

October 1, 2012

Dear Senate Council:

As Director of Graduate studies for the MPA and MPP programs, I enthusiastically endorse the proposal for the one-year MPA-MPP program that has been proposed by the Martin School of Public Policy and Administration. I was on leave last year when the proposal initially came forward to the Council. However I'm very aware of the proposal and wish to express my full support. I understand that there were a few concerns that arose during the discussion of this proposal and I hope to alleviate those concerns as part of my letter.

The proposal for the one-year MPA – MPP program has been under development for several years with full participation of the faculty in the development of the plan. From my perspective, there are important aspects of this plan that will help the Martin School move forward and maintain our competitive position in the field of public administration and public policy.

Faculty members at the Martin School have worked hard to build a reputation of academic excellence. This reputation is reflected in the career placements our graduates obtain, the academic awards our students win, the distinguished reputations of the faculty, and the strong rankings awarded the Martin School by US news and World Reports and the National Research Council.¹ This reputation attracts highly qualified applicants from around the nation and world to the Masters programs. The faculty clearly does not want to implement a one-year program for the MPA – MPP unless we can be confident that the program quality will be maintained. The proposal we submit has been vetted from multiple perspectives to ensure that program quality is not going to be compromised.

The Martin School proposal for one year MPA – MPP program is not original. It is certainly true that most programs of public administration and public policy around the country are two-year programs. Nevertheless, there are several examples of stellar programs that offer a one-year MPA program. The Maxwell School at Syracuse University is currently ranked the top Masters of public administration program in the country by U.S. News & World Reports. The MPA at Maxwell is a consolidated one-year program track that begins in early summer and ends in May. One reason for the success of this program is that students are willing to focus and work particularly hard to accomplish academic goals, knowing

¹ see <http://www.martin.uky.edu/>

that the degree may be received in a year. Students are willing to put extracurricular activities on hold for 12 months and dedicate their attention to earning the MPA degree. The cohort of students going through the program provides an important support and motivation to individual students as they work to complete the degree requirements. Michael Moody, a MPA graduate of the Maxwell School, expressed "I did choose the program because it was 12 months. It is intensive, but the classes provide opportunities for application of the material."² The Ford School at University of Michigan, the Kennedy School at Harvard, and University of Colorado at Denver are other well respected programs that offer a one-year MPA degree.³

Having a one-year program will allow us to compete in attracting more top students to the Martin school. The Masters degrees in public administration and public policy are essentially professional degrees, for which there is limited funding for graduate, research, or teaching assistantships. Several years ago the tuition at the University of Kentucky was sufficiently lower than some of our competitor schools such as University of Georgia and Indiana University and that allowed us to compete for top students despite the inability to offer scholarships. Over time, graduate tuition has increased to the point that we no longer have a tuition price advantage relative to our competing programs. Without significant resources to offer scholarships to master students, the faculty began to think strategically about ways to make our programs at the Martin school more competitive. A one-year program cuts the tuition costs in half from the students' perspective, and even with the imposition of program fees, students are still paying significantly less than they would in a two-year program. Moreover, students will not have to borrow money or have available cash to meet two full years of housing and other living expenses. Most importantly, students would be able to earn a master's degree in a one-year period of time and begin their careers a year earlier. The cost advantage over a one-year program is particularly advantageous for out-of-state applicants where tuition and costs of relocating are significantly higher.

I understand that concern was raised about the proposed course load that would be required in the first four week summer session. The initial proposal required completion of six credits in a four week term. We recognized that this is an exception to University policy and that would require the students to work particularly hard during the first four weeks. We gave deliberate attention to the decision to offer these courses in that first four week summer session, but propose a slight modification in response to the concerns raised by Senate Council. The quantitative methods course (PA 621) is our introductory quantitative methods course that introduces students to statistics and applied quantitative policy analysis. This course is critical as a foundation to many of the other courses in the required curriculum, and therefore vital that it comes first in the curriculum. The government information systems course (PA 624) insures the students have sufficient computer skills to manage data systems and make effective presentations. Such skills are important to reinforce at the beginning so students are capable of developing professional quality papers and presentations in their applied coursework. As we

² Email correspondence with Michael Moody, October 1, 2012.

³ <http://fordschool.umich.edu/curriculum/mpa/index.php>; <http://www.hks.harvard.edu/degrees/masters/mc-mpa>;
<http://www.ucdenver.edu/academics/colleges/SPA/Academics/programs/PublicAffairsAdmin/Master/Pages/MPAAcceleratedOption.aspx>

reconsidered the course load-burden in this four-week program, we realize that the one-year credit course on Ethics (PA 691) could be appropriately separated into four class periods that would be distributed throughout the one-year program. The first session would be held during the first week of orientation. The second session would be held between the Summer I and Fall I blocks. The third and fourth ethics sessions would be scheduled as part of the Washington and Frankfort visits to take advantage of perspectives of the federal and state administrators.

The net impact of this change is to reduce the credits required in the Summer I term by one. We will discuss with the Registrar's office which term to officially register for the ethics course which will be distributed into four class periods throughout the year. We respectfully request approval of the proposal despite the requirement that the Summer I term still requires a load of five credits in a four week term. To ease the burden of this course load, two class sections of PA 624 would be shifted into the preceding week of orientation, which we would accommodate by reducing orientation activities by one and a half days. This shift means the five credits would actually occur over almost four and a half weeks. Note that the Martin School doesn't currently require an undergraduate statistics class as a prerequisite to the MPA or MPP programs, but a majority of the students who come to the Martin School have had some exposure to statistics as an undergrad. Additional assistance for quantitative methods is provided by a graduate assistant who will provide statistical tutoring in the Martin School computer lab. These factors alleviate some of a student's stress created through taking an additional course credit in the summer term.

I understand the important role of the Senate Council and the faculty Senate, having served a term as senator in recent years. I appreciate the careful attention and time that has gone into the review of this proposal. With your support, the one-year MPA –MPP program would position the Martin School to be more competitive in attracting our top applicants and expand our capacity in the MPA-MPP programs without compromising on quality.

Regards,



Dwight Denison
Professor of Public and Nonprofit Finance
Director of Graduate Studies, MPA and MPP programs
Martin School of Public Policy and Administration

Original Proposal Submission



Proposal for the Creation of One-Year MPA and MPP Programs

Executive Summary

After a number of discussions among the entire faculty as well as research and design by a committee of the faculty, the Martin School faculty voted at their annual retreat (May 19, 2011) to develop and provide both our Master of Public Administration (MPA) and our Master of Public Policy (MPP) in a one-year format. It is the hope and intention of the faculty that these programs could be operational by Fall 2012 (the actual start of the programs would be July 10, 2012).

The Martin School will continue to provide its traditional two-year (or longer) MPA and MPP programs. The traditional MPA program makes it possible for students to take all of their courses in the evening (after 5:00 PM) and this will continue to be an option. Students who need to take courses at night are an important group for the Martin School and we shall continue to ensure that they will be able to receive a degree without disruption of daytime activities. The traditional MPP required some courses before 5:00 PM and students, if they so desire can treat the program as one of two-years in length with a few courses being offered only before 5:00 PM.

This proposal marks a change in delivery of the MPA and MPP, not a change in curriculum. There are no changes in the content of the courses, number of credits in any of the courses or in the program. The one-year program will continue to include an internship component with, as in the past, a participating public agency or not-for-profit organization that begins early in the program (July 13th) and finishes with presentations on late May.

The organization of the proposed program, for both the one-year and the traditional program, is summarized in *Table 4 (page 5)* (course titles can be found in *Table 6, page 7*). The 1-year program consists of a week of orientation and introduction to projects (July 10 – 13), a 4-week summer session (July 16 – August 10) in which the students take 6 credits, four 8-week sessions during the traditional Fall and Spring semesters in which they take 9 credits each session, and a two week session in May that includes project presentations and graduation.

The delivery of the traditional program is being slightly modified as well to be four 8-week sessions, two during the fall semester and two during the spring semester. Students can take two courses during each of these sessions. This modification allows many of the courses in the two programs to be delivered during the same period. It also makes it possible for the courses to share specialized courses (area of concentration) during the spring sessions.

To gain some perspective on the changes in delivery between the proposed and current program, a summary of the sequencing of courses in the current MPA and MPP is found in *Table 5 (page 6)*. More details on the proposed schedule for each of the sessions can be found in the *Appendix (pages 8-11)*.

We have examined the implications of the creation of the one-year programs on our teaching requirements given our current faculty. Some additional teaching resources will be required though they are relatively limited. Currently we employ several adjunct faculty to teach in the program and view their participation as an important component of the program, particularly for professional development (as does our accrediting body, NASPAA). We shall have to hire more adjunct faculty to teach more sections of these courses as well as some sections of other courses. Because we are able to use our Area of Concentration courses for both the one-year and traditional programs a need for additional teaching resources is significantly reduced. In sum, we expect to need to hire faculty to teach an additional five to six sections of courses a year. We should note that none of the resources used in this program come at the expense of teaching in our Ph.D. program.

The Martin School faculty believes that there are a number of very good reasons to develop the one-year program. Currently there are only a few one-year MPA or MPP programs offered in the United States. These programs have been extremely popular where they have been offered. We believe that a one-year program will be extremely attractive to interested students and should greatly improve recruiting of the best-caliber students, particularly those from outside of Kentucky and neighboring states. We also anticipate an increase in interest among students who have just completed their undergraduate degrees and from students interested in one of our joint degree programs. We intend to significantly increase recruiting efforts among University of Kentucky undergraduates as well as undergraduates at other Kentucky and regional institutions.

We feel another advantage of the program will be the increased interactions among and cohesiveness of the students in the program. By design, with the exception of two areas of concentration courses, all students take the same classes. This, combined with the intensity of the schedule, should help to stimulate students to work together and form strong bonds, something; frankly, we have had difficulty developing among students in the past.

The faculty feels strongly that the development of the one-year program is in the best interest of the Martin School and that we have the resources to accomplish it. With the one-year program, we expect an improvement in both the quality of incoming students and the academic environment in the Martin School.

Sincerely,



Director, Martin School of Public Policy and Administration and Professor of Economics



Proposal for the Creation of 1-Year MPA and MPP Programs Budget and Resource Analysis

To finance the additional resources needed by the Martin School to undertake the one-year program as well as to use as a possible source of funds for other Martin School operations, the Martin School would like to assess a program fee to student participants. We think students will be more than willing to pay such a fee given the reduction in tuition and supplies, additional living expenses, and forgone income. The tables below give a relationship between program revenues, expenditures, and enrollment for a fee of \$7,000. We have chosen this fee because we believe that this is a plausible amount given both in-state and out-of-state tuition at the University of Kentucky and the expected enrollment we might expect in the program. *Table 1* gives the revenue for three levels of enrollment: 10, 15, and 20 students. We believe that at least initially these are reasonable estimates of the enrollment in the program. However, once the program becomes established, we hope for significantly greater numbers. Also included in *Table 1* are the standard tuition rates for graduate students as these students would be assessed tuition for fall and spring semesters.

Table 2 provides a summary of expenses associated with the creation of the one-year program. Some of these expenses are non-discretionary, specifically the expenses associated with hiring instructors for the expansion in courses. This expense is invariant with respect to students, at least with the number of students remaining under thirty, the projected maximum enrollment. Additional expenses include program travel (trips to Washington DC and Frankfort KY), expanded recruiting efforts, additional speakers and events, hiring part-time personnel for placement and internship services, and scholarships.

In *Table 3* we provide the net revenue associated with the program when full support costs are included. In this case we can see that with a \$7,000 program fee with fifteen students, net revenues are positive (\$3,200). Included in the full support costs are items not necessary to the operation of the program but items that would certainly enhance it. In our view the critical additional expenditure is funding of instructors for covering the additional course sections. In this case, we can see that the program can cover these costs if at least 10 students are enrolled.

Based on discussions with the UK Treasurer and the Provost's Budgeting staff, the preferred method of payment would be to have the annual tuition and program fee billed in two equal segments at the start of the fall and spring semester even though the program begins in mid-July and will end in early June. A refund schedule for the program will need to be developed as well.

Table 1: Projected Program Revenues by Program Fee and Enrollment

Tuition **	Semester	Year	
In-State	\$4,933	\$9,866	
Out-of-State	\$10,163	\$20,326	
**2011-12 +6%			
Program Fee	10	15	20
\$7,000	\$70,000	\$105,000	\$140,000

Table 2: Projected Expenses

Expenses/Enrollment	10	15	20	
Total	\$92,000	\$101,500	\$116,000	
Instructors	\$33,000	\$33,000	\$33,000	
631	\$6,000	\$6,000	\$6,000	
624-001	\$6,000	\$6,000	\$6,000	
691-001	\$3,000	\$3,000	\$3,000	
661	\$6,000	\$6,000	\$6,000	
681-001	\$6,000	\$6,000	\$6,000	
681-401	\$6,000	\$6,000	\$6,000	
Travel	\$11,000	\$16,500	\$22,000	Per Student
Washington	\$10,000	\$15,000	\$20,000	\$1,000
Frankfort/Lexington	\$1,000	\$1,500	\$2,000	\$100
Recruiting	\$10,000	\$10,000	\$10,000	
Events/Speakers	\$10,000	\$10,000	\$15,000	
Placement Services	\$20,000	\$20,000	\$20,000	
Scholarships	\$8,000	\$12,000	\$16,000	\$8,000 (10%)

Table 3: Breakeven Analysis

Level of Support	10	15	20
Full Support	(\$22,000)	\$3,500	\$24,000
Instructors Only	\$37,000	\$72,000	\$107,000

Space Requirements

As the courses in the one-year program do not follow the standard schedule of the University we also believe that it will be necessary to have a single classroom that will hold 25 – 30 students available strictly for Martin School courses. This classroom can then be used to accommodate all courses in the program with the possible exception of one or two of the concentration courses in the spring sessions (these courses will have much smaller enrollments, probably ten students). The classroom could also accommodate courses in the evening program, meaning that only half of the evening program classes would need to be accommodated in other classrooms. Based on the current schedule, we expect the classrooms to be used for courses for approximately 7.5 hours daily. The remainder of the time the classrooms could be used for study by the students and group projects.

Table 4: Proposed MPA/MPP Program (1–Year and Traditional Program)

	<i>Orientation</i>	<i>Project</i>	<i>Summer I</i>	<i>Project</i>	<i>Fall I</i>	<i>Project</i>	<i>Fall II</i>		<i>Spring I</i>	<i>Spring II</i>	<i>Summer II</i>
Topic	Orientation	Introduction to Internships	Fundamentals of Public Policy	Field Visits	Introduction to Public Management	Washington Visit	Introduction to Public Policy	Frankfort/Lexington Visit	Applying Public Policy & Management I	Applying Public Policy & Management II	Culmination
Length (Weeks)	3 Days	1 Day	4	5 Days	8	1	8		8	8	2
Dates	7/10-7/12	7/13	7/16-8/10	8/13-8/17	8/20-10/12	10/15-10/19	10/22-12/14	1/7-1/9	1/9-3/1	3/11-5/3	5/6-5/24
1 Year Courses			621 691 (1 Credit) 624 (2 Credits)		642 651 631	711 (Internship)	622 652 623		681 632 (MPA) AOC I*	681 602 (MPA) AOC II	Project Presentations Graduation
									680 (MPP) 692 (MPP)	690 (MPP)	
Traditional*** Program Courses											711 (internship) Summer between
1 st Year					621** 652		622 631		632 661	602	1 st & 2 nd year
2 nd Year					691 (1 Credit) 624 (2 Credits) 642		623 652		681 AOC I	681 AOC II	

*AOC – Area of Concentration. Two of these courses are required for the MPA. In this proposed plan students in both the 1-Year and the Traditional Programs take the same Area of Concentration courses (offered 5:00 – 7:30 PM two days a week). Courses are offered in the concentrations of not-for-profit management, public budgeting, international policy and management, local economic development, and environmental policy.

**Blue denotes 1st year course in the traditional program while green denotes 2nd year.

***Internship (PA 711) in the traditional programs is between the 1st and 2nd year

Table 5: Current Program

	<i>Fall Semester</i>	<i>Summer</i>	<i>Spring Semester</i>
1 st Year Courses	621 631 651	711 (Internship)	622 632 (MPA) 652 692 (MPP)
2 nd Year Courses	602 (MPA) 623 (MPA) 642 690 (MPP) AOC*		680 (MPP) 681 AOC

*AOC – Area of Concentration

Table 6: Course Titles

#	Title	MPA*	MPP
Martin School Courses			
PA	602 Organizational Change & Strategic Planning	R	
PA	621 Quantitative Methods of Research	R	R
PA	622 Public Program Evaluation	R	R
PA	623 Decision Analysis	R	
PA	624 Government Information Systems (2 credits)	R	
PA	631 Public Financial Management	R	R
PA	632 Public Funds Management	R	
PA	633 Municipal Securities	E	
PA	636 Health Economics	E	E
PA	637 Health Finance	E	E
PA	642 Public Organization Theory and Behavior	R	R
PA	651 The Policy Process	R	
PA	652 Public Policy Economics	R	R
PA	653 Local Economic Development	E	E
PA	660 Public Policy of the Nonprofit Sector	E	E
PA	661 Financial Management for Non-Profit Organizations	E	E
PA	662 Non-Profit Management	E	E
PA	671 Overview of the Health Care Delivery System	E	E
PA	673 Health Policy Development	E	E
PA	680 Benefit-Cost Analysis	E	R
PA	681 Capstone in Public Administration	R	
PA	683 Tax Policy	E	E
PA	690 Public Policy Analysis Overview		R
PA	691 Ethics and Public Policy	R	
PA	692 Econometrics		R
PA	795 Special Topics in Public Administration: International Management	E	E
PA	795 Special Topics in Public Administration: International Policy	E	E
PA	795 Special Topics in Public Administration: Education	E	E
Courses in Other Units used for Area of Concentration			
AEC	626 Agriculture and Economic Development		E
AEC	640 Advanced Agricultural Policy		E
EPE	602 Social Policy Issues and Education		E
EPE	603 Education Policy Analysis: An Introduction		E
EPE	670 Policy Issues in Higher Education		E
ES	620 Natural, Biological, and Medical Sciences in Environmental Systems	E	E
ES	610 Engineering and Physical Sciences in Environmental Systems	E	E
FIN	585 Bank Management	E	
FIN	680 Money, Interest, and Capital	E	
SW	630 Introduction to Social Welfare Policy and Services		E

*"R" is a required course for the program; "E" denotes an elective (Area of Concentration).

Appendix

Table A.1: Course Offerings by Faculty

		Summer I	Fall I	Fall II	Spring I	Spring II
Bromley-Trujillo	3		651-001 651-401			690
Butler	3	621-001	621-401		692	692
Cowen	4			622-001 622-401 623-001 623-401		
Denison	3		731	731	632-001, 632-401	
Hackbart	1		631			
Hoyt	1		750			
Jennings	3				751	602-001 602-401
Petrovsky	4		642-001 642-401 742			IM
Toma	4			652-001 652-401	EP I	EP II
Wildasin	3				752, IP	TP
Blomquist					680	680
Davis					653	653
Adjunct	5					
Blanton						662
Cox		624	624			
Wilson		691	691	PD		
Other			631		661	EP II

Tables A.2: Detailed Session Schedules

Session: Summer I, Dates 7/16-8/10				
Time	Monday	Tuesday	Wednesday	Thursday
9:30 AM	621 Butler	621 Butler	621 Butler	621 Butler
10:00 AM				
10:30 AM				
11:00 AM				
11:30 AM				
12:00 PM				
12:30 PM				
1:00 PM				
1:30 PM	691 Wilson 624 Cox	691 Wilson 624 Cox	691 Wilson 624 Cox	691 Wilson 624 Cox
2:00 PM				
2:30 PM				
3:00 PM				
3:30 PM				



1-Year MPA/MPP
 1st Year, Evening MPA
 2nd Year, Evening MPA
 PHD
 Elective

Session: Fall I, Dates: 8/20 - 10/12				
Time	Monday	Tuesday	Wednesday	Thursday
9:30 AM	750 Hoyt	651 Bromley- Trujillo	750 Hoyt	651 Bromley- Trujillo
10:00 AM				
10:30 AM				
11:00 AM	642	731 Denison	642	742
11:30 AM	Petrovsky		Petrovsky	Petrovsky
12:00 PM				
12:30 PM				
1:00 PM				
1:30 PM	631 Hackbart		631 Hackbart	
2:00 PM				
2:30 PM				
3:00 PM				
3:30 PM				
4:00 PM				
4:30 PM				
5:00 PM	642 Petrovsky 621	624/691 651 Bromley- Trujillo	642 Petrovsky 621	624/691 651 Bromley- Trujillo
5:30 PM				
6:00 PM				
6:30 PM				
7:00 PM				

Session: Fall II, Dates: 10/22 - 12/14

Time	Monday	Tuesday	Wednesday	Thursday
9:30 AM	750 Hoyt	652 Toma 731	750 Hoyt	652 Toma 742
10:00 AM				
10:30 AM				
11:00 AM	622 Cowen	Denison	622 Cowen	Petrovsky
11:30 AM				
12:00 PM				
12:30 PM				
1:00 PM				
1:30 PM	623 Cowen		623 Cowen	
2:00 PM				
2:30 PM				
3:00 PM				
3:30 PM				
4:00 PM				
4:30 PM				
5:00 PM	631 623 Cowen	622 Cowen 652Toma	631 623 Cowen	622 Cowen 652 Toma
5:30 PM				
6:00 PM				
6:30 PM				
7:00 PM				

Session: Spring I, Dates: 1/9 - 3/1

Time	Monday	Tuesday	Wednesday	Thursday
9:30 AM	751 Jennings	752 Wildasin		752 Wildasin
10:00 AM				
10:30 AM		632 Denison		632 Denison
11:00 AM				
11:30 AM				
12:00 PM	692 Butler		692 Butler	
12:30 PM				
1:00 PM				
1:30 PM				
2:00 PM				
2:30 PM				
3:00 PM				
3:30 PM	680 Blomquist	653 Davis	680 Blomquist	653 Davis
4:00 PM				
4:30 PM				
5:00 PM	EP I Toma 661	632 Denison IP Wildasin	EP I Toma 661	632 Denison IP Wildasin
5:30 PM				
6:00 PM				
6:30 PM				
7:00 PM				

Session: Spring II, Dates: 3/11 - 5/3				
Time	Monday	Tuesday	Wednesday	Thursday
9:30 AM	751 Jennings	752 Wildasin		752 Wildasin
10:00 AM				
10:30 AM				
11:00 AM		602 Jennings 690 Bromley- Trujillo		602 Jennings 690 Bromley- Trujillo
11:30 AM				
12:00 PM	692 Butler		692 Butler	
12:30 PM				
1:00 PM				
1:30 PM				
2:00 PM				
2:30 PM				
3:00 PM				
3:30 PM	680 Blomquist	653 Davis	680 Blomquist	653 Davis
4:00 PM				
4:30 PM				
5:00 PM	EP II TP Wildasin 662 Blanton	602 Jennings IM Petrovsky	EP II TP Wildasin 662 Blanton	602 Jennings IM Petrovsky
5:30 PM				
6:00 PM				
6:30 PM				
7:00 PM				