perspectives).

Being on target and complete. Some questions have many parts. Sketch out your answers. A not-so-uncommon problem is not answering every part of the question, or answering the wrong question. The exam questions are not an invitation for a knowledge dump of every possible relevant reference and fact that you can bring to mind. Your answers should specifically and fully address each component of the question. You also need to pace yourself so that you don't run out of time and are able to answer all parts of all questions.

The exam questions are not a test of your grammar or spelling ability. Obviously, they have to be well-written enough to be comprehensible, but do not spend an enormous time worrying about formatting or style. Organization is more important – is the answer coherent and developed, utilizing the literature?

How long will it take to get my exam grades back from the exam committee/DGS?

The exam committees must read students' answers, meet to grade the exams, develop written feedback for students and then come to consensus about that feedback. The DGS typically gives committees 2-3 weeks to grade exams and return the grades and feedback to the DGS, but realistically, it will likely take at least a month to get your grades and feedback.

What is the grading system for the exam?

There are three possible grades for the exam: high pass, pass, and fail.

Will I get feedback other than the grade from the committee?

Providing feedback to the students is completely at the discretion of the committees. Most committees provide a grade for each question on the exam and some provide the vote for each question (e.g., 2 passes and 1 fail). Particularly for questions where students don't do well, most committees also provide fairly detailed written feedback about what the student failed to do well and how they could do better. However, this is also at the committee's discretion. Students are always free to talk to the DGS or the committee chair about their performance and to seek additional feedback and guidance.

What happens if I fail an exam?

If you fail an exam, you can take it again. You only have to take the exam that you fail (e.g., you can pass one exam and fail another and you only have to retake the exam you failed). Students have only two chances to pass an exam. If they fail the same exam twice, they are dismissed from the program.

Is there anything special I should do to prepare for an exam that I've failed?

You should meet with the chair of the committee for that exam and perhaps ask for additional feedback in addition to the written feedback provided by the committee. Was the failure due to a perceived lack of knowledge of the field or a failure to answer the whole question (or answering the wrong question)? It would also be helpful to go back to the exam that you failed and write answers to the questions that address the feedback from the committee. In other words, get feedback and learn by writing a good answer to questions that you failed on the exam.

Advice for Students Preparing for Exams

Studying advice:

1. Study together. This allows you to discuss the readings and to do things like have different members of your study group prepare summaries of different articles from the readings lists or lead discussions on different topics. Also be inclusive – invite students who are taking the exam – try not to exclude anyone – let each student decide if they want to participate in the group study process.
2. Practice questions from past exams. Compare your responses to others and discuss what made for better responses. If you finish practicing responses to all the past questions, write your own questions. This will force you to think of the major issues in the field and likely topics for future questions.
3. Define the field and what are important works for yourself – the reading lists and course syllabi are suggestions. You may have other articles or chapters you read for class that you may use to study as well.
4. Take some time to look through the last 3 years of top PA journals and read abstracts of articles – this will help you get an idea of where the field is and where it's going.
5. In discussions of the materials and studying, look at the overarching themes, major debates, or important concepts. Read some recent review articles or chapters that will help you to outline what these are for the field.
6. Particularly for the sit-down exam, identify key references that have relevance for multiple issues, theories, themes, and debates in the literature. These references are going to be the most efficient because they could be used to answer questions on different topics.

Preparation advice:

1. Get a good night's sleep before the exam.
2. For the take-home exams, have copies of all the relevant articles and book chapters (and possibly key sections of books) and any summaries or notes organized in such a way that you can access them easily. Don't just have stack of articles or plan to look up articles on the library site. You may also do the latter, but have your study materials organized in a way that's intuitive to you and that will allow you to access the material and use your time efficiently.
3. Have anything else you think you might use to take the exam ready **in advance**.
4. Be ready to start the exam right on time.
5. For the take home exams only, consider having a list of references you have read (from the reading list) in an endnote file. This will save you from having to type references during the exam. Note that this is not allowed for the sit-down exam.

Test-taking advice:

1. When you get the exam, take a deep breath and read the whole exam through from start to finish. Plan (approximately) how much time you will take to answer each question.
2. Start with the question you feel you know best how to answer.
3. Write or type a brief outline of your response to the question before you begin work. This helps to ensure that you have answered **all parts** of the question.
4. Review your work after you write your response and compare it to the question wording to make sure you have addressed all aspects of the question.
5. Do not worry about editing or formatting.

QUESTIONS FROM PAST EXAMS

NOTE: MOST EXAMS HAVE HISTORICALLY INVOLVED ANSWERING THREE QUESTIONS WITH STUDENTS OFTEN HAVING SOME CHOICE ABOUT WHICH QUESTIONS TO ANSWER. THE EXACT FORMAT OF EACH EXAM AT THE DISCRETION OF THE EXAM COMMITTEE.

CORE EXAMPLE QUESTIONS:

In the history of public administration theory there are certain developments in theory and practice that are considered of utmost importance; such as the establishment of the Bureau of Municipal Research, Scientific Management, the Brownlow Commission, New Public Management, and so on. Select a development in public administration theory and/or practice that is detrimental, or hinders, what you consider to be the best way to understand and practice public sector management. In your answer, explain in detail the development you have selected, and indicate with examples and analysis its effect on contemporary public administration theory and/or practice.

One of the key concepts in organizational theory is “motivation.” Present what you consider to be a sound theory of motivation, indicating the research and analysis that supports it. In your answer, be sure to define “motivation” and, in making your case for your theory of motivation, indicate its strengths in comparison with one or more other theories of motivation.

Camilla Stivers' feminist critique of public administration theory laid the foundation for a new research program within the field. Describe the effects of the feminist critique on theories of public personnel management. What new light does Stiver—alongside Mary Parker Follett, Rita Mae Kelly, Hindy Lauer Schachter, Mary Ellen Guy, and DeLysa Burnier—shed on the practice of public personnel management?

Choose two of the major theories (or models) of decision-making and compare them, making sure to discuss the major arguments of each. Given the differences between your two theories, what are the implications each theory would have for how you would structure a process of decision-making for organizational change?

Is policy implementation merely public administration in disguise, or is it something unique and distinctive? What, specifically, has policy implementation contributed to our understanding of public administration, public management, and public policy? Be sure to include both original contributions and those that amplify or clarify existing dilemmas or pockets of knowledge. In this regard, include some discussion of major scholars and theoretical perspectives, the policy stages heuristic, and a politics/administration dichotomy.

Discuss the significance of problem definition as a mechanism of policy change. How do problems become redefined and what consequences do new definitions have for policy? Refer to the role of problem definition in **various theories** of the policy process.

How did Woodrow Wilson define public administration, and why did he believe it was so critical to the future of the United States? Are his arguments for its basic rationale and value still valid? What issues and challenges did he pose for administrative study and practice? Are these still priorities today?

What are the formal elements of Max Weber's model of bureaucracy? How do they compare to the "post-bureaucratic paradigm" of new public management? Discuss cross-national evidence on the extent to which this new paradigm has (or has not) transformed public organizations. Based on this evidence, discuss the validity of Weber's model for public administration today.

Consider Norton Long's work on "administrative power," and its relevance to debates over the role of public administrators today. Are there any differences between political power and administrative power? How is administrative power attained and maintained in government? Is this a problem in a democratic society? Be sure to cite and evaluate the relevant scholarship and debates.

How rational is policymaking? Economic theories and policy analysis describe policymaking as a matter of weighing costs and benefits and making decisions based on optimal alternatives. Yet, most theories of the policy process challenge these assumptions. Compare theories of decisionmaking and evaluate the role of evidence (research or analysis) in policy formulation and decisionmaking, and the conditions under which research or analysis might play a greater role.

Describe the evolution of implementation theory since Pressman and Wildavsky's classic work and the future of implementation research. How does implementation theory draw from, yet differ from public administration theory? What, if any, contribution will it make in the future, considering debates over whether its usefulness has passed?

Major policy changes are on the Washington agenda with the economic crisis, and now a new administration. Analyze the reasons for and the potential for change based on theories of agenda-setting and policy change. What can policy theory do in advancing our understanding, and where does it fall short? Consider some of the early critiques of policy research as well as criteria for "good" theory in general.

One of the key concepts in organizational theory is "behaviorism." Contrast the behavioral approach with a nonbehavioral approach to research on public organizations. What have been the contributions of behaviorism, as well as important critiques of this approach? Choose an aspect of human resource management. If you were to design behaviorist and nonbehaviorist research on this, how would the methods and research questions differ? Assess the strengths and weaknesses of the two approaches to this human resource management research in light of the debates over behavioral and nonbehavioral research and theory.

Identify and discuss the main components of system theory/analysis. What are the implications of system theory for (a) organizational leadership, (b) ethics in organizations, and (c) organizational decision making? Based on this discussion, in what ways does systems theory fit or not fit criteria for good theory?

Current organizational reforms focus on greater transparency in government organizations, including making more public information available online. Greater transparency may hold up agencies to more criticism from interest groups or from citizens. How would you study such organizational change? Devise a design that includes a brief overview of the theory or theories would be useful in predicting organizational change. What research questions would you ask, how would you define and operationalize key concepts, what would be your unit of analysis, what methods would you use to collect and analyze data?

PUBLIC MANAGEMENT EXAMPLE QUESTIONS:

What is “organizational culture”, how important is it, and do public management personnel affect it? If so, how? Define “organizational culture” and discuss relevant research that:

- a. Supports your understanding of the importance of organizational culture, and;
- b. Supports your understanding of the effectiveness of personnel in dealing with organizational culture.

What are the boundaries of public organizations? Where does public management begin and end in the study of public sector organizations? What is the relationship between public management (as a field) and democratic theory? What is the relationship between public management (as a field) and general management theory?

- c. Propose a study that illuminates where public management begins and ends in the study of a specific organization or set of organizations.
- d. Specify a model as well as specific testable hypotheses.

Describe Long’s “administrative power”, Frederickson’s “public service ethic”, and the more recent concept of the “public service state of mind”. Develop an argument that these principles are compatible, and then develop the counterargument that these principles are mutually exclusive in public management.

To what extent is effective public management based on competition, and to what extent is effective public management based on collaboration and cooperation? What is a meaningful and helpful standard or guideline for using one or the other?

Privatization of public services and activities has been one of the major trends in government around the world across the last several decades.

- a. Write a scholarly essay on privatization that includes reference to major scholar or experts and to research findings to the extent possible.
- b. Describe the trend including its major features, such as what government are privatizing and how, and what are the alternatives and patterns of privatization?
- c. Suggests reasons for the privatization trend and any evidence that you know about to support these suggestions. Is there any theory that supports the trend, and if so, what is your assessment of it?
- d. Discuss major issues that privatization raises for public management.

FINANCIAL MANAGEMENT EXAMPLE QUESTIONS:

Economic development has been one of the top priorities for local governments in the United States. A variety of incentives and programs have been initiated to promote local economic development. Please write a short essay addressing the following questions:

- How to measure local economic development?
- What can you tell from the literature about the effectiveness of tax incentives and public services in stimulating economic development?
- What can you recommend to local officials on the best way to pursue local economic development?

Almost all US states have a law requiring that either the governor submits or the legislature approves a “balanced budget”. Explain why states have such laws from both an historical and theoretical perspective. How do “balanced budget” provisions effect state spending and revenue raising? What mechanisms do elected officials use to circumvent these provisions? How successful are balanced budget requirements, and what other institutional frameworks might improve state fiscal responsibility?

Intergovernmental grants are a key policy tool for higher levels of government. Please explain the following relevant issues (cite examples to support your idea)

1. When should intergovernmental grants be used? What objectives can they serve?
2. What impacts do they have on local governments? And how do local governments respond to different types of intergovernmental grants?
3. How can policy makers take local response into consideration to design more effective intergovernmental grants ?

According to one *Chicago Tribune* report on September 2nd, more than 1,000 Chicago public school students skipped the first day of classes to protest unequal education funding (<http://www.chicagotribune.com/news/nationworld/sns-ap-school-funding-protest,0,1304386.story>). The report says that Chicago public schools spent \$11,300 per student last year, whereas some rich suburban schools spent as much as \$17,500. Write an essay on the major reasons for such inequality in education spending. As an expert in government finance what recommendations would you provide to mitigate such uneven distribution of education resources? Cite relevant literature to support your answers.

Illinois Governor Blagojevich has proposed a \$25 billion capital program called *Illinois Works* to fund capital improvements in the state over a five year period. The Governor proposes to pay for this capital program by offering a 50 year partial concession of the Illinois Lottery to a private operator. The Governor has said that this concession will bring at least \$10 billion (and possibly as much as \$12 billion) to the state. In exchange a private operator would obtain the right to operate the lottery and retain most of the profits for a period of 50 years. However, in addition to the upfront payment the state would also retain the right to receive 20 percent of the lottery’s gross revenues (less prize payouts) each year. This would bring the state at least \$200 million in FY2009. Also the state would have the continued right to regulate lottery games and licensing of vendors similar to the way the state now regulates riverboat casinos that are operated by private concessionaires.

Some additional information:

1. In FY 2008 the state received \$675 million in net (after expenses) revenue from the lottery.
2. In recent years lottery revenues have increased at 5% per year.
3. Administrative costs of operating the lottery are currently about 35% of revenues after prize monies have been paid.

Please assess this proposal. What are the arguments for and against a private concession to run the state lottery? Your answer should indicate whether \$10 billion dollars is a reasonable price for this lottery concession. If you need additional information to evaluate the concession price indicate what it is and how you would do the calculation if you had the information. Also, you should evaluate whether a lottery concession is an appropriate mechanism to fund capital expenditures. If not, why not and what would an appropriate mechanism be? Do you believe that a \$10 billion dollar up-front payment and the continued stream of payments generated by the lottery concession will be sufficient to support \$25 billion of capital spending? Explain why or why not.

The field of financial management might be thought of as having three cornerstones—governance (and politics), public finance, and management. Identify predominant theories or bodies of research in the field that are represented by each side of the triangle: governance ←→ management, management ←→ finance, and finance ←→ governance. Briefly describe the primary contributions of each of the theories or bodies of research you identify for each side of the triangle.

The current economic recession, characterized by deteriorating credit crisis, slumping housing market, and rising layoffs, will hit state and local governments very hard. According to one report, at least 45 states faced or are facing shortfalls in their budgets, and the combined budget gaps for the remainder of this fiscal year, 2010, and 2011 are estimated to total more than \$350 billion. Thus, local intergovernmental revenues from states are likely to decline by a substantial amount in the next several years. Local governments also are experiencing declines in property taxes from foreclosed housing, and will be facing more reductions in property taxes as reassessments begin to reflect reductions in property values. What possible alternatives can local governments pursue to deal with these stresses, and which ones are they likely to pursue? What are the pros and cons of each alternative? What recommendations would you make to policy makers at the state and local levels?

One problem demonstrated by the parade of government scandals at the state and local level in Illinois is the lack of good internal controls (related to financial and managerial control). Local newspapers recently reported that employees in the Cook County highway department are accumulating overtime compensation hours to such an extent that it allows them to take months of vacation time, and they are getting paid overtime on days they come into work when claiming a sick or vacation day. Both the City of Chicago and Cook County have been forced to undergo independent reviews and oversight of their hiring practices. A total of 41 people have been convicted in the City of Chicago's Hired Truck scandal in which loose contracting arrangements allowed numerous bogus companies to contract with the city for trucking services. Additionally, these companies often did little actual work, and sometimes stole supplies from the city.

Problems of ghost-payrolling and unearned overtime payments for employees were also found in the city's Water Management Department.

Although these problems seem most prevalent to the payroll and HR functions, it is clear they are more widespread and affect other financial management areas such as inventory management and contracting. Irrespective of the political or governance system (and culture) that creates the incentives that allow such problems to persist, what should these governments be doing to control these problems? What is it about the internal control systems in these governments that is not working or could be working better? What changes would you make to the systems to improve compliance and detection of abuses? Would you institute different control mechanisms for different functions and conditions? Explain your answers and how your changes would improve government accountability.

Assume that the Government Finance Officers Association has contracted with you to assess the quality of financial management practices in municipalities in the US, and the impact of different types of practices on their financial performance. In addition to paying a portion of your salary for the next three years, assume that GFOA has given you a budget of \$350,000 to complete your research (both unrealistic). Present the set of hypotheses you would investigate and the research design you would implement to fulfill this contract. Explain what methodologies you would use to test your hypotheses, and what data you would collect. Please be as explicit as possible in describing the elements of your research plan.

Early in 2009 President Obama is likely to sign into law a bill to provide almost \$800 billion of stimulus to the US economy. The legislation calls for almost \$150 billion of spending to bolster states' fiscal position, in addition to more than \$30 billion of spending on transportation infrastructure. Assume that the final stimulus bill includes the following temporary increases in: the federal match rate for Medicaid, matching funds for state spending on transportation, aid to students in higher education, food stamps spending, federal funding for unemployment insurance. Suppose that the bill also includes a substantial temporary cut in personal income taxes. Design a research protocol, data collection and data analysis plan to determine the impact of the stimulus bill on the short and long term fiscal stability of state governments. You have five years and \$750,000 to complete your research.

The research you design should include a final report that, at a minimum, answers the following questions: How did the stimulus plan affect the short-run fiscal health of states? Did the stimulus plan change the timing of state spending and/or increase the long-run level of spending? Did the stimulus plan lead to inefficient spending? Which states benefitted most and least from the stimulus plan? Your answer will be enhanced if you link it to other literature and available data in this area. Please be as explicit as possible in describing the elements of your research plan.

The National Association of State Budget Officers' (NASBO) 1999 publication "Capital Budgeting in the States" (see <http://www.nasbo.org/Publications/PDFs/CapitalBudgeting1999.pdf>) provides a list of "good practices in capital budgeting" including:

1. Define maintenance expenditures and specify funding of maintenance by formula or statute.
2. Maintain centralized oversight for capital projects.

3. Evaluate cost estimating methods to measure their validity.
4. Develop a system to rate maintenance projects.
5. Include specific operating costs for each capital project over a multi-year period.
6. Ensure that effective legislative involvement occurs throughout the capital budgeting process.
7. Evaluate cost estimating methods to measure their validity.
8. Develop a clear debt policy and integrate capital planning with debt affordability.

Do you agree that maintenance expenditures should be funded “by formula or statute” and thus treated differently than other state operating expenditures? Why?

Do you agree that states should “Maintain centralized oversight for capital projects.” Why or why not? Should states also maintain centralized oversight for operating expenses? Why or why not?

Explain how you would implement two of the practices listed in items 3 through 7. Be as specific as possible.

No government is an island when it comes to making decisions about taxing, spending, service delivery, and managing their finances. Governments interact directly and indirectly in many ways along a continuum of competition versus collaboration. Describe the primary ways in which governments at the same level or different levels interact with each other along this continuum and provide examples. In other words, what forms do competition and collaboration take? Explain some of the things we know generally about the effects of collaboration and competition on fiscal policy, practice, and government finances. Support your answers with references to appropriate literature and research.

SCIENCE AND TECHNOLOGY EXAMPLE QUESTIONS:

The ‘linear model of innovation’ continues to be widely applied, even though it has been heavily criticized. What is the linear model of innovation? What are its assumptions? What are the critiques of the model? How do alternatives to the linear model address the critiques? What are the consequences for S&T policy of these models (the linear model and the alternatives) and the debate over them? Present evidence for the application of the linear model and alternatives in current S&T policy practice.

In recent years, states such as Connecticut, California, Massachusetts and New York have either begun to fund or are considering funding of basic research in areas such as stem cell research. Utilize the empirical and theoretical literature on innovation, science and technology policy, and economic development to:

- a. Present arguments for and against states’ investing in basic research. Contrast this with state funding of applied research for economic development purposes.
- b. Describe the conditions under which states would invest in basic science.

The allocation of the federal R&D budget has been one of the most contentious issues in postwar U.S. S&T policy. Compare and contrast different points of view on how allocation decisions should be made, including:

- c. The argument that funding decisions should be made primarily to advance the "best science"
- d. The argument that funding decisions should be based primarily on "social needs"
- e. The "market failure" argument for federal funding of S&T

With reference to your analysis discuss how and why R&D funding allocation decisions have changed over time in the U.S.?

Over the past two decades, there has been a dramatic growth in lobbying for earmarks by US research universities. Some critics fear that this trend will undermine "traditional" peer-review allocation processes, while others believe that earmarks are necessary to counteract the biases inherent in peer-review.

- a. Formulate the arguments of this debate and relate them to broader historical themes in science and technology policy, including but not limited to the Bush-Kilgore debates.
- b. Suppose you are hired as a consultant to compare the returns to earmarked funds with returns to funds allocated via peer-review. Identify and discuss the specific measures you would use and the analyses you would conduct.
- c. Some have argued that the solution is to "fix" peer-review, rather than encourage lobbying for earmarks. Discuss the logic of this argument. Assess alternative "fixes" to peer-review that have been, or could be, implemented.

Scholars of science and technology policy in the U.S. have described a "social contract for science." Explain what this contract is, and whether this social contract has endured or has been challenged (or adapted) over time. Based on theory and research, discuss whether this social contract has provided an appropriate basis for science and technology policy.

Discuss changes in science and technology policy since World War II. How do theories of agenda-setting and policy change help to explain this policy history? Are there limits to the theories in the case of science and technology policy, or ways in which this policy area may differ from others (such as welfare policy, for example)?

American universities now eagerly patent the results of their research, and many other countries seek to emulate this phenomenon. What is the reasoning behind this movement to patent university research? What are some of the intended and unintended outcomes of policies aimed to promote patenting of university-based research? Using the U.S. as an example, would it be a good idea for other countries to follow the U.S. route?

Women and minorities are generally under-represented in scientific occupations. However, the degree of under-representation varies significantly by social context (e.g. field, employment sector, rank/level of employment, country, time, and other dimensions). Review (a) the main perspectives accounting for why women and minorities are under-represented in scientific occupations, (b) the main policy tools aimed at addressing these issues, and the (c) ways in which policy makers, funding agencies, and social scientists evaluate these efforts.

As with any other public policy, S&T policy is the subject of policy evaluation.

- a. Formulate the problem of policy evaluation for the S&T area (synonymous with R&D for the purposes of this question).
- b. Sketch an actual approach to evaluation that addresses the components of the evaluation process as you have sketched it above.
- c. What are the main challenges for policy evaluation in this area and what are the main proposals for overcoming them?

You will find attached to this exam a statement of President Barak Obama's campaign statement on science and innovation. There is much in this statement that represents the tensions and traditions of science and innovation policy in the United States. Based on your general knowledge about the history of science policy in the US and **selected** content of Obama's statement, write an essay that entitled "Barak Obama's Science Policy: a Lesson in the History of US Science policy."

To get started, you should first familiarize yourself with this document by skimming its contents. There is no need to read this document in excessive detail. As you skim, you should identify three to five general themes or approaches that reflect traditions and tensions of science policy in the US.

Your essay should draw on your knowledge of US science policy literature at the same time that it integrates the key themes, approaches, or tensions that you have identified in Obama's statement. Some of the questions you should consider are: In what ways does Obama frame the problems and solutions? What is the role of government in science and innovation? What is the stated (or assumed) role of science in the US economy? How does Obama conceptualize the relationship between science and innovation? How do the assumptions, problems, solutions reflect what you know about the history and traditions of science policy in the US?

Scholars contend that economic theory does not adequately account for technical change. However, during the last two decades or so, evolutionary theory has become an alternative to of technical change. Outline the main features of the neoclassical explanation of technology and technical change and the evolutionary approach. Explain clearly what the main differences are and in what ways the evolutionary approach is supposed to be superior. Illustrate the main points with examples from a sector of the economy you are familiar with. Provide references to the main exponents of each position in the literature.

What do the concepts of human and social capital refer to in science and engineering? Why are they important, and where do they fit in current theories of knowledge-based economic growth? What are the challenges in building human capital? Are there different challenges for industrialized compared to developing countries? Provide references from the literature for the points raised in your essay.

What is the "social contract for science"? How has the concept contributed to the development of theory in science and technology policy? Discuss its validity in describing the evolution of science and technology policy in the U.S., and what it says about the role the state in science and technology policy.

How have governments tried to link their research organizations (research labs, public universities) to industry and industrial innovation? What factors have motivated the linkages between government research organizations and industries? What has worked and what has not worked? Does theory predict what is effective?

Where does evaluation fit among the tools of the research manager? What are the major questions it answers? What are the main tools used for evaluating research programs, and what are their strengths and weaknesses? What are the main tools used for evaluating technology programs, and what are their strengths and weaknesses? What important questions about R&D programs are commonly neglected in the R&D evaluation literature?

SURVEY METHODS EXAMPLE QUESTIONS:

Theories about policy responsiveness, nonresponsiveness, and nonattitudes aim to understand the connection and causal mechanisms behind public opinion and public policy. Describe these theories and use an example(s) to illustrate these theories. Is public policy responsive to public opinion? Please explain your answer. For example, if policy is responsive, how and why does public opinion influence policy? If not, why not? If public opinion influences policy only under certain conditions, please specify when and for whom it does (or does not). Remember to provide evidence for your arguments.

Attached is a request for proposals. In response to this RFP, do the following:

- a) Design a survey project to address this RFP (including, if appropriate, methods and plans for pretesting). Describe each decision you would make as you are designing the survey (e.g., mode, population to be surveyed, sampling strategy, etc.) and why the design choice you advocate is most appropriate for this project. Be sure to discuss the strengths and weaknesses of your design components, and how you plan to deal with potential sources of error using Groves Total Survey Error perspective. Be as complete as possible.
- b) Describe some of the key constructs you would need to measure in the survey and explain why these constructs are important. Describe the process you would use to develop and test this instrument. Give example questions and explain why you have chosen these question formats (e.g., open-ended versus closed-ended questions, number and type of response options, etc.).

There are numerous challenges to collecting survey data concerned with socially sensitive opinions and behaviors. Outline the applied strategies currently available for collecting sensitive survey data and consider separately the strengths and limitations of each approach for improving the quality of survey data concerned with (a) public opinion regarding federal abortion policies, (b) self-reports of personal income, and (c) self-reports of psychiatric symptoms.

Briefly describe a cognitive model by which respondents answer survey questions. Discuss the problem of cultural variability for each cognitive stage of the survey response process in this model. Propose at least one methodology that might be useful for (a) detecting, and (b) minimizing cultural variability during *each* of these stages. Be specific.

Imagine that you are a consultant to a small city which is in the process of planning how to spend its parks and recreation budget to best meet the demands and desires of the public. Develop a proposal to conduct a survey to do so that addresses the following questions: What would the primary goals of the survey be? What key constructs would be measured? What are some of the hypotheses it would be designed to test? Who would be surveyed and how would they be selected? How would the survey be administered? What strategies would be used to obtain adequate participation? How would adequate participation (and any implications for data quality) be assessed? How would the results be analyzed? In describing each decision in designing the survey, justify the design decisions being made.

Compare and contrast sociological and psychological theories of survey unit nonresponse. Identify potential strategies for addressing unit nonresponse in telephone and face-to-face surveys that can be derived from each of these theoretical traditions.

To what degree does public opinion influence public policy? Discuss this question, presenting at least two relevant theories, and identify at least three recent case studies that support or refute at least one of these theories.