

Foundations of Public Administration RPAD 500

Rockefeller College of Public Affairs and Policy, SUNY Albany
Department of Public Administration and Policy

Fall 2015
Wednesdays, 5:45 – 8:35 with short break
Husted 214
4 credit hours
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3rd floor Milne Hall
TA- Cesar Renteria (no office hours)

Catalog Description

This course is designed to provide students with an introduction to the field of public administration including its practice, themes and values, and contemporary challenges. As broadly defined by Woodrow Wilson in 1887, public administration is “government in action.” It includes activities taken directly by government, or indirectly by its partners, to meet the democratically expressed needs of the public. These activities include policy design, implementation, evaluation of outcomes, and re-design or re-direction.

Learning Objectives

Upon completion of this course the successful student will be able to:

1. think strategically about public administration problems and their solutions;
2. analyze and evaluate various means for assuring administrative accountability and responsiveness;
3. analyze and evaluate challenges associated with implementing public programs through both governmental and non-governmental actors, and
4. think critically about competing demands that public administrators face (between, for example, accountability, authority, democracy, inclusiveness, and fairness).

Students should leave the course with a substantive, applied understanding of the values and practices of public administration.

Text

Required

Moore, M. (1995). *Creating Public Value: Strategic Management in Government*. Cambridge, MA: Harvard University Press. ISBN-13: 978-0674175587 ISBN-10: 0674175581 Available at Mary Jane Books at 215 Western Avenue

Additional readings (*i.e.* chapters, cases) are posted for each class on the classes Blackboard site at <https://blackboard.albany.edu/>. You may also be required to find and read websites. Please prepare yourself to discuss all the readings in the class for which they are assigned.

Optional

In this class you will write at least three essay-length memos based on research that you will find from primary sources. If you are new or returning to masters' level writing you may want to consider purchasing:

MLA Handbook for Writers of Research Papers

Available at Mary Jane Books at 215 Western Avenue

Students in this class will have varying amounts of background working for and in government. If you feel you need an introduction to American or New York government and politics, please consider purchasing:

Coleman, J.J., Goldstein, K.M. and Howell, W.G. (2009) *Understanding American Politics and Government, 2nd edition*. Pearson

Robert B. Ward (2006). *New York State Government, 2nd Edition*. Albany, New York: Rockefeller Institute Press. ISBN 1-930912-15-3 ISBN 1-930912-16-1

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Preparing Students

This course prepares students to develop their competencies in the five areas identified by the National Association of Schools of Public Affairs and Administration (NASPAA). See Appendix B for a description of how. The following assignments will do this.

Student Evaluation and Grading

Grades will be based on three essay-length memos, attendance and participation, weekly commentaries, and a News Brief presentation. Missed classes will affect class participation grades and exam grades, resulting from missed information.

GRADES WILL BE BASED ON THE FOLLOWING

Memo 1	20%	20 points
Memo 2	20%	20 points
Memo 3	20%	20 points
Weekly Commentaries (10)	20%	20 points
Participation & Team Activities	14%	14 points
News Brief	06%	6 points
Total	100%	100 points

Grading Scale

A 93-100%	A- 90-92.99%	
B+ 87-89.99%	B 83-86.99%	B- 80-82.99%
C+ 77-79.99%	C 73-76.99%	C- 70-72.99%
D+ 67-69.99%	D 63-66.99%	D- 60-62.99%
F 0-60%		

Grade Appeals

Students may appeal a grade on a specific assignment within two weeks of the assignment being returned. To submit an appeal, the student should email the professor with the original graded assignment and a letter/memo outlining why you think the grade should be changed. In the appeal, students must identify 1) the specific issue you believe should be reconsidered and 2) evidence from assignment instructions, assigned readings, lectures, or other materials that would indicate your original submission is worthy of a higher grade. Be aware that your grade may go up, down, or remain the same as a result of your appeal.

Assignments

Memos

Essay-length memos are used to assess your ability to use the concepts taught in class to present a professional analysis (and if appropriate) solution as outlined in the instructions (available on Blackboard). Because these memos are expected to be completed at a level similar to similar memos completed for a professional government office or agency, all memos must be drafted using complete sentences and paragraphs with numbered pages and using Times New Roman. However, because this is a school assignment all memos must also be double-spaced with one-inch margins. Include your name, course number and assignment number in the memo header. Memos that do not meet these, and other guidelines outlined in the assignment, will be returned to be rewritten.

The length of each memo is specified in separate instructions. Tables and figures may be included to support arguments or elaborate points; however, these should be placed at the end of the memo. Bibliographies, tables and figures do not count towards page length. Please do not include cover pages.

Each memo requires a separate bibliography. Citation and bibliography should follow MLA style formatting (see <http://library.albany.edu/cfox?type=mla> or a MLA handbook). Students are to cite sources in a manner consistent with academic honesty (that is – when in doubt cite). **As a general rule of thumb, provide a citation for anything you did not know before you began your research.**

In these memos, **you** are analyzing the available data. As such, your research should use primary sources with a few secondary sources, if necessary. Primary sources include, but are not limited to: government reports, legislative hearings and testimonies, court decisions and government auditor reports. Secondary sources are summaries and interpretations of primary sources put together by someone(s) else and may include, but are not limited to, articles from major newspapers and news magazines, network and cable news programs, and academic research. Blogs and Wikipedia are not acceptable

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sources. Be wary of these secondary sources as many have political bias. If you do reference a secondary source, compensate for bias, albeit liberal or conservative, in your memo by acknowledging the bias and balance the information with something from a source on the other side of the political spectrum.

A few good places to start your research include the following; however, feel free to consult other sources.

- Agency Inspector General reports
- Congressional testimony (available through Lexis/Nexis via the library) and reports completed by Congressional committee staff
- Congressional Research Service reports (openers.com and scattered elsewhere around the internet)
- U.S. Government Accountability Office reports (www.gao.gov)
- Academic research published in public administration or political science journals such as: Public Administration Review, Journal of Public Administration Research and Theory, American Review of Public Administration, Administration and Society, Journal of Public Policy Analysis and Management, American Political Science Review, American Journal of Political Science, and Journal of Politics, etc.

When citing government documents, please follow the formatting guidelines in Dr. Rubin's Modified MLA Formatting for Government Documents, posted on Blackboard under Course Content/Writing Resources.

Submit completed memos and the optional 1-page draft via Blackboard through the assignment link for each assignment by 11:59 on:

	1-Page Draft	Final
Memo 1	September 13 11:59pm	September 20 at 11:59pm
Memo 2	October 18 11:59pm	October 25 at 11:59pm
Memo 3	November 6 11:59pm	December 13 at 11:59pm

Each of the three memos will be graded using the rubric attached in Appendix A. Overall, submissions will be assessed according to:

1. the degree to which the student answered the question in a sophisticated manner,
2. the degree to which the student illustrated a complete understanding of the course material,
3. the overall organization and professionalism of the paper, and
4. the degree to which formatting and citation guidelines were followed

Once graded, memos will be available on Blackboard.

Weekly Commentaries

Each week on Blackboard a guiding question will be posed. In your commentary, respond to the question in two or three paragraphs (approximately 300 words) drawing from the reading, your experience, current events and your thoughts regarding the theory, approach or case. Be careful not to summarize the reading. This exercise is meant to force you to read, digest and comprehend the readings and **concisely** present your ideas.

Commentaries are due (submitted electronically via Blackboard) the day before class at 2:00 pm each week, and will be assessed based on the degree to which you demonstrate:

1. that you have read the material, and
2. that you have thought critically about the material you read (*i.e.* your comments go beyond summarizing the readings to apply concepts in the reading to your own experiences or thoughts)
3. that you can concisely present your points

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News Briefs

News Briefs are a weekly opportunity for students to apply the theories and practices discussed in classes. Each week a team of two students will present the week's concept using current events and news stories taken from journalistic coverage in the United States or globally. Teams are assigned on the first day of class. Although teams can present without conversing with the instructor, it is recommended that teams schedule an appointment with the instructor during office hours to discuss the News Brief presentation.

All News Briefs are due (submitted electronically via Blackboard) the day before the assigned class at 2pm, and students will present them in class on the day assigned.

Note on submitting via Blackboard

You must submit your memo, commentary, and News Brief by the time indicated; otherwise, the Blackboard submission link will expire and will no longer be available to you. Late assignments will be penalized. Memo grades will be reduced by 1 point (out of 20) for every 24-hour period that a memo is late. (Ex. 1 point for one hour late, 2 points for 26 hours late).

Class and Team Activities Participation

To receive full credit for class participation you must demonstrate that you have prepared for the class by reading the assigned material and contribute to the class discussion and participate in class activities. This class is designed to encourage learning through discussion and simulations to compliment lecture. If you are absent it will be difficult for you to participate and contribute.

Communication

This class functions best when students interact with the instructor and with each other. Students are invited to ask the instructor questions in class. Outside of class, the instructor is available to answer questions or discuss concerns during office hours or via email. The best way to contact the instructor is through email at eboughmartin@albany.edu. The instructor will be as responsive as possible; however, please allow at least 24 hours for a response. As such, please time your efforts accordingly. It is possible that the instructor cannot respond to questions about assignments a few hours before the assignment is due.

Accommodations for Students with Disabilities

Reasonable accommodation will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. In compliance with Section 504 of the Rehabilitation Act of 1973 and the 1990 Americans with Disabilities Act (ADA) the Disability Resource Center (DRC) is available to assist students who have a legally documented disability or who suspect they may have a disability. To request special accommodations for this course please contact the DRC at the Campus Center (Room 137) or call 518-442-5490. The DRC will provide you with an academic accommodation letter to provide your instructor, and will recommend appropriate accommodations.

Academic Integrity

The University of Albany's Standards of Academic Integrity begin with:

“As a community of scholars, the University at Albany has a special responsibility to integrity and truth. By testing, analyzing, and scrutinizing ideas and assumptions, scholarly inquiry produces the timely and valuable bodies of knowledge that guide and inform important and significant decisions, policies, and choices. Our duty to be honest, methodical and careful in the attribution of data and ideas to their sources establishes the foundations of our work. Misrepresenting or falsifying scholarship undermines the essential trust on which our community depends. Every member of the community, including both faculty and students, shares an interest in maintaining academic integrity.

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When the entire University community upholds the principles of academic integrity, it creates an environment where students value their education and embrace experiences of discovery and intellectual growth. In this environment, grades and degrees are awarded and applauded as the recognition of years of learning, achievement, discipline, and hard work. Maintaining the highest standards of academic integrity insures the value and reputation of our degree programs; these standards represent an ethical obligation for faculty intrinsic to their role as educators, as well as a pledge of honor on the part of students. If a violation of academic integrity occurs, faculty, deans, and students all share in the responsibility to report it.

Violations of trust harm everyone. The academic community needs to trust that its members do not misrepresent their data, take credit for another's ideas or labor, misrepresent or interfere with the work of other scholars, or present previous work as if it were new. Acts of academic dishonesty undermine the value and credibility of the institution as a whole, and may distract others from important scholarship or divert resources away from critical research. In particular, students who plagiarize or falsify their work not only fail to adhere to the principles of scholarly inquiry and fail their peers by taking undeserved credit or reward, but they also fail to demonstrate their learning.”

Academic dishonesty is unacceptable and will be penalized in this course. Examples of academic integrity include plagiarism, multiple submissions, forgery, sabotage, unauthorized collaboration, falsification and misrepresentation, and bribery. To address plagiarism this course uses Safe Assign to compare submitted memos with other publications and the submissions of current and past students in this course. Violations of plagiarism will be dealt with based on the level of willfulness and degree of the incident with penalties ranging from re-submission of the assignment to failing grades. Willful incidents of plagiarism will all be reported the Vice Provost for Graduate Education. Please review the University of Albany’s Academic Integrity standard (http://www.albany.edu/content_images/AcademicIntegrity.pdf).

In Case of Emergencies

Fire Alarm (or other evacuation): In the event of a fire alarm, gather belongings (purse, keys, cellphone, etc.) and use the nearest exit to leave the building. Do not use the elevators. After exiting notify emergency personnel of the location of persons unable to exit the building. Do not return to building unless told to do so by emergency personnel.

Classroom Emergency Preparedness and Response Information Considerations for your class if there is an emergency:

- If the Fire Alarm is activated, exit the building by the nearest safe exit.
- If it is a weather emergency, follow the instructions for your building.
- For other emergency situations, consider the following:
 - If immediate evacuation seems to be the best option, direct students to the closest exits away from the source of the emergency. Students should hold hands in the air when exiting the building.
 - If immediate evacuation does not appear to be safe or feasible consider one of these options
 - If you room has a solid door with a lock, lock the door. If there is a second door in the room, also lock that door.
- Turn off the light
- Get low and away from the door
- Silence cell phones and stay quiet
- If the room is unable to be locked, consider whether a door that opens inward can be blocked.
- If the room is unable to be locked or the door blocked, consider hiding in locations where appropriate.

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Changes to the Syllabus

This syllabus serves as a general outline; however, a syllabus is also a contract between instructor and student. Although the instructor reserves the right to deviate from the course plan outlined in this syllabus, when necessary, changes will not be made without adequate communication of changes to students via Blackboard, email and/or classroom discussion.

Week	Date and Topic	Reading
Week 1	August 26 Introduction	<ul style="list-style-type: none"> ▪ Emerson, S., Menkus, R., and VanNess, K. (2011). Chapters 1 and 2 (p. 2-42). <i>The Public Administrator's Companion: A Practical Guide</i>. Washington, D.C.: CQ Press.
Week 2	September 2 The Foundations of Public Administration	<ul style="list-style-type: none"> ▪ Wilson, W. (1887). The Study of Administration. <i>Political Science Quarterly</i>, 2(2): 197-222. ▪ Weber, M. (1947). Bureaucracy. In J. Shafritz and A. Hyde, <i>Classics of Public Administration</i> (6th ed.), pg 43-49. Boston, MA: Thomas Wordsworth. ▪ Kaufman, H. (1956). Emerging Conflicts in the Doctrines of Public Administration. <i>American Political Science Review</i>, 50(4), read only pages 1057-1067. ▪ Rourke, F. (1987). Bureaucracy in the American Constitutional Order. <i>Political Science Quarterly</i>, 102(2), 217-232. ▪ Kettl, D. (2002). Administrative Traditions. In <i>The Transformation of Governance: Public Administration for 21st Century America</i>, pg 26-49. Baltimore, M.D.: Johns Hopkins University Press.
Week 3	September 9 Accountability	<ul style="list-style-type: none"> ▪ Friedrich, C. (1940). Public Policy and the Nature of Administrative Responsibility. <i>Public Policy</i>, 1(1): 3-24. ▪ Finer, F. (1941). Administrative Responsibility in Democratic Government. <i>Public Administration Review</i>, 1(4): 335-350. ▪ Eisenhardt, K. (1989). Agency Theory: An Assessment and Review. <i>Academy of Management Review</i>, 14 (1). Read only pages 57-65. ▪ Romzek, Barbara S., and Melvin J. Dubnick. "Accountability in the public sector: Lessons from the Challenger tragedy." <i>Public Administration Review</i> (1987): 227-238. ▪ Bovens, M. (2007). Analysing and Assessing Accountability: A Conceptual Framework. <i>European Law Journal</i>. Vol. 13 (4). Read only pages 447-462.
Week 4	September 16 Strategic Management	<ul style="list-style-type: none"> ▪ Moore, chapters 1, 2, and 3 ▪ Kettl, D. and J. Fesler (2009). Decisionmaking. In <i>The Politics of the Administrative Process</i> (4th ed.), 317-349 (350-356 may also be helpful). ▪ Case: Managing Cutbacks at the Department of Social and Health Services <p>Recommended Additional Reading to Expand on Moore</p> <ul style="list-style-type: none"> ▪ Moore, Mark M. (2013) <i>Recognizing Public Value</i>. Cambridge, Massachusetts: Harvard University Press. Pages 102-106 and 260-265
	Memo 1	Due September 20 at 11:59 pm

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Week	Date and Topic	Reading
Week 5	September 30 Decision-making in a Political Environment	<ul style="list-style-type: none"> ▪ Moore, chapters 4 and 5 (p. 106-189) ▪ Eden, Colin, and Fran Ackermann. "Strategy as Stakeholder Management." <i>Making Strategy: Mapping out Strategic Success</i>. Eds. Ackermann, Fran and Colin Eden. 2nd Edition ed. Thousand Oaks, California: SAGE Publications Ltd, 2011. 230-52. ▪ Ackermann, Fran, and Colin Eden. "Facilitating Groups in Strategy Making." <i>Making Strategy: Mapping out Strategic Success</i>. Eds. Ackermann, Fran and Colin Eden. 2nd edition ed. Thousand Oaks, California: SAGE Publications Ltd, 2011. 253-72. ▪ Fry, B.R. and J.C.N. Raadschelders. (2008). Herbert A. Simon: A Decision-Making Perspectives (pp. 211-257). In <i>Mastering Public Administration From Max Weber to Dwight Waldo</i>, 2nd Edition. Washington, DC: CQ Press. (Focus on section on individual decision making p. 221+) ▪ Case: Hydrofracking – Reading and preparation will depend on role assigned
Week 6	October 7 Decision-making and Public Participation	<ul style="list-style-type: none"> ▪ Nabatchi, Tina (2010). Addressing the Citizenship and Democratic Deficits: The Potential of Deliberative Democracy for Public Administration. <i>The American Review of Public Administration</i>, 40 (4) 376-399. ▪ Fung, A. (2003). Survey Article: Recipes for Public Spheres: Eight Institutional Design Choices and Their Consequences. <i>The Journal of Political Philosophy</i>: 11 (3) 338-367. ▪ Case: Managing Cutbacks at the Department of Social and Health Services, Part II ▪ Case: E-PARC Case. "Elusive community in South Park", Parts A & B.
Week 7	October 14 Equity and Fairness	<ul style="list-style-type: none"> ▪ Fredrickson, H.G. (2010). <i>Social Equity and Public Administration: Origins, Developments, and Applications</i>. M.E. Sharpe. <ul style="list-style-type: none"> ○ Chapter 1, pg. 6-11 on "What is new public administration?" ○ Chapter 2, pg. 38-42 on "Social Equity and Public Administration" ○ Chapter 3, pg. 49- 58 on "Social Equity: The democratic context and the compound theory" ▪ Leventhal, G. (1980). What Should be Done with Equity Theory? New Approaches to the Study of Fairness in Social Relationships. In K. Gergen, M. Greenbers & R. Willis (Eds.), <i>Social Exchange: Advances in Theory and Research</i> (pp. 27-55). New York: Plenum Press.

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Week	Date and Topic	Reading
Week 8	October 21 Direct Government: Street-Level Bureaucrats	<ul style="list-style-type: none"> ▪ Lipsky, M. (2010). <i>Street-Level Bureaucracy: Dilemmas of the Individual in Public Service, 30th Anniversary Expanded Edition</i>, New York: Russell Sage Foundation. <ul style="list-style-type: none"> ○ Chapter 1: The Critical Role of Street-Level Bureaucrats (pp. 3-13) ○ Chapter 2: Street-Level Bureaucrats as Policy Makers (pp. 13-26) ▪ Maynard-Moody, S., & Musheno, M. (2003). Chapters 8 and 9. <i>Cops, Teachers, Counselors: Stories from the Front Lines of Public Service</i>. Ann Arbor: University of Michigan Press. ▪ Sowa, J.E. and Selden, S.E. (2003). Administrative Discretion and Active Representation: An Expansion of the Theory of Representative Bureaucracy. <i>Public Administration Review</i>, 63 (6) 700-710. ▪ Case: Prosecutorial discretion in the Immigration Customs Enforcement Agency (ICE) or another case To Be Determined
	Memo 2	Due October 25 at 11:59 pm
Week 9	October 28 Direct Government: Managing and Motivating Public Employees	<ul style="list-style-type: none"> ▪ Shafritz, J.M., Russell, E.W., and Borick, C.P. (eds.) (2009). Chapter 11: Personnel Management and Labor Relations. In. <i>Introducing Public Administration, 6th Edition</i>. ▪ Ospina, S. and O'Sullivan, J. (2003). Working Together: Meeting the Challenges of Workforce Diversity. In S.Hays and R. Kearney (Eds.) <i>Public Personnel Administration: Problems and Prospects (4th edition)</i>. Upper Saddle River, NJ: Prentice Hall. • Pynes, J. (2009). Labor-Management Relations: Collective Bargaining in the Public and Non-Profit Sectors, in <i>Human Resources Management for Public and Non-Profit Organizations: A Strategic Approach (3rd ed.)</i>, 339-367. • Case: Recruitment at Southwood School
Week 10	November 4 Contracting	<ul style="list-style-type: none"> ▪ Kelman, S.J. (2002). Chapter 9: Contracting. In <i>The Tools of Government: A Guide to the New Governance</i>, (pp. 282-318), by L. M. Salamon. New York: Oxford University Press. ▪ Brown, T. and Potowski, M. (2005). Transaction Costs and Contracting: The Practitioner Perspective. <i>Public Performance and Management Review</i>, 28(3): 326-351. ▪ Aman, A. Jr (2007) An Administrative Law Perspective on Government Social Service Contracts: Outsourcing Prison Health Care in New York City. <i>Indiana Journal of Global Legal Studies</i> 14:2, 301-328 ▪ Case: Van Slyke, D. & Hammonds, C. (2003). The Privatization Decision: Do Public Managers Make a Difference? <i>The American Review of Public Administration</i>, 33:146-163.

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Week	Date and Topic	Reading
Week 11	November 11 From Government to Governance I	<ul style="list-style-type: none"> ▪ Milward, B., and Proven, K. (2000). Governing the Hollow State. <i>Journal of Public Administration Research and Theory</i>, 10(2): 359-379. ▪ O'Toole, L. (1997). The Implications for Democracy in a Networked Bureaucratic World. <i>Journal of Public Administration Research and Theory</i>, 7(3): 443-459. ▪ Webpage: http://www.ahcvets.org/ (Only read this page, do not click on links. I want you to get the depth of the organizations involved) ▪ Case: Rainforest Negotiation (Please review this in preparation of role assignment)
Week 12	November 18 From Government to Governance Part II	<ul style="list-style-type: none"> ▪ Crosby, B. and Bryson, J. (2005). A leadership framework for cross-sector collaboration, <i>Public Management Review</i>, 7 (2), 177 - 201. ▪ Case: Rainforest Negotiation (You will need to know the details of the case to participate in the in-class assignment)
	November 25	No Class – Thanks giving
Week 13	December 2 From Government to Governance Part III: Networks	<ul style="list-style-type: none"> ▪ Milward, H.B., and K.G. Provan. (2006). A Manager's Guide to Choosing and Using Collaborative Networks. <i>Networks and Partnership Series</i>. Washington, DC: IBM Center for the Business of Government. ▪ Bell, S. and Park, A. (2006). The Problematic Meta-Governance of Networks: Water Reform in New South Wales. <i>Journal of Public Policy</i>, 26(1): 63-83. ▪ Mulroy, E. and Shay, S. (1997). Nonprofit Organizations and Innovation: A Model of Neighborhood-Based Collaboration to Prevent Child Malnutrition. <i>Social Work</i>, 42(5): 515- ▪ Graddy, E. and Bostic, R. (2010). The Role of Private Agents in Affordable Housing Policy. <i>Journal of Public Administration Research and Theory</i>, 20(suppl 1): i81-i99. ▪ Rainforest Negotiation (in class exercise and debrief if not completed the week prior)
Week 14	December 9 Measuring Performance	<ul style="list-style-type: none"> ▪ Holzer, M. and Schwester, R. (2011). Public Performance. In <i>Public Administration: An Introduction</i>, 218-252. New York: M.E. Sharpe. ▪ Behn, R. (2003). Why Measure Performance? Different Purposes Require Different Measures. <i>Public Administration Review</i>, 63, 5, 586-606. ▪ Point/Counterpoint on the performance movement (2009). Debated by D. Smith and B. Radin. <i>Journal of Policy Analysis and Management</i>, 28, 3, 496-516. ▪ McBeath, B., and Meezan (2010). Governance in Motion: Service Provision and Child Welfare Outcomes in a Performance-Based, Managed Care Contracting Environment. <i>Journal of Public Administration Research and Theory</i>, 20, supplement 1, 101-123.

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Week	Date and Topic	Reading
	Memo 3	Due December 13 at 11:59 pm

Appendix A: MPA Core Competencies

On the first day of Welcome Week and at the beginning of PAD 507, students are introduced to the five competencies identified by the National Association of Schools of Public Affairs and Administration (NASPAA). Overall, the competencies are intended to ensure MPA students are well-rounded academically and professionally in the core subject areas important to the field.

What are competencies?

- Competencies are a bundle of knowledge, skills, abilities, and behaviors that, when fully integrated, define successful performance.
- Competencies are broader than knowing how to use excel or being able to define what marginal cost means. Competencies are also broader than job tasks. They describe the characteristics of the person who does the job best. They describe the whole person and their total performance.

The five NASPAA competencies are:

1. The ability to lead and manage in public governance
2. To participate in and contribute to the policy process
3. To analyze, synthesize, think critically, solve problems and make decisions
4. To articulate and apply a public service perspective
5. To communicate and interact productively with a diverse and changing workforce and citizenry

This course is designed to build student competency in all five areas. For example:

- **Competency #1:** In this course we will discuss the importance of defining organizational strategy and using that strategy to make decisions. We will spend a great deal of time discussing accountability and different means for achieving it. A number of weeks will be spent discussing third-party government and how to manage in this type of delegated environment.
- **Competency #2:** As part of the discussion on third-party government we will discuss how to choose network partners, strategies for forming networks, and how to develop accountability mechanisms to make networks function effectively. Furthermore, we will discuss the importance of identifying and evaluating stakeholders, and developing strategies for different types of involvement in the decision making process.
- **Competency #3:** Through extensive use of case studies, we will analyze public management and policy problems by discussing the mistakes and successes of others. Students will be asked to divide problems into different parts, analyze the problems from the perspectives of different stakeholders, and develop proposed solutions.
- **Competency #4:** Students will explore questions of equity and inclusiveness through the use of cases and debates regarding the appropriate use of discretion by public servants. Through various assignments throughout the course, students will analyze the competing values in public administration in specific cases and how different emphases may generate different results.
- **Competency #5:** Writing assignments will require students to evaluate cases, using evidence to support arguments, and to communicate analysis in a highly organized manner. Teamwork will develop skills in working with diverse groups and providing constructive feedback.

Appendix B: Grading Rubric for All Memo Assignments, PAD 500, Prof. Dodge

	Excellent (2)	Average (1.5)	Needs Improvement (1)
Substance	Demonstrates sharp understanding of theory	Demonstrates adequate understanding of theory	Demonstrates poor understanding of theory
	Applies theory so that arguments link conceptual ideas to evidence from the case	Applies theory but link between conceptual ideas and evidence from the case is unclear at times	Does not apply theory at all or the link between conceptual ideas and evidence from the case is often unclear
	Makes arguments that are substantive	Makes arguments that are substantive in a majority of cases	Makes arguments that are superficial
	Shows a sharp understanding of the complex management/policy questions	Shows an adequate understanding of the management/policy questions	Shows a poor understanding of the management/policy questions
	Provides sufficient, clear and balanced evidence	Provides evidence that is either insufficient, unclear or unbalanced	Provides evidence that is insufficient, unclear or unbalanced
Organization	Organizes overall memo into logical sections.	Organizes overall memo into logical sections, although some sections are poorly ordered.	Overall memo is not well organized; sections are missing and/or are poorly ordered.
	Arranges ideas within each section in a logical manner that supports the purpose or argument.	Generally arranges ideas within each section in a logical manner, although some sections are confusing.	Generally ideas within each section are not logically ordered, and many sections are confusing.
	Writes without spelling, grammar or English errors from start to finish.	Writes with occasional spelling, grammar, and/or use of English errors.	Writes with many spelling, grammar, and/or use of English errors.
Formatting	Follows MLA formatting for citations in the text and bibliography. Sources in the bibliography are listed in alphabetical order. A majority of citations are from primary sources.	One of these conditions was not met.	More than one of these conditions was not met.
	Follows formatting instructions including length, font, margins, and the numbering of pages.	One of these conditions was not present.	More than one of these conditions was not present.

