

BINGHAMTON
U N I V E R S I T Y
STATE UNIVERSITY OF NEW YORK

**Proposal for Doctoral Program in
Community and Public Affairs**

Submitted by

The College of Community & Public Affairs (CCPA)

11-1-2012

Cover Sheet (SUNY Appendix A)

1) Name of institution:	Binghamton University	
<i>Specify campus where program will be offered, if other than the main campus:</i>		
B. Campus President or Chief Academic Officer		
Name and title:	Donald Nieman, Provost & Vice President for Academic Affairs	
Signature and date:		
C. Contact person, if different		
Name and title:	Nancy Stamp, Vice Provost and Dean, The Graduate School	
Telephone :	607-777-2070	
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E-mail:	nstamp@binghamton.edu	
D. Proposed program title:	Community and Public Affairs	
E. Proposed degree or other award:	Doctor of Philosophy	
E. Proposed HEGIS code:	2101	G. Total program credits: 40 post-master
H. If the program will be offered jointly with another institution, name and address of the institution/branch below: N.A.		
I. If the program will lead to teacher certification as other than a classroom teacher, list the intended: N.A.		
J. If specialized accreditation will be sought indicate: N.A.		
K. Anticipated enrollment:		
Initial: 6	Maximum within first five years: 22	
L. If this program will be offered in a special format, please specify (See Appendix H for definitions.): N.A.		
M. If this program will be offered in an atypical schedule that may affect program financial aid eligibility, please describe: N.A.		

N. Brief Program Summary

Purpose:

The interdisciplinary PhD program in Community and Public Affairs will prepare students to enter a community of scholars, educators, and advanced practitioners who can (a) conduct methodologically rigorous research about better ways to address the many problems facing public and nonprofit organizations; (b) generate knowledge and expand theories that illuminate the dynamic interplay among communities, the organizations serving them, and the multi-level power relations framing people's everyday lives; (c) design theoretically sound and effective programs that engage issues of diversity, social justice, culture, power, and difference in ways that facilitate the empowerment of communities and their members; and (d) lead the transformation of organizations to better address the challenges of contemporary society.

Structure:

Normally, students will be admitted to this program having completed a master's degree in human development, public administration, social work, student affairs administration, psychology, sociology, political science or another related social science discipline. This previous work provides significant depth in disciplinary or professional graduate education that will enable the student to be attractive to a particular academic unit after completing a doctoral degree. The interdisciplinary work envisioned for this program builds on that disciplinary and professional strength and develops competencies that will enable graduates to address the challenges inherent in a complex society. The program also fits into an evolving educational system that asks programs to be more problem focused. The doctoral program in Community and Public Affairs will have three core learning areas: (1) Research Methods and Data Analyses, (2) Community Systems, Cultural Competence and Social Justice, and (3) Leading Public and Nonprofit Organizations. This program is carefully designed to be both theoretical and applied. It incorporates theories and methods from disciplinary and interdisciplinary research and also focuses on published work that informs intervention strategies. Students will learn how to conduct rigorous interdisciplinary research on complex, complicated problems and also how to address leadership challenges in public and nonprofit organizations, including higher education, that serve diverse populations in a democratic society. The program requires a total of 40 post-master's credits.

Duration: We expect that these post-master students will complete the program in four years; full-time students will be full funded for three.

Proposal for a Doctoral Program in Community and Public Affairs

A. Introduction

The College of Community and Public Affairs (CCPA) proposes to create a new interdisciplinary doctoral program that will prepare students to advance knowledge about the complex community structures and interrelationships that underlie any public or not-for profit human service enterprise – whether that be governmental, health, educational, or welfare. It will enable students to design theoretically sound intervention strategies to address societal problems that impact individuals, families, organizations and communities. Any discipline or profession shares an overlapping knowledge base with other disciplines and at the same time has unique perspectives and theories. Teachers and students of public affairs and public service confront societies' big, "gnarly" problems, problems that demand analysis and potential solutions from multiple perspectives. These are problems, for example, in which education, housing, joblessness, healthcare, and other issues intersect. CCPA's interdisciplinary perspective and approach shares knowledge about individual and collective behavior, but also values the specific expertise that each disciplinary perspective brings. Since its inception, CCPA faculty and students have embraced interdisciplinary problem solving and thinking. The unique perspective of bringing this capability to focus on public and non-profit organizations is an important contribution. It must be noted that public and non-profit organizations are different from private organizations in important ways or, as one theorist put it, are alike in all unimportant respects. They differ in leadership structure and scope of authority, in accountability systems, in the clarity of organizational boundaries, in incentive and reward structures, and in mission definition. Traditionally, students of public affairs choose their career focus with these differences clearly in mind. The proposed program recognizes differences, but builds on common threads and knowledge among Binghamton University's schools and colleges.

The Doctoral Program in Community and Public Affairs builds on the strengths of its Departments of Human Development, Public Administration, Social Work and Student Affairs Administration. The faculty are diverse in their backgrounds, education, areas of expertise, and approach to research. They are accomplished scholars and are nationally and internationally recognized for their expertise. One member of the faculty, for example, is a member of the Director's Advisory Board for the National Institutes of Health; another is the president of the national accrediting agency for schools of public affairs; one has served as president of the profession's national organization; another serves on the board of the national agency that oversees regional accrediting organizations for higher education and specialized educational programs such as medicine, education, social work, public administration and management. Two CCPA faculty have received SUNY Chancellor's Teaching Excellence Awards; one is the recipient of the Chancellor's Award for Excellence in Service; two have been recognized for their leadership and research expertise by the John A. Hartford Foundation – a leader in health care and other needs for older citizens. Two are Fulbright Scholars. One of our new faculty members was awarded the 2013 Society for Social Work and Research Outstanding Social Work Doctoral Dissertation Award, one of the highest awards in that discipline.

Our faculty are well represented on leading national journal editorial boards, on the boards of international organizations, and on state and local advisory boards. One member of the CCPA faculty, Tom Sinclair, served on a local government consolidation group and is one of the few people in the state with direct experience in this very controversial area.

Faculty have the expertise to foster students' achievement of the program's three key goals and are well versed in the use of appropriate research methods that incorporate an *in situ* (community) and action oriented framework. Pamela Mischen, Kristina Lambright, and Laura Bronstein have published on such research methods. CCPA has a culturally and racially diverse faculty. Collectively they have published extensively on community systems, the impact of organizational structures, power, and privilege in communities and their residents. Leo Wilton, Lubna Chaudhry, and Youjung Lee have published on the impact of AIDS on specific black male populations (Wilton), on the impact of war and social dislocation on children (Chaudhry) and of societal exclusion and health care among specific groups of older citizens (Lee). They have also been directly involved in community intervention strategies designed to improve people's lives. Laura Bronstein, Lisa Blitz, Michael Lawson and Nadia Rubaii are known for their success in assisting community organizations develop effective service programs that better address the challenges of the organizations and communities they serve. Josephine Allen, Patricia Ingraham, Mary Ann Swain and Nadia Rubaii have held leadership positions in public and non-profit organizations and have written about what contributes to success in such environments.

Faculty in CCPA also have strong collaborations with faculty in the Decker School of Nursing, the Graduate School of Education, the School of Management and the Watson School of Engineering, as well as multiple units in Harpur College of Arts and Sciences. The proposed program builds on all of these existing strengths and commonalities. As our doctoral students' research matures and develops, the program will create even more ties and linkages throughout the university.

B. Document Describing the Proposed Program

B1. Full Description of the Program, including program purposes, structure and content and prospective catalog course descriptions. Give detailed program requirements from admission through degree completion.

B1.1. Program Purposes. The PhD program in Community and Public Affairs will prepare students to enter a community of scholars, educators, and advanced practitioners who can (a) conduct methodologically rigorous *in situ* based research on the dynamic interplay among communities, the organizations serving them, and the multi-level power relations framing people's everyday lives; (b) generate knowledge and expand theories that illuminate these interrelationships; (c) design theoretically sound and effective programs that engage issues of diversity, social justice, culture, and power in ways that lead to the empowerment of communities and their members; and (d) lead the transformation of organizations to better address the challenges of contemporary society. The program consists of 40 post-master's credits. It is designed so that coursework will

be completed in two years. The remaining time is devoted to dissertation, research, and writing.

B1.2. Course Structure and Content. The doctoral program is designed with both cohort and individualized elements. All students will take the same set of core courses in Year One. These courses cover research methods and data analysis for *in situ* community based research; theories and research dealing with cultural competence and social justice; and theories and research about community systems, public sector organizations, leadership in such organizations and the impact of service organizations on individuals. In these core courses students will be encouraged to refine their own particular research questions and to become more articulate about intervention strategies in their area of interest.

The doctoral program has three core learning areas: (1) research methods and data analyses; (2) community systems, cultural competence and social justice and; (3) leading public and nonprofit organizations. The respective learning outcomes desired for all graduates for each component follow.

Research methods and data analyses for *in situ* community based research – students will be able to:

- 1) Understand epistemological and ontological underpinnings of *in situ* based research
- 2) Critique scholarly social science research
- 3) Write a critical, scholarly literature review
- 4) Design experimental and qualitative studies appropriate to different kinds of research questions
- 5) Design community responsive and culturally sensitive program evaluations
- 6) Use descriptive and inferential statistics correctly and effectively
- 7) Write a grant proposal for a specific funding agency

Community systems, cultural competence and social justice – students will be able to:

- 1) Understand local processes, including history, culture, economics, and politics within a global framework
- 2) Work effectively in multicultural and diverse contexts
- 3) Develop strategies to resolve institutionalized social inequities, social exclusion, and oppression as they relate to race/ethnicity, gender, poverty, immigration status, disability, sexual orientation, age, and all other identities that are the bases for prejudice
- 4) Identify the implications of personal privilege and positionality
- 5) Articulate the complexities of socio-historical, -political, -cultural, and –economic issues within the context of privilege and oppression
- 6) Identify any power disparities in the conceptualization and delivery of existing services
- 7) Articulate and critique the concept of community and interdisciplinary theories about community systems at the micro, mezzo, and macro levels
- 8) Identify different formal and informal systems within a community and/or organization and analyze how those subunits interrelate

- 9) Articulate how communities and organizations can develop or change
- 10) Articulate how power is distributed and shapes community processes such as social control, distribution of resources and participation
- 11) Design theoretically sound community/organizational services and other interventions that have an equitable impact and perceived value across diverse populations
- 12) Articulate ethical practice in different contexts

Leading public and nonprofit organizations – students will be able to:

- 1) Articulate and critique theories of organizational behavior, culture, leadership, power, authority, and dynamics (including conflict within and between organizations) in the public context
- 2) Articulate the concepts of structure and individual agencies and their reciprocal relationships
- 3) Articulate how power is distributed and shapes community/organizational processes such as social control, distribution of resources, and participation
- 4) Articulate how public organizations can develop or change
- 5) Evaluate and critique service delivery systems within a context (such as medical, mental health, social welfare, and K-16 education)
- 6) Articulate the elements of effective leadership in communities or not-for-profit organizations with diverse populations
- 7) Understand theories and dynamics of public policy development, implementation, and sustainability
- 8) Understand the role of leadership in organizational success and failure
- 9) Articulate ethical practice in different contexts
- 10) Design theoretically sound organizational services and other interventions that have an equitable impact and perceived value across diverse populations

At the end of Year One students will take a **screening examination** to assess their achievement of these objectives and their ability to apply what they have learned to different situations and problems. Students who do not pass the examination the first time may sit for the exam one more time, within six months. If they are still not successful, they will be asked to leave the program. During the summer of Year One students will begin reviewing the literature and collecting pilot data in support of the question that will be central to their dissertation.

In Year Two the course work becomes more individualized. Students will work with their major advisor to choose electives and/or independent study activities that will best advance their particular research and theoretical interests. Students will be required to participate in an interdisciplinary year long *in situ* community based research project aligned with one or more faculty member's scholarly interests. This requirement is aimed at deepening students understanding of both theory and research methods and improving their abilities to work collaboratively with professionals with differing perspectives on "real world" community/organizational problems. Students will also take a case conferencing course where theories and extant research will be applied to real problems and situations. The intent of this course is to hone students' abilities to link

research and theory from varying disciplines into analyses of real world examples and to practice proposing theoretically sound interventions that could be predicted to ameliorate the problem/issue.

Two pro-seminars will be offered in Year Two. The first focuses on elements of effective teaching – course design, selection of learning experiences, and assessment of students' learning. The second focuses on the skills essential to leadership in the community. Students who intend to seek an academic position after graduation will be required to complete a supervised teaching experience. By providing instruction and mentoring in strategies for dissemination of their work and for effective teaching, course design and implementation of the proposed doctoral program will better prepare its graduates to be successful in a competitive academic marketplace.

The program is also appropriate for preparing students who intend to seek leadership positions in communities, governments or non-profit organizations. Instead of completing a supervised teaching experience these students will be required to complete a community/organization project, mentored both by a faculty member and a leader within the community/organization.

This project is envisioned along the lines of the American Council on Education Fellowships where the fellow is included in the organization's planning and implementation processes and has access to the thinking and decision-making of the leader. By providing access to leadership in a complex organization and the opportunity to link theory and practice, graduates will be better prepared to be successful in their desired career paths.

In the Spring of Year Two the student's advisory committee, in consultation with the PhD Director, will write the questions for a two-part **Comprehensive Examination**. All students will be asked to critique their experiences in the *in situ* based research project, to identify the skills they have acquired, and to analyze the theoretical perspectives they have learned and practiced. They will be asked to describe how the varying perspectives across the disciplines contribute to the research and projects in which they have been involved. The comprehensive examination will also have questions tailored to the students' interests and expertise developed through the elective courses taken by the individual student. We expect that the questions asked of the student will both test their knowledge and understanding and also inform their dissertation research. In Part Two of the examination, students will be asked to submit their dissertation proposal and to defend it orally prior to July 31 of Year Two. Funded students who do not successfully complete the Comprehensive Examination prior to the beginning of Year Three will not be eligible for continued funding.

Coursework will be completed at the end of Year Two. Full-time students will be guaranteed only three years of funding contingent upon successful completion Comprehensive Examination prior to the beginning of Year Three. Should additional work on the dissertation be required at the end of three years, students must be self-financed or, with their mentor, secure external funding for support.

B1.3. Additional Learning Experiences. Students will participate regularly in a CCPA forum in which presentations are given by faculty, visiting scholars, and doctoral students. Attendance and presentations at professional meetings are also encouraged and expected.

B1.4. Dissertation. Through course and project work, Years One and Two lay the foundation for the dissertation, including preparation of drafts or published chapters as elements of the dissertation. Years Three or Four are devoted to organizing and completing the dissertation.

The PhD will be awarded for original investigation leading to the advancement of knowledge at the intersections of at least two disciplines and/or professions. In discussing the results obtained the student will address next steps for further research and also the policy development and possible interventions that could reasonably be derived from the completed work. An oral defense of the dissertation is also required for the student to complete the program.

In addition to the traditional format, alternatively, the dissertation may include chapters that are a series of publishable papers or published journal articles, emanating from course and project work during the program. If this option is chosen, the student will write an introductory chapter that provides the foundation for the dissertation and then explains how the subsequent chapters (the journal articles) are related. The final chapter will provide a synthesis with conclusions and recommendations for further research, policy changes, and possible interventions. When published "journal article" chapters with multiple authors are included in a dissertation, the contribution of each author must be explained.

B1.5. Advising and Mentoring. The director of the PhD program will serve as the advisor to all entering students. By the end of the first semester the student should submit a proposal for a primary mentor whose interests align with those of the student and an additional consultant/advisor from another academic discipline who will bring an enriching interdisciplinary perspective to guiding the student's work. The mentor is also the faculty advisor. He/she must be a member of the program faculty. After the student has achieved candidacy, the dissertation committee--consisting of a chair and two other faculty members, two of whom must be from CCPA--is formed. In addition to the core requirements, each student's elective course requirements will be determined in consultation with the student's mentor and interdisciplinary consultant. These two individuals may also serve as members of the student's comprehensive examination committee and dissertation committee. Students must regularly report their progress in discussions with the principal advisor, and the consultant must be informed each semester of the student's work.

B1.6. Sequencing of Courses. The proposed sequencing of courses would adhere to the following framework:

Year One

Fall:

1. Interdisciplinary Doctoral Seminar I: Cultural Competence, and Social Justice (3 credits)
2. Interdisciplinary Doctoral Seminar II: Community Systems (3 credits)
3. Research Design (3 credits)

Spring:

1. Quantitative Analysis (3 credits)
2. Qualitative Analysis (3 credits)
3. Interdisciplinary Doctoral Seminar III: Leading Public and Nonprofit Organizations (3 credits)

Late May: Screening examination, literature review and preliminary data collection for the dissertation

Summer: Students are expected to continue their research.

Year Two

Students must have selected a dissertation chair and interdisciplinary consultant during Year One.

Fall:

1. Interdisciplinary Case Conferencing Seminar (3 credits)
2. Proseminar I: Becoming an Effective Teacher (1 Credit)
3. *In Situ* Community Based Research Project I (3-4 credits)
4. Elective or Supervised Independent Study Course (3-4 var credits)
(Elective graduate courses from any University department, with approval of student's advisory committee)

Spring:

1. Proseminar II: Leadership in Community Human Service Agencies/Organizations (1 Credit)
2. *In Situ* Community Based Research Project II (3-4 credits)
3. Elective or Supervised Independent Predissertation Research Course (3-4 credits)
4. Elective or Supervised Independent Study Course (3-4 credits)
(Elective graduate courses from any University department, with approval of student's advisory committee)

Summer: Student writes comprehensive examination, continues to work on the literature review and continues data collection for the dissertation. The exam and defense of proposal must occur by 31 July.

Years Three or Four

Fall:

Full-time students should be ABD by the beginning of Year Three.

1. Dissertation Seminar I/III CCPA 699 (1 credit): Students will report their progress on their dissertation and how it reflects their proposal.

Spring:

1. Dissertation Seminar II/IV CCPA 699 (1 credit)
2. Dissertation Defense

Either a traditional dissertation or a dissertation that is composed of three or more published or publishable articles must be completed and defended.

B2. A completed Appendix F (sample semester-by-semester breakdown of courses to be taken.

Appendix F: Semester Tables

<p>Fall 1</p> <ol style="list-style-type: none"> 1. Interdisciplinary Doctoral Seminar I (3 cr) 2. Interdisciplinary Doctoral Seminar II (3 cr) 3. Research Design (3 cr) <p>Total 9 Credits</p>	<p>Spring 1</p> <ol style="list-style-type: none"> 1. Quantitative Analysis (3 cr) 2. Qualitative Analysis (3 cr) 3. Interdisciplinary Doctoral Seminar III (3 cr) <p>Total 9 credits</p>
<p>Late May: Screening Exam</p>	
<p>Fall 2</p> <ol style="list-style-type: none"> 1. Interdisciplinary Case Conferencing Seminar (3 cr) 2. Proseminar I (1 cr) 3. <i>In Situ</i> Community Based Research Project I (3-4 cr) 4. Elective/Supervised Independent Study (var cr) <p>Total 9-12 credits</p>	<p>Spring 2</p> <ol style="list-style-type: none"> 1. Proseminar II (1 cr) 2. <i>In Situ</i> Community Based Research Project II (3-4 cr) 3. Elective/Supervised Independent Study (var cr) 4. Elective/Supervised Predissertation Research (var cr) <p>Total 9-12 credits</p>
<p>Summer: Comprehensive Exams</p>	
<p>Fall 3 or 4</p> <ol style="list-style-type: none"> 1. CCPA 699 Dissertation Seminar I/III (1 cr) 	<p>Spring 3 or 4</p> <ol style="list-style-type: none"> 1. CCPA 699 Dissertation Seminar II/IV (1 cr)

B3. A list of all doctoral courses to be taught in the first three years.

See Appendix E for Doctoral Course Descriptions and Syllabi

Interdisciplinary Doctoral Seminar I: Cultural Competence and Social Justice
Interdisciplinary Doctoral Seminar II: Community Systems
Interdisciplinary Doctoral Seminar III: Leading Public and Nonprofit Organizations
Interdisciplinary Case Conferencing Seminar
Research Design
Proseminar I: Becoming an Effective Teacher
Proseminar II: Leadership in Community Human Service Agencies/Organizations
Quantitative Analysis
Qualitative Analysis
In Situ Community Based Research Project I
In Situ Community Based Research Project II
Elective Graduate Courses from any University Department, with approval of student's advisory committee
CCPA 699 Dissertation Seminar I
CCPA 699 Dissertation Seminar II
CCPA 699 Dissertation Seminar III
CCPA 699 Dissertation Seminar IV

B.4. Description of Impact of Proposed Graduate Program.

The proposed program is intended to serve diverse populations in a *democratic society*, and thus emphasize community, inclusion and equity. Its interdisciplinary character should enable the development of richer, more nuanced understanding (theories) of the essential elements and dynamics of effective service delivery in the public context. The scholarship engendered by the program will enhance the reputation of the College of Community and Public Affairs and Binghamton University.

The proposed program is also expected to increase enrollments in existing graduate programs in CCPA -- the Master of Social Work (MSW), the Master of Science in Student Affairs Administration (MS), and the Master of Public Administration (MPA) programs. It is expected that the reputation of this program and the scholarship generated by faculty and doctoral students will bring greater visibility to the College and encourage additional applications from a broader geographic area. Greater national and international recognition and opportunities will come with a quality interdisciplinary doctoral program.

The proposed doctoral program would also increase undergraduate enrollment in the Department of Human Development in the College through increased undergraduate course offerings as doctoral students begin assisting in teaching undergraduate courses in all academic semesters and inter-sessions. Currently, regular faculty members in social work, public administration and student affairs administration offer a very limited number of undergraduate courses.

As noted at the outset, the learning experiences designed for students will incorporate ideas and theories from many other disciplines/professions, just as those disciplines/professions borrow from one another and incorporate the work of CCPA faculty. This is an academic program, the aims of which differ in some ways from programs in the arts and sciences. The work of our faculty seeks to advance knowledge that can be used now in framing interventions that improve people's lives. Students enter with a master's degree, having already chosen a professional career path. We do not believe that this program will have an impact on enrollments in the basic disciplines – sociology, anthropology, political science, and so forth. Likewise, students make a career choice about whether to be involved in the for-profit or not-for-profit sectors. The applicant pools for CCPA and the School of Management are different.

CCPA has worked hard to develop collaborative relationships that will advantage students in this doctoral program and those enrolled in graduate study in our partner units. N603, offered in the Decker School of Nursing for example, is an excellent advanced quantitative analysis course. Our students will enroll in that course. By the same token, CCPA will offer a very good qualitative methods course that will be open to students in Nursing, Education, and Engineering.

Currently we have research, teaching and joint degree partnerships with Political Science, Sociology, Environmental Studies, Africana Studies, Asian Studies and others within Harpur, the Watson School, the Graduate School of Education, and the Decker School. Course offerings in all of these will be of interest and significance to our doctoral students.

In developing these collaborations, we hope that the sharing of methods and analytical courses will expand such that students could take courses in more specialized topics such as survey design or advanced modeling techniques. On many campuses the sharing of courses as mentioned is common practice because it increases students' learning opportunities and is a wise use of faculty expertise.

Faculty in CCPA currently have strong ties through the College's interdisciplinary research centers and institutes involving faculty in the Decker School of Nursing, the Graduate School of Education and the Watson School of Engineering as well as some units in Harpur College of Arts and Sciences. The additional resource of CCPA doctoral students with similar interests will strengthen these ties in a reciprocal manner.

The proposed program is not expected to have any impact on retention and time-to-degree in existing undergraduate and graduate programs.

Very importantly, students will find the community outreach and collaborative research environment within the College stimulating and particularly exciting. Joining ongoing research projects and gaining additional skills in conducting research across various methods will make evidence based practice a strong reality as theory and practice are constructively joined in this interdisciplinary research and action environment. Moreover, the emphasis on problem solving, policy development and effective

interventions will enhance overall recruitment in both the graduate and baccalaureate programs within the College of Community and Public Affairs. The recognition and heightened visibility of doctoral level study, research and productivity will enhance the reputation of both CCPA and the wider university.

As a research degree, the proposed PhD in the College of Community and Public Affairs will not include an internship or fieldwork requirement. Therefore, arrangements for clinical instruction and placement are not necessary or required. However, very strong local and regional community agency partnerships currently exist in the College because of fieldwork and internship requirements in our masters programs in social work and public administration. As our doctoral students begin to engage in intensive community based research, policy development and problem solving, these partnerships will be both broadened and strengthened.

B.5. Procedures for Academic Advising and Student Supervision and Evaluation.

At entry to the program, the PhD Program Director, a senior member of the faculty, will serve as each student's advisor. By the second semester, the student will have an approved primary mentor and interdisciplinary consultant. These two individuals will guide students' choices for course electives and other learning experiences (research placements, for example) and help the student advance their ideas for a dissertation project. Once the student has achieved candidacy, the dissertation committee (three members) is formed. The student's primary mentor and interdisciplinary consultant may also serve on the student's comprehensive examination committee and dissertation committee. Students must regularly report their progress in discussions with their mentor and the interdisciplinary consultant must be informed each semester of the student's work.

Prior to initial registration for classes, the director and the students will meet to discuss the program requirements. They will decide on a preliminary course of study and discuss the procedures for selecting a doctoral committee and its chair. Students will be strongly encouraged to begin the process of identifying a doctoral committee chair from their first semester at Binghamton University.

By the beginning of the second year, students should have selected both a primary mentor and an interdisciplinary consultant. From this point forward, these two will oversee the student's course of study. With them, the student formulates a new plan of study or refines the existing one. This plan will become a formal learning contract. The learning contract includes specific course requirements in addition to the core requirements, a time line for the student's doctoral activities, as well as a preliminary description of the student's proposed dissertation research. This contract must be approved by the members of the CCPA doctoral committee and by the director of the CCPA doctoral program. While this process should be completed by the end of the first academic year for full time students, for part-time students, the process of doctoral committee chair and member selection, development of a study plan and agreement on a learning contract may take

longer. In all cases, approval of the student's course of study should be confirmed before the student has completed four graduate courses.

The mentoring and supervision of a student is the responsibility of his/her chair/mentor, including ongoing evaluation of progress in accordance with the student's plan of study as outlined in the learning contract.

Once a student successfully passes the comprehensive examination, she/he will nominate a dissertation chair and an additional 2 members for the dissertation committee to the director of the CCPA doctoral program for approval. The primary mentor and interdisciplinary consultant may become members of the dissertation committee. Students should base their proposed selections of a primary mentor and dissertation chair on the compatibility of their research interests and those of the proposed faculty. The dissertation chair must be a faculty member of CCPA involved in the CCPA doctoral program. The dissertation chair carries the major responsibility for guiding the student's dissertation research. It is expected that students will also involve the other committee members at important points in the process; e.g. problem definition, selection of methods and analyses, early interpretation of results, and initial recommendations for further study, policy, and interventions.

This approach will allow students to create innovative interdisciplinary dissertations.

B6. Significant Resources and Support Programs, Inside and Outside of the University.

Faculty at the College of Community and Public Affairs (CCPA) have forged excellent relationships with partners both inside and outside the university which doctoral students will be able to build on in their research. This has been done through the community service engaged in by faculty such as representation on boards, lectures and training; continuing education; field education (for example, the social work department has relationships with over 400 local agencies where MSW students have field placements); and of course, research. CCPA faculty also engage in an array of partnerships with faculty in schools and colleges across the university. These partnerships take a variety of forms including serving together on dissertation committees, university committees, and through research partnerships. These relationships will serve CCPA doctoral students well since these interdisciplinary faculty are available as resources.

CCPA is currently home to two strong research institutes: *the Center for Applied Community Research and Development (CACRD)* and the *Institute for Intergenerational Studies*. Both Institutes conduct interdisciplinary research involving faculty and students from across the Binghamton University campus and beyond.

The Center for Applied Community Research and Development spans nearly a dozen Binghamton University departments and programs and numerous community agencies and conducts evaluation and implementation research on topics related to organizational effectiveness and capacity. The Center is currently assembling the most complete demographic and social data set available in New York's Southern Tier. Its faculty has

received numerous grants and awards from New York State and local governments and actively pursues grants at the state and federal levels. Over the past three years (2008-10), the CACRD has received 23 grants, totaling \$453,370. Thirteen students were involved in these projects and 13 peer-reviewed articles were published.

The *Institute for Intergenerational Studies* and its component parts, the *Southern Tier Center on Aging* and the *Center for Best Practices in Full Service Community Schools*, is a collaboration among faculty at Binghamton University from all schools/colleges at the university, as well as with physicians from Upstate Medical University. The Institute also works with dozens of community partners. Created to address the research, policy, and professional issues surrounding the explosion of the older adult population in the United States and the service delivery issues confronting children, families and schools, the mission of the Institute and its faculty is to develop and carry out the interprofessional and interorganizational research necessary to advance knowledge for creating and implementing optimal service delivery strategies in healthcare and education for multiple generations. Since its inception in 2009, the Institute has secured over 3 million dollars in grants. Approximately 50 MSW students were involved in these projects in addition to graduate students in BU's Schools of Graduate Education and Nursing.

One of the Institute's largest current grants is the SHARE (Safe, Healthy Attitudes Require Education) program, funded by the federal Departments of Education, Justice, and Health and Human Services. In collaboration with the local BOCES, Lourdes Youth Services, and with the Graduate School of Education and Decker School of Nursing at Binghamton University, SHARE works with ten school districts across Broome County to assist students with learning and mental health difficulties, not only in the schools, but in their home situations as well. The five-year undertaking involves a dozen faculty and staff, twenty graduate students, the school districts and parent groups. The SHARE work exemplifies the interdisciplinary, community based approach described in this proposal.

Grants to these research centers have come from local foundations such as the Wilma C. and Stewart W. Hoyt Foundation and national foundations such as the John A. Hartford Foundation in addition to local, state and federal governmental awards. This diversity of funding sources is a strength of both centers. It comes about because of the dual mission for each center – research and community engagement/problem-solving.

In addition to the research centers with “homes” in CCPA, CCPA faculty collaborate with research centers across the campus, thus opening doors for doctoral student research with faculty who have organized research centers in psychology, education, nursing, systems science, evolutionary biology, geography, and bioengineering. Two such centers include the Institute for Evolutionary Studies and the Roger L. Kresge Center for Nursing Research. CCPA faculty also collaborate with faculty across the SUNY system, the state, the nation and the globe and will be able to use these connections to benefit doctoral students. Of CCPA's international efforts, those that will offer the most enriching opportunities for doctoral study in the near future are with our partners in China, Eastern Europe, Pakistan and South Africa. These involve student exchanges (Shenzhen

University; University of the Free State); faculty exchanges (Hebei University, Shenzhen University); and collaborative research.

C. Faculty Information

CCPA does not currently have a doctoral program. It does, however, have faculty with substantial experience in doctoral education. Six have been faculty members in doctoral programs at other institutions (The University of Michigan, Syracuse University, and Cornell University). Together those individuals have served on over 200 dissertation committees and have been chair for nearly two-thirds of that total. In the past five years CCPA faculty have published nearly 100 articles in prestigious national and international journals. These experienced faculty members have shaped the choices made in this proposal. CCPA faculty are cognizant of the amount and nature of the work required to mount a high quality doctoral program. It is our judgment that the quality of current faculty coupled with the hires outlined below will enable CCPA to develop and sustain an excellent program. Further, we emphasize that the faculty’s work with doctoral students is synergistic. Faculty do teach and mentor doctoral students, but doctoral students contribute to faculty research through their own work, assist and share in publications, contribute to teaching, and share wisdom and insight.

Faculty Information Table – See Appendix B-1

1. Faculty Biosketches – See Appendix B-2
2. Faculty Biographic Summaries – See Appendix B-3
3. Anticipated changes in faculty for the next 3 years

	2013-2014 Year 1	2014-2015 Year 2	2015-2016 Year 3	2016-2017 Year 4	2017-2018 Year 5
Projected number of CCPA doctoral faculty	30	31	31	32	32

Currently there are 25 tenured/tenure track faculty members and three Visiting Professors in CCPA. This includes two existing position filled and three new position hires in AY 2012/13. An additional two (2) new hires are authorized for 2013-2014. An additional hire of a senior scholar to direct the program has been authorized pending approval of the doctoral program. This will bring the faculty cohort to 31 when we open the program. If the projected enrollment growth in the program is realized, the College will request an additional hire in Year Three of the program.

The new hires that CCPA has made, along with the hire of a senior scholar to direct the program, will add both breadth and depth to faculty expertise at the College. Examples of these additional capabilities include the areas of Child and Adolescent Behavior, Gerontology, and Non-Profit Management. The Program Director, who will be given course relief for administrative and advising responsibilities, will serve an initial three-year term, during which time s/he will also continue to teach at the PhD’s core. These existing and new faculty resources ensure that CCPA will have that capacity not only to meet existing program responsibilities well, but to meet the new responsibilities of the PhD program effectively.

Approximately six courses per year (3 core courses per semester) will be offered at the doctoral level. In addition, two or more electives per semester will be offered which may include

advanced master/doctoral level courses in CCPA and/or doctoral courses in disciplines within the university outside of CCPA that are an integral part of this interdisciplinary program. We have invited faculty partners from other academic programs on our campus in order to give students the option of taking theory, methods and substantive courses in these discipline based departments. Formal letters of agreement from relevant schools and departments are provided in Appendix D-1.

The doctoral program's affiliated faculty members from other disciplines within the University will provide additional resources as they collaborate in research partnerships and in team teaching experiences.

At this time, all CCPA tenure-track faculty and Visiting Professors may teach in the doctoral program. In addition, the funded doctoral student assistants may teach in the College's baccalaureate program, gaining valuable supervised teaching experience as part of their overall exposure to the academy. In Year Three of this program, an additional faculty hire is anticipated, thus allowing additional courses to be taught where the need exists.

D. Student Information

D1. Criteria and Procedures for Admission to Doctoral Program.

Applicants for the doctoral program should have a master's degree in human development, social work, public administration, psychology, sociology, political science or another related social science discipline or profession. Applicants must have a graduate grade point average (GPA) of ≥ 3.0 on a 4.0 scale to be eligible for admission.

Applications for doctoral studies will be considered once per year for fall admission.

Completed applications for admission to the doctoral program must follow the guidelines outlined by the Graduate School at Binghamton University. The evaluation of applications will be completed by the doctoral program faculty committee in the College of Community and Public Affairs.

Applications must include:

- Official transcripts of all undergraduate and graduate level coursework
- Curriculum Vitae or Resume
- Well substantiated written statement of approximately 3-4 pages that describes the applicant's background, interests, and preparation in pursuing an interdisciplinary doctoral studies program.
- Three letters of recommendation from individuals familiar with the applicant's academic background and record.
- Academic Paper Writing Sample
- Verbal, Quantitative, and Analytical GRE scores taken within 5 years of application
- A TOEFL score must be submitted if the applicant is from a non-English speaking country. Minimum: 550 PB/213 CB/80 IB TOEFL, or 6.5 on IELTS.

Selected applicants will be invited for an interview by doctoral program faculty.

Transfer Credit:

Normally, no doctoral courses completed in another program or at another institution will be accepted. Each student must submit an official "Application for Transfer Credit" request through their faculty adviser to the director of the doctoral program for approval. If approved, then the director will forward the application as a request for the Graduate School's approval.

D2. Type of Student Body to be Served.

Students will be recruited nationally and internationally, but at the outset we expect most of them to come from New York State. The doctoral program will be reflective of a diverse constituency of students based on race/ethnicity, gender, national origin and include students from under-represented backgrounds.

Students will be recruited for the program in three primary ways: first, there is a clear pool among existing students and other qualified local residents. More than likely, the first cohort of doctoral students will lean heavily toward this pool. Over the longer term, the program will recruit regionally and nationally using these techniques: personal networks and communications. Current faculty have strong national networks consisting of professional colleagues, former doctoral students, and personal friends. Information regarding the new program will be sent to these networks which include persons working with or teaching at universities and college such as the University of North Carolina at Chapel Hill, the Universities of Georgia, Wisconsin, Kansas, Delaware, South Carolina, Connecticut, Maryland, and American University. Colleges and universities within New York State –Syracuse University, Marist and Skidmore Colleges, for example—are more regional targets.

The third major recruiting tool will be "e" and hard copy advertising in the major publications of our disciplines: *Public Administration Review* and *PA Times*; the *APSA jobs newsletter*, publications of the Council on Social Work Education, and ARNOVA are examples.

We anticipate and fully expect that these methods will yield six students per year. Our experience and that of others suggests that this is an optimal number for a doctoral cohort. Should we fail to reach that number in any given year, however, we will proceed with the number of students recruited and redouble our recruiting efforts the following year. Again, we are confident that we will meet our goal of six. Please see additional information presented in Section **D4**.

D3. Type and Amounts of Financial Support Anticipated.

The majority of the students will receive tuition support from a research or teaching assistantship. Internal and external funding will support the research or teaching assistantships. An anticipated stipend for graduate research and teaching assistants will be \$17,500 stipend, plus a tuition scholarship for the academic year and the health insurance

plan provided through the University. Via summer and winter session income and the tuition support policy for grants, CCPA will supplement stipends with summer support. Full-time students will be eligible for up to three years of funding. Doctoral students will be eligible for the Clark Diversity Fellowships. All faculty in CCPA will enthusiastically seek external funding that will both support our students and expand our programs.

Again we note, coursework will be completed at the end of Year Two. Full-time students will be guaranteed only three years of funding. Should additional work on the dissertation be required at the end of that time, students must be self-financed or, with their mentor, secure external funds to support them.

We anticipate having approximately 20-25 students by Year Five with 16 students funded with existing TA/GA support through the Graduate School and GA/RPA support through our College. Our objective is to continue securing additional external funds. Faculty will include funding for students at the doctoral and master levels in all new grant proposals. In addition, there are two research centers in CCPA and faculty affiliates will apply for grants and include student support. Some self-paying full-time and all part-time students will come with their own funding. Since funding will be converted from CCPA's master's level assistantships to funding for doctoral students, faculty will be encouraged to seek alternative sources of funding for students in the master's programs. By utilizing flexibility in resources, shifting responsibilities, and identifying additional student markets, the doctoral program in CCPA will be successful without compromising our existing programs.

Currently, 22% of master's students in CCPA are funded at 50% through both internal and external resources. The Graduate School provides funding for 9% while the other 13% of funded students are through external projects and awards. All other students in the college are self-paying. Given the small percentage of funded students, we don't foresee any dramatic change in master's level enrollments when funds are shifted from the master's programs to the doctoral program. In addition to the funded master's students in CCPA, there are 3 doctoral students in the Graduate School of Education who are fully funded through external research funds in Social Work (2) and through ORC funding for the Institute of Intergenerational Studies (1). External funding for all graduate assistants hired through CCPA totals \$175,500 for 2012-13, and we recently received notice of an additional funded project which will provide an additional \$20,000 in funding for graduate students in 2013-14

D4. Projected Enrollment.

The estimated enrollments in the proposed doctoral program for the first five years will be as follows, but also please see additional information presented in *D2*:

	2013-2014 Year 1	2014-2015 Year 2	2015-2016 Year 3	2016-2017 Year 4	2017-2018 Year 5
PhD students*	6	12	18	20	22
Number of new full-time students	6	6	6	8	8
Number of graduates	0	0	0	6	7**
Total number of students supported by assistantships (teaching and research)	6	10	14	14	16
Number of TA/GA lines from the Graduate School	6	6	6	6	6
Number of RPA/GA lines from CCPA	0	4	8	8	10
Total number of full-time self-funded students	0	2	4	6	6
Projected number of Doctoral Faculty	30	31	31	32	32

*We anticipate that part-time enrollment may increase this number by approximately 2 per year

**Includes one part-time graduate per year starting in Year Four

E. Facilities Resources

E1. Description of currently available resources and anticipated needs for the program.

The proposed doctoral program in Community and Public Affairs is interdisciplinary and draws upon the library, technology, facilities and support resources currently available to the degree programs in the College of Community and Public Affairs.

It is anticipated that the interdisciplinary focus of the proposed doctoral program and the fact that Binghamton University's Bartle Library has well-established collections in the relevant disciplines including sociology, social work, political science, management and administration, psychology, anthropology, human development, geography and economics will mean that improved access to digital resources will be the primary requirement. Specifically, the program would require that the library provide full-feature search and full-text access to the major journals in these disciplines.

The current collection of Binghamton University Libraries includes approximately 2.4 million volumes (including print volumes, government documents, and electronic books); over 81,959 journal holdings, including current subscriptions and backfiles; 121 electronic databases; and 6000 audio-visual materials. A successful history of implementing advances in technology has allowed the Libraries to offer access to many citation and full-text databases in the areas of not-for-profit administration, leadership, social work and the related social sciences. Regular additions to collections in all these fields will augment resources for this doctoral program as well. We expect to collaborate with our colleagues in other fields in identifying acquisitions that meet our overlapping needs.

a) Access to off-campus research materials

The Binghamton University Libraries have reciprocal agreements with major research libraries, and an outstanding interlibrary loan system that extends borrowing privileges throughout the globe, as well as Subject Librarians with specific responsibility for updating acquisitions and services for students and faculty in the specific disciplines. Students in the proposed degree program will be able to take advantage of these off-campus research materials and resources.

b) Research and laboratory facilities and equipment

No special facilities or unique resources are needed for the proposed program.

c) Computer facilities and services

As one of SUNY's four research centers, Binghamton University's technological resources and services are well-established and will be readily available to students and faculty in the proposed program. Information Technology Services (ITS) provides central computing support for the academic and research endeavors of students, faculty and staff across the University. ITS assigns staff to the University Downtown Center (UDC) who are dedicated to the needs of our students, faculty and staff. The majority of campus, and all of the University Downtown Center, is configured for wireless connectivity to the internet and to a variety of servers. Public computing areas (PODS) and Information Commons throughout campus serve students. There is a classroom POD (21 workstations), graduate student POD (15 workstations), and Information Commons (35 workstations) located in the UDC. All of the classrooms in the UDC are multi-media enabled. Additionally, the Educational Communications Office provides a wide range of software, audio, visual and other instructional equipment. Faculty and students are provided training and support in the use of Blackboard and a variety of other software including statistical and ethnographic research packages, Geographical Information Systems (GIS), and more through the University Training Center and ITS. Adaptive technology is available for those students who require it.

d) Technical and secretarial services for students and faculty

The senior faculty member who acts as program director will have an office in the college with access to each of the college's departments and faculty. An administrative assistant will be hired to support the doctoral program and its director. University

Information Technology Support staff assigned to the University Downtown Center will provide the necessary technical assistance.

e) Office, classroom and study space

The proposed program will be housed in the University Downtown Center located centrally in downtown Binghamton. The facility features 11 multi-media classrooms, three general-purpose conference rooms, four small group meeting rooms, two interview rooms, two computer pods including one dedicated to graduate students only, an Information Commons with 35 computers, and multiple study lounges. Office space will be provided in the building for the director, administrative assistant, and graduate assistants with additional space available as the program grows. Classes will be held primarily at the University Downtown Center and no other special facilities will be needed for the proposed program. The technological capabilities and access in this green facility are particularly adequate.

E2. Special support facilities and unique resources.

No special support facilities and/or unique resources are required for the proposed program.

F. Expenditure Table (also included in Appendix C)

Expenditures Associated with the Program

Expenditures		Start-up	When program begins	After 5 years
Personnel	Existing funds	\$355,463	\$520,463	\$520,463
	New funds	\$165,000*		\$68,500
Library	Existing funds		\$5,000	\$10,000
	New funds	\$5,000	\$5,000	\$10,000
Equipment	Existing funds	\$2,500		\$1,500
	New funds			
Laboratories	Existing funds			
	New funds			
Supplies & Expenses	Existing funds	\$2,500	\$1,000	\$3,500
	New funds			
Capital Expenditures	Existing funds			
	New funds			
Student Support	Existing funds	\$280,819	\$280,819	\$280,819
	New funds			

Other	Existing funds	\$10,000	\$5,000	\$10,000
	New funds			
Total		\$821,282	\$817,282	\$904,782

*includes funding for senior faculty member (\$125,000) and full-time Staff Assistant (\$40,000).

Process Used To Identify Associated Costs And Sources Of Revenue To Match Those Costs

The costs associated with the program were determined based on projected values taking into consideration current expenditure patterns and funding sources. The only new funds requested for the program are salary for a senior level faculty member to serve as the doctoral program director at start-up, a full-time staff assistant, and a junior level faculty member in Year Three. A competitive salary is required to obtain a senior level faculty member with the background and reputation necessary to recruit top-notch students to the program. Explanation of the additional costs is below:

- 1) Personnel - Faculty FTE percent calculated by a standard formula approved by Provost and staff on 8-15-06. The premise is: typically faculty time is apportioned as: 50% research, 40% teaching, 10% service; for the most part, graduate programs fall under the research mission of the University. An estimate of the percentage of the 50% research time that is contributed to graduate program is 15%. The estimate of FTE percent for faculty contributing to this unit but appointed and paid through other units and most likely not teaching separate/stand-alone courses for this new program is 1.5%. The salary for the administrative assistant is based on the UUP salary level appropriate for this position.
- 2) Library – A modest increase of \$20,000 in the Libraries’ budget over the first five years of the program will be required to purchase new databases and journals needed to support the doctoral program.
- 3) Equipment – The College provides a laptop, docking station and monitor to all incoming faculty and desktop for administrative staff. The University has contracts with numerous suppliers who provide competitive pricing.
- 4) Supplies and Expenses – The start up expenses include those for the faculty search including advertising, travel and hosting. The additional years include basic supply expenses and advertising, travel and hosting for the junior hire.
- 5) Student support – Student support costs include funding for stipends for 6 students at \$17,500 per academic year and full tuition scholarships at the current level of tuition funded by the Graduate School. Four students will be externally funded the second year and that number will increase to 10 over time. All of the assistantships will receive tuition at the appropriate level. Tuition scholarships are anticipated to be five at the in-state rate and five at the out-of-state rate. All are expected to be officially ABD at the beginning of the 3rd year. \$110,000 in stipend funds and \$170,819 in tuition scholarship funds are being converted from master’s level (MSW and MPA) to

doctoral level to support the new program. The amount of funding per student will be benchmarked against a national stipend survey to assure competitiveness. In addition, CCPA will supplement stipends with summer support via summer and winter session income and the tuition support policy for grants. External funds will continue to be identified to support additional students.

- 6) Other support – This includes start up and moving costs for the senior hire and publications announcing the new doctoral program. The years after start up include funds for student recruitment and start up and moving costs for the junior hire.

Attestation of the University Commitment to the Proposed Program

The University is strongly committed to the proposed program and is committed to providing necessary resources for a senior level faculty member to direct the program, office space, graduate assistant support, and start-up funding to recruit and support students. Funding for this proposal was requested through the Binghamton University budget allocation request procedure and has strong support from University administration (Please see attached Provost Letter of Support at Appendix D-1, page 336)

G. Academic Quality Assurance

G1. How the program's quality will be maintained and monitored.

The existing academic standards of this institution, the ongoing doctoral program committee in the College of Community and Public Affairs, and the Graduate School at Binghamton University will assist in the maintenance and monitoring of the quality of this program. More specifically, all academic programs at the university are reviewed every seven years, including an initial self study, and an external review by prominent scholars who will produce a report to which the program responds after consultation with key university administrative officials. This review process is designed to ensure that the program maintains a credible national and international reputation, that its graduates obtain positions and advance professionally in academic, research and service related governmental and nongovernmental organizations, and that the areas of research that are pursued seek to address critical questions facing society, make significant contributions and continue to be relevant. The sustainability of the program is also bolstered by periodic self-studies and external reviews on a seven-year cycle.

The program has clearly defined learning outcomes and three points that can be used for programmatic assessment: (1) the screening examination, (2) the comprehensive examination, and (3) the dissertation. The two examinations will be structured to elicit evidence of students' mastery of core content. At the end of Year Two, a preliminary evaluation of the program based on student learning will be conducted. When the first students graduate (at the end of Year Four) the doctoral faculty will use rubrics to assess students' learning as demonstrated through the exams and the dissertations. This rubric evaluation of the program (rather than at individual students) will then occur every three years thereafter. This timeframe fits with the University's overall assessment plan. Faculty will use results of these assessments to make improvements where needed.

A CCPA Doctoral Program Advisory Committee will be established to assist the program in achieving and maintaining excellence and sustainability. This committee will include members both within and external to the university. It will include emphases on regional, national and international needs, concerns and standards.

G2. Special accreditation

Special Accreditation will not be sought, given that this is an academic program rather than a professional one.

Potential for this program to achieve national prominence and distinction – The high quality of the faculty and the students in this doctoral program will ensure that distinction in research and community problem solving locally, regionally and globally leads to greater prominence for this university. The track record of CCPA's faculty in high level research, quality publications and external funding as well as its active professional leadership and intense community service demonstrate the likelihood that they will continue to achieve national prominence and distinction.

H. External Review Report (also included in Appendix D-2)

CCPA Interdisciplinary PhD Proposal

External Review Report

Presented by

Dr. Rosemary Sarri, Professor Emerita, The University of Michigan

Dr. Sonia Ospina, Professor, New York University

This report addresses the questions raised in the five areas of the External Review Report Template regarding the proposal for a new doctoral program in the College of Community and Public Affairs at Binghamton University. The sources of information used include the Proposal for Doctoral Program (and Appendices with CVs of all faculty); interviews with University administrators (Provost and Dean of Graduate School), the Deans of Education and Nursing Schools, College administrators (Dean and Department Chairs), members of the College's PhD committee, CCPA faculty, directors of research centers, student representatives and alumni; CCPA and Binghamton University selected documents; and extensive exchanges between the two reviewers to draw on their specific areas of expertise.

I. PROGRAM

1. Program purpose, structure, requirements, administration and monitoring.

The program is highly structured in terms of requirements, program administration and review (by committees as well as the director). Its purpose is consistent with the strengths of the College and with its focus on community. The proposed ecological approach (reflected in the

program's purpose, structure and content) contributes to ensure a sufficiently broad focus given a community orientation (more about this below).

The structure and course sequence are consistent with the articulated purpose and with the community orientation and interdisciplinary focus. The number and sequence of research-oriented courses and interdisciplinary seminars reflect well this commitment. Opportunities for courses outside the College are limited however, given the time constraints for program completion.

The three-year program completion's aspiration, with year 3 devoted exclusively to dissertation work, seems extremely optimistic. Students in similar public affairs and social work doctoral programs take longer to finish on average. According to interviews, doctoral degrees in other professional Schools at Binghamton also take longer for full time students: the Nursing clinical PhD takes about three and a half years; the Education EDD takes about four years; the interdisciplinary degree in Materials Science and Engineering takes 4-5 years. Other requirements (the screening and comprehensive exams) are appropriately sequenced at the end of years 1 and 2 respectively.

The creation of a full time Program Director is appropriate for the administration of the program. There is presently an ad-hoc doctoral program committee to help support the program's development, and the proposal contemplates an Advisory Committee that can be helpful to marshal external resources. Given the inter-disciplinary focus, the program director may need additional support from a collective body, such as an Interdisciplinary Board or Executive Committee, to ensure legitimacy in decisions associated to the program's ongoing operation. Binghamton's graduate school offers formal monitoring of its doctoral programs, including tracking metrics such as job placements, time to graduation, etc.

2. Special focus of program in relation to discipline; plans for development and self-assessment. According to the CCPA Dean, the discipline or field of reference for the College (and therefore for its doctoral program) is public service, with local public and community organizations on the ground as the focal point of attention of all four departments. Two characteristics distinguish this program from other public service programs: 1) the interdisciplinary approach inherent to the College's structure (with departments in public administration, social work, human development and student affairs); and 2) a unique approach to public service through a community perspective.

In the interviews faculty described this community approach in the following terms: an emphasis on a local level of analysis (county, city levels) in contrast to state or federal; attention to the embeddedness of social problems, and the importance of the local context and its cultural dimensions; a bottom up approach that starts with the problems as experienced on the ground, and then links analysis and searches for intersections to other levels as appropriate; an emphasis on situated actors within the broader policy context; and a balance between attention to community, to policy and to the intersections.

Consequently, the doctoral program emphasizes "in situ" and community-based research. This was defined by faculty as follows: research that is contextually based and culturally sensitive;

that is in partnership with organizations experiencing the problems; with problem identification and solutions informed by the perspective of actors in context; with equal emphasis to quantitative and qualitative research as *required* skills to fit the student's prior knowledge, research interests and curriculum plan.

Plans for continuing development are suggested with respect to new faculty hires and the College Institutes, but more consideration needs to be given to development with departments in Harpur College and engineering (more about this is numeral 4 below).

In terms of self-assessment and evaluation, plans exist for the 7-year SUNY system's academic program self-study, internal university review and external review, with support from Binghamton's graduate school. In addition, while not included in the proposal, the College and graduate school Deans reported plans for a significant review two years into the new program, when the first cohort is expected to start dissertation work and can offer feedback to consider adequate adjustments. This plan may require further development in full discussion with faculty.

3. Breath and depth of coverage of faculty, course offerings and directed study and available support; program flexibility and innovation.

The doctoral program will draw from faculty of the four existing departments in the College, hence, its interdisciplinary focus. Faculty reported that at present time the interdisciplinary work tends to happen in "pairs" of programs, for example Public Administration and Social Work, or Public Administration and Student Affairs. The doctoral program promises to draw on knowledge and resources from the four departments together. The program will offer faculty the opportunity to work with doctoral students (even faculty from human development who only offer undergraduate courses). Doctoral students also become an additional resource for teaching undergraduates and basic Masters level courses in the four departments.

There is an expectation that the College will have 24 full time tenure track professors at the time the program starts, and that 10 doctoral students will be recruited per year. Given program requirements and curriculum, faculty will be sufficiently available for the first cohort. As new students enter, faculty may become overloaded given their other assignments. The required mentoring activities to ensure a 3-year program completion will demand much faculty time and attention as the number of students grows from 10 to 30 in the first three years. And yet only the doctoral program director appears to be assigned full time to the program.

CCPA's faculty has many relationships outside the College and the university, which can be useful for the development of the program. The faculty areas of expertise are appropriate for the program's purpose and unique approach. Their expertise reflects both breath and depth in areas pertinent to social intervention and research in community and public service. However, time constraints may limit faculty ability to engage fully.

Doctoral courses will be offered jointly with other professional schools and CCPA doctoral students will be able to take methods courses in other university departments (evidence of this is offered below and in other parts of the report). This helps with capacity in terms of course offerings, but it will not reduce the mentorship demands on faculty.

Program flexibility appears low because of the 40-credit curriculum demand and the 3-year time limit. Absent a change in this requirement, the proposed tight curriculum may be the best way to ensure success. But it will pose additional demands on students and faculty.

Existence of the various research and training Institutes in the College should encourage innovation. Additional evidence of innovation is the faculty vision of the program “as a training source for scientists and high level professionals of the future,” in a faculty’s words. Faculty described their aspiration of training future leaders who could “get at the complexities of public service,” would value difference and would promote inter-professional collaboration in the practice and research of complex social problems.

4. Relationship to undergraduate and graduate programs in the institution.

Faculty and administrators from the College and university report a strong cultural norm in Binghamton to draw resources from other units and to engage in collaborative work. This culture is supported by Binghamton’s promotion and tenure guidelines, where interdisciplinary work is valued and faculty can weigh in on promotion and tenure reviews across schools as appropriate. This offers an excellent base for the doctoral program to capitalize on university resources.

The CCPA has an on-going strong relationship with Binghamton’s other professional schools, Nursing and Education. There is strong precedent in regard to formal partnerships and collaboration: the schools engage in joint research activities, joint efforts to build community *collaboratives*, shared course offerings for students and opportunities for student research assistantships across schools; there is a small dual degree Masters program in Public Administration and Nursing and there are clinical collaborations between Nursing and Social Work around problems like dementia. There also have been projects between Education and CCPA around topics such as school community and school level service integration.

The Deans of these schools reported that these linkages are natural and that the new doctoral program will strengthen this relationship. They expect new opportunities for joint courses and for streamlining the doctoral methods courses, as well as further faculty collaboration to pursue research around policy systems change and community interventions. Finally, both schools recruit students from the CCPA for their Masters and doctoral programs, and their undergraduate and master students may become potential candidates for the CCPA doctoral program too.

The relationship with Harpur College (Arts and Sciences) as well as with Engineering is less clear, as there appears to be limited discussion of possible collaboration with them. Interest in interdisciplinary work appears to exist there, opening opportunities for CCPA doctoral students and for program capacity. The faculty indicate that they will draw from colleagues in relevant departments, using existing one-on-one relationships based on student particular interests. But there is no evidence of a plan to draw more systematically on faculty from these schools or to search for explicit institutional commitments for their participation, other than faculty’s confidence in their personal ties. Explicit institutional strategies may strengthen their ability to recruit these colleagues.

5. Evidence of need and demand on program, extent of occupational demand for graduates.

All in all, the program responds to the need for rigorous community-oriented research in the region and elsewhere. In addition to training academics for universities, it will also train advanced practitioners to do research that they can take back into public service institutions to enhance their practice and to promote evidence-based decision-making. Given the needs described below, it is expected that the occupational demand for graduates will grow once there are a few graduates out, working in universities and in communities, and demonstrating the added value they bring through their research and practice.

Four broad trends (national and international) suggest both the need and demand for this program: 1) a widespread interest in community leadership in both local government and the non-profit sectors in many parts of the U.S.; 2) an increased awareness of the need for interdisciplinary university training; 3) recognition of the need for research pluralism and mixed method approaches to study public problems; and 4) a call for further integration of theory and practice in the field of public service. The proposed program offers a well-articulated strategy to address these needs. Conversations during the site visit evidence a clear understanding of both need and demand for the program, especially in Western New York and the surrounding states but with potential for a national reach.

At the most proximate level, the faculty further reports that many students in Binghamton have strong roots in this community and would welcome a local program that allows them to stay in the region. They also mention that the program represents a very important resource for the community, because its public service institutions are under-resourced. Students also indicate that the proposal offers something quite distinct from what other colleges in the university and around the region provide. In their words, adding this PhD program enhances the value of Binghamton as a university that already has a great reputation around its undergraduate programs in the State. The catchment area is of course broader than local Binghamton. The Education and Nursing Deans report that social service oriented students drive from the larger New York, Pennsylvania and New Jersey areas to pursue educational degrees there.

Faculty and students report the following examples of specific trends that will demand graduates and research produced by the program: 1) rapid population aging in the Binghamton area at a higher rate than the state average, with the consequent need for new inter-professional services and knowledge base; 2) the rise of nonprofits and community organizations providing services and influencing policy through advocacy and state partnerships, with the consequent need for leaders and knowledge base; 3) the lack of evidence-based decision-making in the region's public agencies (as reported by students who are practitioners), with the need for data-driven practices in public service. Other mentioned examples of broader long-term trends that will demand graduates include the need for trained professionals to work with international populations given the continued influx of immigrants into the region and around the US; and the need for systematic evaluation of services and organizations that attend to social needs in the region and elsewhere.

It was pointed by one of the reviewers during the site visit that another source for demand for graduates is the State level, where there will be a need for expertise and sensitivity to local

issues, given the responsibility of officials at this level with the allocation of public resources to communities.

II. FACULTY

1. Characteristics of the faculty with regard to training, experience, research and publication, professional service and recognition.

Our interviews and review of the resumes of the existing full-time faculty indicate that they are individually and collectively well prepared to support a quality doctoral program in community and public affairs. Because the faculty represents several disciplines, they can individually and collectively provide for the interdisciplinary theory and methods courses that are proposed for the doctoral curriculum.

There are several senior faculty with distinguished academic records at other universities, as well as at Binghamton. Their experience enables them to provide special input in the development of the program. In addition, most faculty have had rich practice and research experience. Overall, faculty members' interests and experience are particularly appropriate for the development of a research-oriented program in community and public affairs. For example, Dr. Pamela Mischen is Director of the Center for Applied Community Research and Development, which should provide numerous opportunities for doctoral student research. Professor Laura Bronstein directs the Institute for Intergenerational Studies, which can also provide research opportunities for students.

At least 9 faculty have had international experience, which will be beneficial for students wishing to develop experience regarding international community development. The latter faculty may also recruit international students for the program, providing opportunities to enrich both courses and research experiences.

Many faculty also have expertise in service learning and in managing community-based projects, and they are interested in integrating their own teaching and research with service projects in the community. It is probable that action research opportunities for doctoral students exist in some of these community-based programs.

Faculty members have very good records with respect to publication, averaging 2-3 articles published during the past five years and most in respected journals. Moreover, many have published reports for local, national and international organizations with whom they have worked.

2. Faculty members' primary areas of interest and expertise.

With respect to faculty expertise in specific areas, these include: gerontology and aging services; family and youth development; public management; proficiency in numerous policy arenas, such as immigration; local government; comparative and urban politics; privatization; health care including HIV/AIDS; African American, Hispanic, Korean, Indian and Filipino studies; domestic violence; several areas of human development; primary, secondary, and higher education services; delinquency and criminal justice.

As noted above, the expertise of the full-time faculty is sufficient to provide for the specialty requirements for the doctoral program. Several of the recently hired assistant professors are also developing additional interests that can support the program. As we have noted, problems in meeting students' needs are likely to arise primarily because of the level of demand on faculty time for teaching, advising and research.

3. Composition of the faculty.

The College at present has a full-time faculty of 22 persons, including the Dean, but a new hire is expected in 2012 and by 2016 they have been assured of 5 additional new faculty. With that complement and the current expertise of the faculty, staffing a doctoral program should be well assured. All full-time faculty have been identified as potential doctoral faculty, but that may be optimistic for those with heavy teaching loads, e.g. in human development. The College faculty includes 5 full professors, 8 associate and 9 assistant professors, a profile that could be expected given the fact that the College was established just five years ago. Demographically, the faculty is two-thirds female and 46% persons of color. The faculty is diverse in terms of persons of race and ethnicity, but it is hoped that a Native American faculty member can be recruited in the near future, because there is a substantial Native American population in upstate New York, which represents an opportunity for the doctoral program, as discussed in the recommendations.

There are 16 part-time faculty who are employed primarily in teaching only or for special assignments. We did not receive detailed information on the qualifications of the part-time or adjunct faculty, other than that they tend to be high-level practitioners.

4. Faculty activity in generating funds.

The information available to us indicates that 11 of the faculty currently have some level of external funding and appear to have been successful in the past in securing funding. There are two Centers, noted above, which are funded externally and have the possibility for research opportunities for students. Most of the faculty resources have been utilized for research, innovations in practice, and training. Because there are 9 assistant professors who are relatively new to the College, their ability to secure external funding in the next several years is relatively high. The Dean appears to have the primary responsibility for facilities and equipment for the College overall.

The existence of a viable doctoral program has been shown to be helpful in securing additional monies for research and innovative practice projects. For example, large research grants from NIH assign points for building resources into the grant to support the training of graduate students. Similarly NSF provides money for doctoral student support but not for undergraduate or master's programs.

5. Faculty size, qualifications, and workload relative to demand.

As of Fall 2011, the College had 247 graduate professional students in social work and public administration and 483 undergraduate students in human development. This already is a substantial student load for 22 full-time and 16 part-time faculty because the latter probably will not provide student advising, administrative tasks, teaching and research supervision for doctoral students. Thus, it will be necessary to review faculty loads no later than three years after the doctoral programs begins so that the existing programs are not placed in jeopardy. The College

faculty is relatively small with respect to the numbers of doctoral students that the College expects to enroll, so given the other responsibilities of faculty, the size of the doctoral program will need to be evaluated with respect to meeting overall needs.

At present, only one faculty member (the Director) is designated as full-time for the doctoral program, so that the planned full time administrative associate for the program is a necessity from the start, to carry out the administrative responsibilities, which can be expected to be substantial given the number of students in the program. Such a person would monitor students' performance, meeting of time limits, candidacy and dissertation requirements even though the Graduate School may be responsible for overall supervision. With this support the faculty member director can focus on teaching, advisement and research supervision.

III. STUDENTS

1. Proposed student clientele; plans and projections for student recruitment and enrollment.

Initially, the College expects to recruit students within New York and the nearby states, but we have encouraged them to recruit nationally because of the growing interest in community development and public affairs. In addition, national recruitment will produce a much larger competitive pool for the selection of well-qualified students.

Specific plans need to be developed for both full-time and part-time students. We have encouraged the enrollment of 6 full-time students each year and 1-2 part-time students. This plan would result in 18-20 students in the third year of the program. Given the overall faculty resources within both the College and the university such a plan seems desirable for the initial years. Then, if experience warrants it, the enrollment of a larger number can easily occur. It is necessary to have a more explicit plan for recruitment and selection of students.

Many doctoral programs experience retention and program completion as a major problem because these programs are very expensive in terms of school resources. If an Interdisciplinary Board or Executive Committee participated in the final selection of students there will be ultimate responsibility for seeing that students complete the program successfully within the time limit.

Because of the time limits and curriculum demands of this program and its research focus, the students recruited will have to have had substantial prior training in research and statistical methods before entering the program. They must also bring sufficient experience in the field to grasp the complexity of the problems studied.

2. Prospects that recruitment will produce a sufficient pool of highly qualified applicants and enrollees.

If the College recruits students on a national basis, there should be little difficulty in securing a pool of very well qualified students since they are providing adequate financial support and because the focus of the program is innovative with respect to national priorities at present. Moreover, the pool is broadened by the fact that recruitment will take place by reaching out to potential applicants from the differentiated pools offered in each of the four fields represented in the College. Benchmarking on the many existing strategies successfully used by other

universities in their recruitment and enrollment of graduate students could be helpful for recruitment.

One particular point might be noted with respect to this program on community and public affairs. It can be expected that some individuals will apply who have strong interests in community health policy and care because of the developments in that field. Addressing this need would require the development of research and teaching opportunities with the faculty of the Upstate Medical College in Syracuse. At present that College does not offer a community-focused curriculum at the graduate level so collaboration might be particularly appropriate. Such collaboration may also be helpful with respect to the growing interest in services to the aged among both faculty and potential students.

3. Provisions for encouraging the participation of persons from underrepresented or disadvantaged groups and part-time students.

The College is welcoming of disadvantaged students, as well as those from underrepresented groups with its substantial funding, the availability of Clark fellowships and the presence of diverse faculty and students in the masters and undergraduate programs. Nonetheless, very active recruitment will be necessary to secure a well-qualified pool of underrepresented students.

The program plans to accept part-time students but that number must necessarily be limited to 1-2 new students each year. Their requirements for advising and assistance may not be less than those of full-time students. It is planned that these part-time students will complete their doctorate in 4 years, but that may be quite unrealistic unless they are enrolled on a full-time basis especially related to the dissertation.

4. System for monitoring students' progress; academic and career advisement.

There are arrangements for monitoring the students' progress and performance as well as for advising students, both in the College and in the Graduate School. It is desirable that the monitoring of students' progress and performance could be centralized for the doctoral program, with much of that work be performed by an administrative associate, not necessarily a faculty member.

The program relies on a strong mentorship system, with an advisory committee for each student consisting of an adviser and 3 other faculty. Given 28 faculty, this may work for the first two years, but as new students enter it might not be sustainable. A committee of three faculty per student may be more realistic.

Three milestones – a screening exam at end of year 1, a comprehensive exam at end of year two and dissertation completion at end of year three – offer students clear guidance about performance and progress expectations. Faculty indicated that the Comprehensive exam will be partly tailored to students' dissertation interests so that it helps as a supporting mechanism to advance to candidacy by early year three. This is smart, but the trade-off is that a tailored exam demands more faculty time and energy.

5. Prospects for placement or job advancement.

There definitely will be a high demand for graduates of this program because it is designed to fill a special niche that is rapidly growing throughout the U.S. – a focus on community and public affairs. There will be opportunities in academic settings, but particularly in local government and in the non-profit sector and probably also in selected areas such as health, criminal justice, housing, etc., where there are strong policy initiatives for community programs. There are also likely to be selected opportunities in state and national government because of the policy priorities.

IV. RESOURCES

1. Institution's commitment to the program.

The university has committed substantial resources to support the program. This includes resources for faculty salaries for the proposed new hires; for full time student financial support for a pool of 6 students per year; and access to additional funding opportunities, research institutes and projects for all students.

Awareness of the benefits of a doctoral program at CCPA and the need for support to build and sustain it exists both at the highest level in the university and at the most proximate level of the CCPA faculty. For example, the Provost articulated it as a need for a PhD program capable of offering an overarching intellectual framework for the CCPA and to retain excellent faculty. Likewise, CCPA faculty expressed a strong desire to have the program (for the reasons mentioned above) despite their awareness that their workloads in the College will increase with its implementation. At intermediate levels, the Graduate School has made an explicit commitment to resources as described above, as has the Dean of CCPA at the College level.

2. Adequacy of physical resources and facilities.

Cursory information about the adequacy of physical resources indicates that they are adequate for the program. Some evidence includes: 1) the College's plans to set aside office space for the doctoral students in their state of the art new building in downtown Binghamton; 2) the fact that the Graduate School will handle all applications and processing, which reduces the administrative resources and added physical space that CCPA would have to provide; 3) reliance of excellent library facilities, with a librarian assigned to the College and available to help doctoral students access resources through the SUNY system library as well as Cornell's excellent public service library.

V. COMMENTS

1. Summary of major strengths and weaknesses of the proposed program.

Major Strengths:

- a. This is a strong proposal. The program is well articulated and robust in terms of its goals, structure and administration. The focus on local community, both in the public and the non-profit sectors, is particularly relevant because more programs and services are being delivered at that level. The program's unique combination of public administration and social work offers the potential for fulfilling an important niche.

- b. The expertise and experience of the faculty in a wide variety of disciplines and professions provide the capability to deliver the doctoral curriculum and support students. Their expressed passion and commitment for creating the program provide added strength.
- c. The College's experience in consolidating an undergraduate program and three Master's level professional degrees within five years is evidence of its faculty capability and of strong leadership of its Dean.
- d. The university's overall support of collaboration, innovation and interdisciplinary research and teaching represents a solid precedent for the program.
- e. The Graduate School's commitment to offer extensive support services -- from the admission process through to completion of the doctoral degree -- provides a firm base for the program.
- f. Resources appear to be quite adequate for the program, including sufficient financial support for six students per year.

Weaknesses:

- a. The plan to recruit 10 students per year given the existing faculty and other resources seems unrealistic. We have encouraged that initially no more than 6 students be admitted each year plus 1-2 part-time students.
- b. Completing a research-oriented doctorate in 3 years is optimistic despite the fact that many schools are encouraging similar timing. To be successful, admitted students must have completed a quality master's degree with substantial background in research methods, and that may not be the case for students with professional degrees who are otherwise qualified.
- c. The plan for recruitment and enrollment of students requires more careful consideration since it is unlikely that a sufficient pool of qualified and interested students is available in western New York and surrounding areas.
- d. Governance of the admission and overall supervision of the program requires further consideration. Below we recommend an Executive Committee or Doctoral Board.

2. Unique contribution to the field; likelihood of achieving national prominence.

The unique contribution this doctoral program brings to the field of public service consists of a combined perspective that is both interdisciplinary and offers an approach to public service through a community, local standpoint. The program will fill a new niche in public service training with support from the existing interdisciplinary College structure. For example, the local focus represents the College's value added vis a vis other public affairs programs in the region (the Rockefeller School at SUNY Albany has a state emphasis and the Maxwell School at Syracuse has a federal emphasis). For social work, while research includes all levels of policy, the College's strong placement program for internships in community-based organizations guarantees a strong community emphasis. The student affairs department brings to the mix its disciplinary understanding of "university as community". Finally, human development emphasizes the linkages between individuals, families, schools, and local social action.

Although the program will be reviewed periodically, it should be expected that at least a decade of experience is required before significant results or national prominence can be achieved.

3. Further observations/ recommendations for the proposed program.

We include below a few recommendations to strengthen the proposal and some recommendations aimed to enhance an already strong program.

Recommendations to strengthen the proposal:

- a. Plans for a significant review two years into the new program should be explicitly referenced in the proposal and may require further development in terms of its process and content, in full discussion with faculty.
- b. Presenting graduate school requirements for candidacy, dissertation quality, and good standing student obligations will strengthen the proposal.
- c. The proposal should stress that an important source for demand of program graduates is the State level, where expertise and sensitivity to local issues is demanded by its officials' responsibility to allocate public resources at the community level.
- e. The requirement of supervised teaching experience for inexperienced students in the academic track should be addressed in the proposal (see below).
- f. Consider including a separate timeline explicitly constructed for part time students.

Recommendations to strengthen the program:

- a. We recommend an additional governance mechanism for the program: a Doctoral Board or Executive Committee working in partnership with the Program Director and with faculty participating on rotation, representing the disciplines of the College and two persons from other University units. This governing body has worked well in other interdisciplinary doctoral programs. It ensures adequate participation from the diverse fields for deliberation on key program decisions and full engagement of faculty in doctoral tasks such as admissions decisions, coordination of comprehensive exams, etc. The Executive Committee of the interdisciplinary PhD in Material Sciences and Engineering at Binghamton provides a model to examine.
- b. A 3 year program completion goal for full time students is contingent on two conditions: a selection and admissions process that yields well trained and mature students who can "hit the ground running"; and extraordinary commitment of mentorship on the part of the faculty from the start, to ensure sufficient student preparation to complete the dissertation within the third year. These preconditions must be explicitly nourished and will require much attention, energy and resources.
- c. While faculty expertise is appropriate and available, time constraints may limit their ability to engage fully. This is particularly true given that mentoring activities to ensure a 3-year program completion will demand much faculty time and attention as new students enter the program. It is suggested that more time of some faculty be explicitly assigned to the program in order to support the doctoral program director's overall student mentoring and oversight. Furthermore, the strong mentorship system (with an advisor and three additional faculty joining an advisory committee for each student) may not be sustainable over time. A committee of three members per student (one adviser and two other faculty) might be sufficient.

- d. More consideration must be given to plans for developing a strong relationship with departments in Harpur College and Engineering. Joint research projects available in CCPA institutes and in collaboration with Nursing and Education will meet some student interests, but since a broader range of areas for student research is likely, further explicit investigation of possible research and dissertation opportunities for students in other departments and colleges is recommended. Open conversations with Harpur College and Engineering in the early stage of planning are desirable, as well as an explicit commitment to identifying, cross listing and updating routinely relevant courses in both professional and other schools. There is also a need to anticipate varying support from different departments to find mechanisms to buffer these variations and ensure the appropriate support during the planning phase rather than after the fact.
- e. The proposed curriculum is coherent in its depth and breath. Nevertheless we encourage considering ways to incorporate three additional offerings: 1) Organizing a joint seminar across disciplines/professions in other departments and colleges of the University and with the Upstate Medical College in Syracuse. This would enable the College to meet more special interests of doctoral students for substantive content and research opportunities. 2) Adding a seminar on ethical standards in research. This will highlight an area of growing concern to protect human subjects and their privacy. 3) Organizing supervised teaching experience for students who lack it and plan an academic career, as a complement to the planned teaching seminar.
- f. We recommend making an explicit commitment to support faculty in securing additional research funding, which would ensure availability of a broad range of dissertation project possibilities for students.
- g. An area of opportunity in the University's external environment is worth pursuing: three existing conditions can be used strategically to attract Native American students as well as potential individual and institutional funders who may be interested in supporting access to higher education for this population. These conditions are: the strong Native American presence in up-state New York; the existing College ties with some Native American elders around the special location of the CCPA building; and the community orientation of the doctoral program. To take full advantage of this opportunity it is desirable to consider, as a first step, hiring a Native American professor. The SUNY system diversity fund could be accessed for this purpose.

Given the interdisciplinary approach of the proposed doctoral program, the College starts with several strengths:

- The College itself has been interdisciplinary from its establishment so faculty, staff and students have developed positive interrelationships. All are parts of a single governing aegis.
- The College faculty is of high caliber as is the related faculty in other schools and departments of the university. They have a broad range of experience in teaching, research, international work, service and practice.
- The Graduate School is strongly supportive of the faculty because of their experience with other interdisciplinary programs on the campus.

- There is growing support for interdisciplinary doctoral programs in professional and social/behavioral sciences, especially at several universities in the U.S.
- Faculty actively participated in the development of the doctoral program proposal, including its curriculum, structural design and size.

I. Campus Response to the External Review Report (also included in Appendix D-4)

COLLEGE OF COMMUNITY AND PUBLIC AFFAIRS
Proposal for Ph.D. in Community and Public Affairs
Response to External Reviewer Report
January, 2012

We are grateful to Professor Rosemary Sarri (University of Michigan) and Professor Sonia Ospina (NYU) for the time, effort and careful thought they devoted to reviewing and commenting on the College's Ph.D. proposal. Their report is comprehensive and contains both careful analysis and important suggestions for improvement. The following is our response to their specific suggestions and comments:

- 1) Oversight Monitoring/Policy Committee The Review notes that the inter-disciplinary nature of the proposed program may require an Interdisciplinary Board or Executive Committee to assist the Program Director to ensure legitimacy in ongoing operations (p. 2). This general suggestion is repeated at several points in the Review. We concur with the overall need for collaboration and oversight and will note that our proposal (which contains provision for a Program Committee) will include an Executive Advisory Committee.
- 2) Evaluation Plan The Evaluation Plan for the proposal notes that there will be an internal evaluation at the end of Year Two (when the first cohort takes Comprehensive Examinations) and a longer term evaluation in accordance with SUNY academic self study guideline. The external reviewers recommend development of a more extensive plan, in consultation with faculty (p. 2). This was our intention upon hiring of the Program Director, but we did not spell this out with more precision in the proposal. We agree and will revise our proposal to reflect that change.
- 3) Formal Responsibility for Program Oversight and Direction The Review observes that there appears to be only one person with formal responsibility for oversight of the program and its students: the Program Director (p. 3). All tenured faculty, however, are identified as doctoral faculty, there is an oversight committee (which will be expanded upon in the revision) oversight of individual students will be the responsibility of the student's Dissertation Committee, and the Program Director, staff assistant and individual committees will share responsibility for monitoring finances, program progress, recruiting, and advising/monitoring individual student progress. Moreover, it is not unusual for specific program responsibility to be located with one individual. This is, in fact, the most common practice in leading programs around the country. We will, of

course, monitor this arrangement as well as other components of the program on a frequent and consistent basis.

- 4) Continuing Development Plan The Review notes that the Continuing Development Plan for the Ph.D. in Community and Public Affairs should include plans for discussion and formal collaboration with Harpur College and the Watson School. These discussions are already occurring; discussions with Harpur are well underway and letters of support from the Harpur departments most likely to be early collaborators are included in this package. Discussions with Watson are scheduled and plans are that the Department of Bioengineering would be the most likely early participant. Substantial faculty collaboration already exists between CCPA and Bioengineering faculties.
- 5) Faculty Size and Quality We are delighted that the reviewers found our faculty to be "...individually and collectively well prepared to support a quality doctoral program..." (p. 5). However, the timing and pace of faculty growth is incorrectly stated on page 6. Including the dean, faculty size is currently twenty-two. Two replacement hires and three new hires are scheduled to begin in 2012, with at least one additional hire anticipated in 2013. In addition, there will be collaborating faculty in other schools and colleges. We count one contract faculty, who already supervises doctoral students in another college on campus.
- 6) Recruitment and Selection of Students There are two components of the Reviewers' comments in this regard: a recruitment and selection plan; and the size of each student cohort. In relation to the need for a well-developed recruitment and selection plan, we are in full agreement with the reviewers' point that all stages of the students' education and mentoring needs to be carefully considered and mapped in terms of student progress, faculty time and availability, and requisite financial resources. Further, target areas for recruiting students must be more clearly specified. For example, we agree with the reviewers' observation that we ought not rule out recruiting among those groups of people who will wish to have a career teaching about, or working in, the state level of government. In this modern world, "community" crosses all levels of government, sectoral levels, and national boundaries. While we continue to believe that the new Ph.D. will find the strongest interest among those whose policy, service delivery and management interests reside in local governments, we will not limit our advertising and recruiting efforts to that group. That said, we do expect that early student cohorts will be primarily from an essentially local catchment area.

In terms of the size of each cohort admitted, discussions with the reviewers when they were on campus, additional discussions among CCPA faculty, and the formal External Review Report have caused us to be in agreement with the reviewers' assessment that a maximum of six full-time admits and no more than 2 part-time admits will be more effective. We will revise the proposal to reflect that.

- 7) Size and Responsibilities of Student Advisory Committees Closely related to the above points, the external reviewers also commented that Advisory Committees of four persons from student entrance through completion and defense of dissertation will place too great a burden on advising faculty after the first two years of the new program (when student numbers grow into the twenties). It is our intention to develop “Research Clusters” across faculty interests and research, which will clarify and focus potential advising responsibilities, but also will enhance and clarify recruiting procedures. It will be necessary, for example, for each student to identify a general area of interest prior to admission. Students whose research interests do not match those of at least two faculty members are not likely to be admitted to the program. From the faculty perspective, advising doctoral students and supervising doctoral research becomes another dimension of their own research agenda. Despite this strategy, we agree overall with the observation that “A committee of three faculty per student may be more realistic” (p. 9). We will revise the proposal accordingly.
- 8) Time to Completion of Degree The reviewers felt that, even with Masters degree in hand, three years from start to finish of the Ph.D. program is “optimistic” (p. 11). However, they made some assumptions about the statistics that they cited. The average time-to-degree (TTD) for Binghamton’s Nursing PhD was 3.5 years, but most of those students were working in jobs full-time. The average TTD for School of Education’s EdD was about 4 years, and most of those students were also working in jobs full-time. The TTD for the Materials Science & Engineering PhD was 4-5 years, but that was for students entering with a bachelor’s degree. Aligned with national and international expectations for TTD norms, Binghamton University expects that the TTD norm for full-time students entering with a bachelor degree will be 5 years, and for full-time students entering with a master degree, especially with 40+ credits, a TTD norm of 3 years. It is our intention to recruit students who are well-prepared and will be able to move through the program expeditiously.
- 9) Comments on Proposed Curriculum While the reviewers noted that “The proposed curriculum is coherent in its depth and breadth (p. 13), they also recommend three additions: a joint seminar with other colleges and schools across Binghamton University and with Upstate Medical College in Syracuse; a seminar on ethical standards in research; and, a supervised teaching experience for students that have not taught, but intend to do so. While we find the first to be a fundamentally good idea, it clearly falls into the long range development category. Most components of Binghamton University, including CCPA, do not have working relationships with Upstate and, although community health systems may well be a topic of interest to our students, other resources are currently available on the Binghamton campus. The other two suggestions will be seriously discussed and actively considered at once; both would be constructive additions to the proposed curriculum. The Ethical Standards in Research seminar would be of serious interest to most, if not all, doctoral programs on the BU campus. Supervised

practical teaching experience is difficult to come by in many PhD programs; ours would be stronger for including it.

10) Active Support for Faculty Attempts to Secure additional Research Funding The University and the College do actively support and encourage faculty seeking external research funding. We will continue to do so. We will also make that support explicit in the proposal.

11) Target Native American Students in Recruiting We wholeheartedly endorse this recommendation but, again, note that it must be part of our longer range development plan. Strategies for accomplishing this will be considered by the Executive Committee of the Ph.D. program as the program grows and develops and as the foundational recruiting strategy and plan is fully implemented. We agree that, given the proximity of a large Native American population to Binghamton University, a very positive purpose would be served by developing a recruiting strategy that permits Binghamton University to contribute to the educational goals of Native American students.

J. Attestation of Governance Approval –

(To be added after approval by Graduate Council and Faculty Senate)

FACULTY BIOSKETCHES
College of Community and Public Affairs
Binghamton University

Professor

Dr. Patricia W. Ingraham (Dean) is Founding Dean of the College of Community and Public Affairs. Before joining Binghamton University in 2006, Dean Ingraham was Distinguished Professor of Public Administration at Syracuse University's Maxwell School of Citizenship and Public Affairs. While at the Maxwell School, she led The Government Performance Project which received over \$4 million in funding from the Pew Charitable Trusts. Dean Ingraham is a public-policy expert who has received numerous honors for her teaching and research including the John Gaus Award for Career Distinction in Public Administration and Political Science from the American Political Science Association in 2004 and the Dwight Waldo Award for Distinguished Contributions to the Profession from the American Society for Public Administration in 2001. Her distinguished publication record includes 14 books and more than 90 articles. Dean Ingraham earned her MA and PhD in Political Science/Policy Science from Binghamton University.

Dr. Josephine Allen (Professor of Social Work) is Professor of Social Work at Binghamton University and Professor Emerita of Policy Analysis and Management at Cornell University. She was Director of the Cornell Baccalaureate Social Work Program from August 1994-May 2001, and was Co-Director of Cornell's Program on Gender and Global Change. Her research focuses on comparative social welfare policy; intergenerational communication and reproductive health; empowerment and family support, juvenile justice and gender. She was co-principal investigator of a Ford Foundation funded project on Empowerment and Family Support. She served on a US Department of Agriculture, HATCH funded project entitled, "Rural ROAD" (Reach Out AIDS/HIV/STD Discussion with Parents, Teens, and Health/Human Service Providers). Dr. Allen's research and teaching roles have been complemented by leadership roles in several professional organizations including the National Association of Social Workers where she served as President and the International Federation of Social Workers where she served as Vice President. She was a Fulbright Scholar in South Africa's University of the Free State and Fort Hare University in 2008 and that award was extended during 2009. Dr. Allen received her MSW, MA in Political Science and PhD in Political Science and Social Welfare Administration and Policy from the University of Michigan.

Dr. Laura Bronstein (Associate Dean of CCPA; Professor of Social Work) is a founding member of Binghamton University's Department of Social Work and currently serves as Department Chair and Director of the Institute for Intergenerational Studies. Her background includes social work practice in family preservation, a school for children with developmental disabilities, hospice and a psychiatric hospital. Dr. Bronstein's research revolves around interdisciplinary/inter-professional and inter-organizational collaboration. She created the Index of Interdisciplinary Collaboration and an article which Dr. Bronstein published detailing the model on which the Index is based has been cited as one of the top ten most influential social work articles of the last decade. She is currently working with BOCES and Broome County schools, and the Broome County Aging Futures Consortium on projects related primarily to school-linked services and services for older adults for which she received a \$3.5 million dollar grant. Dr. Bronstein received her MSW from SUNY Albany and PhD in Social Work from Barry University. Dr. Bronstein is currently working on a book for which she has a contract with Columbia University Press, *Services for Children and Families: Linkages with Schools*.

Dr. Mary Ann Swain (Professor of Nursing) has many years of experience in higher education administration including having served as Binghamton University's Provost and Vice President for Academic Affairs for almost 20 years. Dr. Swain serves as Chair of the Department of Student Affairs Administration and holds a tenured appointment in the Decker School of Nursing where she is also Director of the Doctoral Program. Her research interests focus on health development across the entire life-cycle and the interrelationships among life stressors, healthy development, and illness. In addition, she looks at how to characterize and foster effective leadership in higher education. Dr. Swain possesses degrees from DePauw University (BS) and the University of Michigan where she received her PhD in Psychology.

Dr. Kevin Wright (Professor of Human Development) earned his BA and MS in Criminology from Sam Houston State University and his PhD in Community Systems Planning and Development from The Pennsylvania State University. Dr. Wright is the author of 4 books and more than 60 articles and book chapters. He has served as an evaluator on numerous funded projects including the Evaluation of Adolescent Family Life Demonstration Projects: Helping Our Parents to Be Educators (HOPE) project funded by the Office of Adolescent Pregnancy Prevention, U.S. Department of Health and Human Services. In collaboration with Lourdes Hospital Youth Services, he was a recipient of a W.K. Kellogg Fellow Leadership Alliance "Make a Difference Grant" to educate adults on the youth service system. Dr. Wright's current research interests concentrate on local communities and developing programs to keep children and youth from engaging in problematic behaviors. He has been instrumental in the development of the Broome County Gang Prevention Program and serves on its Board of Directors. Dr. Wright currently serves as a Faculty Master in the Mountainview College at Binghamton University.

Associate Professor

Dr. Cassandra Bransford (Associate Professor of Social Work) has extensive expertise in clinical social work practice, including over 16 years experience as a psychiatric social worker. She currently serves as the Director of Applied Clinical Research for the Southern Tier Center for Aging and she has received numerous grants for her research including a Specialized Gerontology Program Grant from the Hartford Foundation. Dr. Bransford's research interests include: attachment-based practice approaches, depression in older adults with cognitive impairment, social work practice theory, authority in social work practice, and critical social work. Dr. Bransford received her MSW from SUNY Albany and her PhD in Social Work Advanced Practice from Columbia University.

Dr. David Campbell (Associate Professor of Public Administration) has many years of experience in the nonprofit sector. His research interests include nonprofit organizational development; accountability and feedback practices; emergence and adaptation, mergers and other forms of restructuring. He has held senior management positions in major nonprofit organizations in New York City and Cleveland, most recently as Vice President for Programs at the Community Service Society of New York. Dr. Campbell has received funding from Campus Compact and the Sunshine Lady Foundation for the Philanthropy Incubator he founded. The program educates and encourages philanthropy among undergraduate and graduate students including awarding funds to local nonprofit organizations. He serves on advisory boards for major national nonprofit organizations, including Charity Navigator and the Learning by Giving Foundation and was recently appointed to the Board of Directors of the United Way of New York State. Dr. Campbell holds a PhD in Social Welfare from Case Western Reserve University, a master's degree from Yale University and is a Phi Beta Kappa graduate of Bates College.

Dr. Lubna Chaudhry (Associate Professor of Human Development) has published numerous articles and book chapters on structural and conflict based violence faced by disenfranchised communities in Pakistan. After receiving her PhD from the University of California at Davis in the interdisciplinary field of Sociocultural Studies in Education, Dr. Chaudhry twice served as a fellow at the Sustainable Development Policy Institute in Islamabad, Pakistan, for which she received funding from the World Bank. She conducted a qualitative poverty survey for the book. The Ford Foundation funded a study examining women, conflict and security. Dr. Chaudhry has maintained a transnational presence between Pakistan and the United States and is currently conducting fieldwork to understand the impact of armed conflict on children and youth in Swat Valley, Pakistan. Dr. Chaudhry holds a joint title with Women's Studies and is an affiliated faculty member with Asian and Asian Diaspora Studies; and Latin American and Caribbean Studies at Binghamton University.

Dr. Sharon L. Holmes (Associate Professor of Student Affairs Administration) has over 25 years of experience in student affairs administration as a practitioner and an administrator in two-year and four-year institutions. Dr. Holmes' research focuses on issues related to gender, leadership, student development, diversity and equity issues in higher education. She serves on the editorial board of two professional journals. Professor Holmes' academic degrees include a PhD in Education and a MS in Education from Iowa State University, a Bachelor of Business Administration from Davenport College, and a Certificate in Accounting from Detroit Business Institute.

Dr. Kristina Lambright (Associate Professor of Public Administration) received her MPA and PhD from the Maxwell School of Citizenship and Public Affairs at Syracuse University and her BA from Dartmouth College. She has worked for a variety of organizations including a public housing authority, county government and a nonprofit organization. Dr. Lambright's research interests include contracting, monitoring social service delivery systems, organizational performance and service learning engaged scholarship. She has articles published or accepted for publication in a variety prominent public administration, public policy and higher education teaching journals including *Journal of Public Administration Research and Theory*, *Journal of Policy Analysis and Management*, *Nonprofit and Voluntary Sector Quarterly*, *The American Review of Public Administration*, *Journal of Public Affairs Education*, *Journal of Higher Education Outreach and Engagement* and others. She serves on the editorial boards for the *Journal of Public Administration Research and Theory* and the *Journal of Public Affairs Education*, in addition to serving as a reviewer for numerous journals. She currently serves as the Director of Graduate Studies for the Department of Public Administration.

Dr. Dina Maramba (Associate Professor of Student Affairs Administration) has experience as a practitioner and administrator in programs that are designed to increase the number of underrepresented students in higher education. She previously served as director of TRIO programs at the University of California, San Diego; resident director at both Colorado State University and the University of California, Santa Barbara; and coordinator of Upward Bound at Colorado State University. Her research interests include: access and success of underserved college student populations; Asian Americans/Pacific Islanders and Filipina/o Americans in higher education; equity, diversity and social justice issues in higher education; and the impact of college environments on students. Dr. Maramba earned her MS in Student Affairs in Higher Education from Colorado State University and her PhD in Higher Education Administration from San Diego State University.

Dr. Pamela Mischen (Associate Professor of Public Administration) earned her BS from Cornell University and her MPA and PhD from Arizona State University. Her research focuses on inter-organizational networks in the public/nonprofit sector; knowledge management in local

government and nonprofit agencies; and applied community-based research. With her colleagues from Computer Science, Geography and Bioengineering, she is creating Virtual Communities for Broome County, an interactive web portal and data repository that will provide the general public with access to administrative data sets and other publicly collected data for the purpose of planning and policy analysis. As the Director of the Center for Applied Community Research and Development, which includes faculty from nearly a dozen Binghamton University departments and programs and numerous community agencies, she has received over 20 grants and contracts from numerous local government agencies and nonprofit organizations, totaling more than \$450,000. She currently is an Advisory Board Member and Chair of the Planning Committee for the Broome County Youth Bureau, a Commissioner on the Mayor's Commission for Downtown Economic Development for the City of Binghamton, and a Board Member for the Southern Tier AIDS Program.

Dr. Nadia Rubaii (Associate Professor of Public Administration) has extensive consulting experience with local governments and nonprofit organizations and is actively involved in national professional associations in the field of public affairs. Currently, she serves as the President of the National Association of Schools of Public Affairs and Administration. Dr. Rubaii earned her BA, MA, and PhD in Political Science from Binghamton University. From 1989 until 2004, she was on the faculty at New Mexico State University, where she also served as MPA director. Dr. Rubaii's research focuses on applied community issues affecting local government managers, particularly issues related to increasing diversity among employees and clients; intergovernmental challenges to service delivery and financing, and Immigration Policy and Services.

Dr. Thomas Sinclair (Associate Professor of Public Administration) serves on the Board of Directors for New York State Political Science Association and the Binghamton Youth Symphony Orchestra and has worked with local governments and nonprofit organizations on numerous projects. His research interests include local government performance management and the constitutional and administrative structures of local government; transparency of local government budgeting and administrative systems; and comparative administrative theory and practice. Dr. Sinclair was the first administrator of what has become the longest running parliamentary development project in Ukraine and has participated in legislative consulting activities on oversight and committee operations in both Eastern Europe and Africa. Currently, he is actively involved in international efforts with Shenzhen University in China. Dr. Sinclair earned his PhD in Public Policy from Indiana University.

Dr. Leo Wilton (Associate Professor of Human Development) has research expertise in the areas of health disparities (HIV and AIDS); community based research and evaluation, and black psychological development and mental health. Dr. Wilton's research has been funded by the National Institutes of Health, the New York City Department of Health and Mental Hygiene, the Centers for Disease Control and Prevention, and others, for his work regarding HIV prevention in black men who have sex with men (MSM). Dr. Wilton is currently serving a four-year term on the NIH Director's Council of Public Representatives at the National Institutes of Health. In 2010 Dr. Wilton was invited to the White House by the Office of National AIDS Policy to take part in a discussion on Black Men and HIV and later that same year he was an invited speaker at the Harvard University Center for AIDS Research. He is a founding member and current Chair of the Board of Directors of the Black Gay Research Group (BGRG) an international organization of black gay men engaged in interdisciplinary and intersectional research. Among his numerous publications, Dr. Wilton had a co-authored manuscript nominated for a Charles C. Shepard Science Award by the Department of Health & Human Services. Dr. Wilton earned his BA from Binghamton University and his MS and PhD in Counseling Psychology from New York University.

Assistant Professor

Dr. Tania Alameda-Lawson (Assistant Professor of Social Work) began her tenure at Binghamton University in 2010 following a nearly 15 year appointment in the Division of Social Work at California State University, Sacramento (CSUS). Her current research interests include innovative designs for family and community engagement, full-service community schools, as well as inter-professional education and training programs. Dr. Alameda-Lawson has many years experience as a practicing social worker who served vulnerable and special needs populations. She directed and developed the nationally-recognized "Rainmaker" parent engagement model in Miami, Florida which has since been replicated in low-income African American, Latino, and Appalachian communities in several states across the country. As a part of her work with the Rainmakers, Dr. Alameda-Lawson served as a consultant for numerous organizations including the Clinton Administration and the Charles Stewart Mott Foundation. Dr. Alameda-Lawson earned her MSW and PhD in Social Welfare Policy from Florida International University. She currently serves as Co-Director of the Center for Best Practices in Full-Service Community Schools in the Institute for Intergenerational Studies.

Dr. Susan Appe (Assistant Professor of Public Administration) currently conducts research on how government policy influences and shapes civil society and nonprofit organizations both in developed and developing countries. She has published articles related to nonprofit-government relations and collaborative governance and has taught several courses in arts management, public administration, and public policy. She has been awarded several research fellowships that include a Fulbright in Colombia in 2006, a Summer Fellowship at the University of Texas at Austin's RGK Center on Philanthropy and Community Service in 2010, and a Rotary International Ambassadorial Scholarship in Ecuador in 2010. From 2007-2009, Susan conducted research for the Center for Women in Government and Civil Society at the University at Albany, SUNY, and was a Research Fellow at the Center for International Development in Albany, New York, in 2009-2010. She also served as a Visiting Researcher at the Andean University in Quito, Ecuador in 2010-2011. Dr. Appe received her Ph.D. in Public Administration and Policy from the Nelson A. Rockefeller College of Public Affairs and Policy at the University at Albany, SUNY.

Dr. Lisa Blitz (Assistant Professor of Social Work) brings years of experience as a licensed clinical social worker and currently serves as the Project Director for the SHARE (Safe Healthy Attitudes Require Education) project, a \$5 million dollar federally funded collaborative effort with BOCES, which supports the interdisciplinary development, implementation and evaluation of an array of services throughout 10 local school districts. Her research focuses on effectiveness of school-based interdisciplinary intervention with elementary and middle school aged children; assessment of an anti-racist/anti-oppression model to inform management and supervisory practices in social work and social services; white racial identity development and intersectional analyses of privilege and oppression; and understanding dynamics of power and privilege as they impact social worker performance in cross-racial interactions with clients, staff team members, and supervisors. Dr. Blitz earned her MSW and PhD in Social Work from Columbia University.

Dr. Hyeyoung Kang (Assistant Professor of Human Development) joined the College of Community and Public Affairs in fall 2011 after receiving her PhD in Human and Community Development from the University of Illinois at Urbana-Champaign. Dr. Kang has experience as a family and marital therapist and a mental health specialist. She currently serves as an Editorial Assistant for *New Directions in Child and Adolescent Development*. Dr. Kang's research interests center on youth development in diverse family contexts as well as risk and resilience in

these youth. In particular, her research focuses on immigrant youth and families and on after-school programs as a context of positive youth development.

Dr. Suk-Young Kang (Assistant Professor of Social Work) has experience and research expertise in mental health and social work gerontology as it relates to Asian immigrant older populations and social justice. In particular, his research focuses on depression and family caregiver issues and social justice for immigrants and refugees. Dr. Kang has received funding from the John A. Hartford Foundation for his research on mental health in Asian immigrant elders in Arizona and from the Hogg Foundation for a study on the impact of financial crisis on the prevalence of depression in Korean immigrant elders in north Texas. He earned his MSW and PhD in Social Work from Columbia University and has experience as a social worker with older populations in public housing in Chicago and as program coordinator at the Korean American Senior Center in Chicago.

Dr. Michael Lawson (Assistant Professor of Human Development) is currently examining innovative research and practice designs for student, family and community engagement, as well as mixed method evaluations of school-based and community-based prevention programs. He has nearly 15 years of administrative and evaluative experience with school-community programs serving economically poor parents, families and communities and has served in key leadership roles for several state and county-wide collaborative councils in California, including the California Clearinghouse for Evidence-Based Practices in Child Welfare and Sacramento County's Home Visitation Coordinating Council. Dr. Lawson is currently an evaluator for the SHARE (Safe Health Attitudes Require Education) project serving 53 schools in 10 school districts in Broome County. Dr. Lawson earned his PhD in Education from the University of California at Davis.

Dr. Youjung Lee (Assistant Professor of Social Work) earned her MSW and PhD in Social Work from the University of Texas at Austin. Dr. Lee's research interests include gerontology, family care giving, kinship care, resilience of minority older adults, and inter-professional collaboration in geriatrics. She is currently researching the effectiveness of a psycho-educational intervention model for Asian family caregivers. Dr. Lee is working with the Southern Tier Center for Aging Geriatrics Consult Clinic investigating the impact of inter-professional education in health care with older adults. She is also actively involved in the SHARE (Safe Healthy Attitudes Require Education) Project working on investigating factors influencing mental health of grandparents who take care of their grandchildren.

Dr. Carrie Moylan (Assistant Professor of Social Work) earned her Ph.D. from The University of Washington School of Social Work and her MSW from the University of Michigan. Her current research interests focus on understanding community responses to sexual assault victims, particularly the use of coordinated service delivery models that bring together health, criminal justice, and non-profit service sectors. Dr. Moylan has also published research examining the unique and overlapping effects of child abuse and witnessing domestic violence on adolescent psycho-social functioning. She has seven years of practice experience working with sexual assault and domestic violence survivors, providing trauma-focused crisis intervention, counseling, and group facilitation.

Dr. Robert Palmer (Assistant Professor of Student Affairs Administration) has published numerous books, with two forthcoming, and articles examining issues of access, equity, retention, persistence, and the college experience of racial and ethnic minorities, particularly black men as well as other student groups at historically black colleges and universities (HBCUs). He currently serves on the editorial boards of the *Journal of College Student Development*, *Journal of Negro Education*, *Journal of Student Affairs Research and Practice*,

and ASHE Monograph Series. In 2011, Dr. Palmer was named an American College Personnel Association (ACPA) Emerging Scholar. Dr. Palmer received an MS in Counseling in Higher Education from West Chester University of Pennsylvania and his PhD in Higher Education Administration from Morgan State University. Previously, he served as a senior institutional researcher and academic advisor at Morgan State University.

Dr. Myra Sabir (Assistant Professor of Human Development) received a Ph.D. degree in Human Development and Families Studies from Cornell University in 2004. She completed a postdoctoral research fellowship, funded by the National Institute on Aging (NIH), at the Cornell Institute for Translational Research on Aging (CITRA). Dr. Sabir's scholarly research interests focus on gerontology, aging in African American communities, and applied intervention research. Dr. Sabir has published 6 peer reviewed scholarly journal articles and has been the principal investigator on two grants to conduct research in her area of study (e.g., "The Harlem Life Review and Health in Later Life Study" funded by The Columbia Center for the Active Life of Minority Elders (CALME) and "The Harlem Homebound Life Review and Health in Later Life" funded by RAND/Hartford Foundation). Her interdisciplinary scholarly research incorporates well conceptualized theoretical frameworks and strong methodological approaches with innovative critical analyses. Dr. Sabir is an emerging scholar whose research program and teaching interests provide a strong interdisciplinary and social justice focus. Her research is published in first tier journals (e.g., *Journal of Applied Gerontology*, *The Gerontologist*, *American Journal of Alzheimer's Disease and Other Dementias*). Dr. Sabir also has presented several scholarly research presentations at national conferences (e.g., Annual Gerontological Society of America Convention, National Association of African American Studies).

Dr. Denise Yull (Assistant Professor of Human Development) completed her Ed.D. in the Graduate School of Education at Binghamton University. Her scholarly research interests focus on Black students, schooling, and educational contexts; role of Black identity on educational outcomes for Black students; and multicultural education. The objectives of her dissertation, *Black American Intergenerational Perspectives on Education, Black Identity, and Whiteness: A Socio-Cultural and Historical Analysis*, were to (1) explore the socio-cultural contexts and experiences of Black Americans and their perspectives on the quality and value of education in their lives, and (2) better understand how the socio-historical idea that Blacks are inferior has influenced the perception and disenfranchisement of Black youth in the U.S. educational system. Professor Yull's scholarly research provides innovative and culturally grounded theoretical and empirical frameworks for understanding the socio-cultural contexts of educational disparities for Black youth. She is an emerging scientist whose scholarly research program and teaching interests provide a strong interdisciplinary and social justice focus. She has a strong background in quantitative and qualitative methodological approaches and applied statistics. She has presented several scholarly research presentations at national conferences (e.g., American Educational Studies Association Conference).