

file
June 23, 1958

M E M O R A N D U M

SUBJECT: National Institute of Administration - Problems for Consideration

1. Objectives. Experience has now demonstrated that some of the NIA objectives as set forth by arrete should be re-examined.
 - a. What should be the NIA objective and function in the field of in-service training? Should the NIA operate courses or provide staff services to in-service training programs conducted by others?
 - b. What should be the research function of the NIA as compared to research activity of the operating agencies of the government?
 - c. Is there a "consulting" role for the NIA? How does it compare with the consulting role of the Budget Office, the Civil Service, etc.?
 - d. Should the objective of providing for auditors be redefined to provide a degree program for non-governmental employees?
 - e. What should be the objectives of the advanced program and the night school? Should the advance program be made more "advanced"?
 - f. Is the Institute providing "modern" training for future administrative leaders or is it perpetuating old practices? How much modern social science is actually being taught at the present time to degree program students?
2. Enrollment. Enrollments in the basic three-year academic program are now declining when they should be increasing or, at least, remaining constant. This cannot be entirely explained by a decline in graduates holding the baccalaureate.
 - a. Should the NIA redefine its entrance requirements so as to follow the practice of the University of Saigon?
 - b. What purpose is served by the entrance examination as presently used?
 - c. Should the system of scholarships be re-planned? Should all students receive a stipend? Is the stipend large enough?
 - d. Should the NIA try to attract more students who will not be required to work in government after graduation?
 - e. Is the prestige of the NIA high enough to attract good students? Can it compete with the University? Do the faculty members (of

the NIA and of the University) have respect for the NIA? Do civil servants respect it?

f. Does the present "diplome" sufficiently recognize the quality and length of study at the NIA and does it fulfill the prestige needs of NIA graduates?

3. Curriculum. The curriculum has several serious omissions and requires some further modernization if it is to provide imaginative leaders for the future.

- Should the NIA specialize more fully in social science and public administration teaching? Could a system be worked out to permit NIA students to get their law courses at the University?
- Should the NIA develop new curricula, for example in business administration, for students not designated for future government service?
- Is the NIA language teaching program effective?

4. Staff. The NIA is understaffed in professional faculty, sub-professional assistants, and administrative staff.

- Is the system of sharing professors with the University desirable for the long range development of an NIA faculty? Do the professors who teach in both places accord sufficient time and importance to the NIA assignments?
- Has the existing staff been assigned in too many directions to be efficient?
- Are teaching loads large enough?

5. Research. Research accomplishments and output are not as great as could be expected.

- What incentives - such as released time, help of assistants, promotion - are now provided for productive researchers on the faculty? What incentives are planned?
- Is the research function defined too broadly? Are research projects planned in areas of faculty interest and competence?
- Is the faculty interested in empirical studies? Has the idea of research as a continuing part of each faculty member's professional life been accepted by the NIA and individual faculty members?

6. Organization. The NIA is not organized to make its own decisions on routine matters in an expeditious manner. The present organization tends to involve too many professional faculty in routine committee work, administration, and detail.
 - a. What should be the future relationship between the NIA and the University?
 - b. Is the division structure of the NIA proving effective?
 - c. Are decisions on curriculum, admissions, examination being made at the most effective level at the NIA?