

NASPAA Self-Study Report

DIVISION OF PUBLIC ADMINISTRATION
MARK O. HATFIELD SCHOOL OF GOVERNMENT

PORTLAND STATE
UNIVERSITY


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NASPAA SELF-STUDY REPORT


August 15, 2005

Masters of Public Administration (MPA) and Public Administration:
Health Administration (MPA:HA)
Division of Public Administration,
Mark O. Hatfield School of Government
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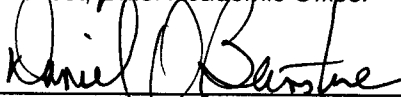
Certified By:  Daniel O. Bernstine 8/9/05
President, Portland State University Printed Name Date

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**Public Administration Division
Hatfield School of Government
College of Urban and Public Affairs
Portland State University**

**Self-Study Report for the
National Association of Schools of
Public Affairs and Administration**

August 2005

PROGRAM SUMMARY

(Master of Public Administration and MPA/Health Administration Degrees)

Item	Data
1. Title of Degree(s) under review. (1.0)	Master of Public Administration (MPA) Master of Public Administration: Health Administration (MPA:HA)
2. Off-Campus Locations. (9.3).	Bend, Oregon; Salem, Oregon
3. Number of credits normally required for degree. (4.2-A)	60 quarter hours
4. Total credits in required courses. (4.21)	30 quarter hours 36 quarter hours
5. Total credits in elective courses. (4.22)	30 quarter hours 24 quarter hours
6. Specializations advertised as available. (4.22)	Public sector human resource management and labor relations; nonprofit management; natural resource policy & administration; health policy & administration
7. Number of credits which can be reduced for advanced standing (professional or academic). (4.23)	None
8. Number of students in degree programs (active & admitted students).	MPA: 161 MPA/HA: 79
9. Thesis or comprehensive exam.	No thesis required, no comprehensive exam required.
10. Internships. (4.4)	Internships are available and required
11. Faculty nucleus. (5.1)	14 plus 4

STANDARD 1.0 - ELIGIBILITY FOR PEER REVIEW AND ACCREDITATION

1.1 Eligibility.

The Master of Public Administration program, including the Master of Public Administration (MPA) and Master of Public Administration/ Health Administration (MPA/HA), is eligible for and committed to peer review and accreditation. These degrees are structurally similar with the MPA/HA requiring all the elements of the MPA and having a designated specialization field. The MPA and MPA/HA are offered by the Public Administration Division in the Hatfield School of Government, College of Urban & Public Affairs, Portland State University.

1.2 Institutional Accreditation.

- A. Portland State University is accredited by its regional association, the Northwest Association of Schools and Colleges, Commission on Colleges.
- B. PSU is currently in self-study (2004-05) for site visit review next year. Renewal of accreditation is expected in the 2005-2006 academic year.
- C. PSU's Portfolio Project provides the summary report of the self-study year and can be found on line at <http://portfolio.pdx.edu/> .

1.3 Professional Education.

A. Leadership and Management Objective:

The Division of Public Administration offers highly regarded professionally oriented programs to public service leaders as well as those seeking careers in federal, state and local government, in not-for-profit organizations and in health care organizations. The primary objective is to prepare professionals for administrative leadership in public service. We see public service leaders as critical to effective public policy making and implementation, to responsive democratic processes and to cultivation of civil society.

The mission of the Division is to develop and strengthen management capacity and delivery of services to the public through governmental, nonprofit and health services institutions. The Division is dedicated to preparing individuals for the exercise of competent and effective policy and administrative leadership. The Division fulfills this mission by facilitating learning, promoting scholarship, improving practice and engaging in public service.

The program in public administration is a two-year, 60 quarter hour graduate program directed toward the development of administrative generalists. Since public service professionals carry out their careers filling a number of different roles and increasingly in various organizations, the program seeks to develop competency and understanding in administrative practices applicable to a variety of management settings. Part of the design of the Division's curriculum and central to its philosophy of education is a commitment to reflective practice. For both pre-service and in-service students, cultivating the habits of reflective practice ensure linking theory to practice and shared responsibility for learning.

Curricular offerings in the Division are designed to provide a rigorous theoretic orientation and specific application of theory in practice. Offering a mix of required and elective courses allows graduate students to meet particular learning goals while ensuring general competency. For both pre-service and in-service students the goals are the same. Advising and student directed learning allow students to match their learning needs with curriculum offerings. The program offers two closure requirements, one only available to students with significant administrative experience. The closure requirements use organizational experiences to integrate theory and practice across curriculum domains.

At any point in time about two-thirds of graduate students are employed (35 hours a week or more) while completing the degree. Many of these students intend to remain in their current fields following degree completion. Their educational goals are typically accelerating administrative progress or balancing existing technical competency with administrative competencies. About one-third of enrolled students are working half-time or less and seeking careers in public service. About half of students not working or working half-time or less will become fully employed in professional positions over their graduate school career or intern in organizations related to their professional goals. All students have or acquire first hand experience in public service organizations before completing the program. The program offers specific opportunities for career field specialization in areas of public human resource management, nonprofit management, natural resource policy & administration and health policy & administration. Formalized specializations represent a response to demand by students and potential employers. Students can develop other specializations in consultation with and approval by their advisor.

B. Degree Specification

The Master of Public Administration (MPA) and the Master of Public Administration/Health Administration are the degrees under study and review for re-accreditation at this time. Details regarding these degrees are the subject of other sections of this report. Other degrees offered by the Division of Public Administration are not subject to this review because they are accredited by other bodies (MPH), not subject to accreditation (PAP doctoral degree) or not eligible for accreditation at this time (degrees under development).

The Master of Public Health – Health Management and Policy track (MPH-HMP) offered by the Division of Public Administration is outside the coverage of this accreditation effort. The MPH track at PSU is part of the statewide Oregon MPH program that also includes tracks at Oregon State University and Oregon Health and Science University. The Oregon MPH is accredited by the Council on Education for Public Health (www.ceph.org). This year [U.S. News and World Report](#) ranked the program tied - second among graduate programs in community health. The goal of the program is to provide leadership in the fields of education, research, and service in all aspects of the public's health. The Master of Public Health (MPH) combines broad training in public health with specific training in health management and policy, to prepare graduates for a wide range of careers in health services administration, planning, policy, evaluation, consulting, and related careers. At Portland State University the program of study for the MPH degree in health management and policy

involves a total of 61 credits of work and is organized around five components: Oregon MPH Core Courses (16 Credits), Health Management and Policy (HMP) Track Requirements (15 Credits); HMP Track Electives (12 Credits); Other Electives (12 Credits); and Organizational Experience (6 Credits). More information about the Oregon MPH, its accreditation and the Division of Public Administration's role in the OMPH can be found through the OMPH website (www.oregonmph.org).

Other existing related degrees like the Public Administration and Policy doctoral (PhD) or the undergraduate Civic Leadership Minor are not subject to this accreditation. The PAP PhD is offered by the Hatfield School of Government. PA Division currently provides 4 Core faculty members and represents two-thirds of the comprehensive examining committee. The PA Divisions cooperates in all of the PAP PhD tracks (1) Public Administration & Policy, (2) Politics and Public Policy, and (3) Community Health and Social Justice with primary responsibility for the first track (See <http://www.hatfieldschool.pdx.edu/courses/phd.php>). The Civic Leadership minor for PSU undergraduates is administered by the Public Administration Division for the Hatfield School. More information regarding this minor is at (<http://www.hatfieldschool.pdx.edu/courses/Civic.php>). An Executive MPA and a Master in Public Policy that are in development are also excluded from accreditation review at this time.

1.4 Program Length

The Master of Public Administration has been offered for 29 years and the MPA/Health Administration has been offered for 20 years.

Degree	Date of First Admission	Date of First Graduation
MPA	Fall 1976-77	June 1977
MPA/HA	Fall 1985-86	June 1987

STANDARD 2.0 – PROGRAM MISSION

2.1. Program Mission

A. Background

In the background for Standard 2.0 in the last self-study, we pointed out the dynamic nature of change resulting from the merger of the former Lewis & Clark College public administration program with the Portland State University program in the fall of 1996. The merger required complete review and revision of all aspects of mission, curriculum and guidelines as well as transitional planning for faculty, students and community partners. There is no doubt about the profound and positive changes that have occurred to the Division of Public Administration as a direct result of the merger. An instant doubling of faculty, students and programs elevated the stature of the Division and School. Deep and common commitment in the PA Division to the pursuit of our public service mission and beliefs has resulted in a growing regional, national and international reputation and many, many successful graduates of our programs.

It is also true that we are currently in a period of dynamic change. This time change is predicated on demographically related faculty turnover, growth in program complexity, and steady development of a more diverse student body. The 1998 self study report noted the recasting of administrative structure in the College of Urban & Public Affairs (from School status in 1997) with three Schools: Government, Urban Studies & Planning and Community Health. The School of Government was designated the Mark O. Hatfield School of Government in honor of Oregon's leading public servant: former legislator, Governor and long serving US Senator. The School brought together in name the former L&C College PA program merger with the PSU PA program, the former department of Political Science and the department of Criminal Justice Administration. The new divisions maintain independent governance authority but operate together as the School of Government. In 2000, the various academic divisions and related institutes moved into a new College of Urban & Public Affairs building complex. At about this time, founding director of the PA Division and interim Director of the Hatfield School, Dr. Ronald Cease, retired. A national search selected Dr. Ronald Tammen as School Director and faculty elections installed first Dr. Theresa Julnes Rapida and then last year Dr. Craig W. Shinn as Chairs of the Public Administration Division.

Since the formation of the Hatfield School, the move to the new building and the settling of new administrative leadership, the School and PA Division have been growing. Currently the School offers 13 degrees, including the Ph.D., and has five public service centers and institutes. By measures of size and complexity alone, the School is among the top ten named schools of government. By measures of student success and faculty performance, it is clear that the Hatfield School of Government and the PA Division are growing in quality and rising in national reputation (The Oregon MPH is tied in the second rank, the PA program is in the top 20% of public affairs schools, the natural resource specialization is rank 15th, and the general local government ranking is 20th in US News & Worlds Report reputational rankings). Coincidental to growth and program elaboration has been turnover among core PA

faculty. Since the last accreditation five senior faculty have retired. Four new faculty have been hired in tenure track positions, three new faculty have been hired in term positions, and additional faculty resources have been enlisted by affiliation or by hiring in other university units with tenure designation in public administration. There has been growth and turn over among adjuncts and staff. Centers and institutes have left and joined the school. Students are coming from throughout the region, across the country and increasingly from other countries.

For the last seven years we have been actively pursuing the mission enunciated in 1998, measuring our progress, and developing new strategies and directions at every administrative level from programs, divisions and the school. In the last three years, the College has been engaged in such work associated with the retirement of founding and long serving dean, Dean Nohad Toulan. Similarly Portland State University has been in a period of positive change. Recent reputational ranks underscore the leading role the academy sees for PSU in community-based learning, use of integrative capstone projects for undergraduates and other aspects of PSU's novel approach to undergraduate education. Such activity has required the PA Division to constantly engage in revising programs, re-establishing commitments and repositioning resources. Attending to mission, underlying beliefs and common strategies is part of the story. As important is the agreement and commitment among faculty, students and community partners to the public service purpose of the Public Administration Division and the Hatfield School of Government.

B. Mission Statement

The Division's mission statement is listed below. It was developed over an eighteen month period, with wide input and approved by Division Faculty in Spring 1998 and affirmed by the Division's Advisory Board in that fall.

Statement of Mission

The mission of the Division of Public Administration is to develop and strengthen the knowledge, practice of delivery, and management of services to the public. The Division is dedicated to preparing individuals for the exercise of competent and effective policy and administrative leadership. The Division fulfills this mission by facilitating learning, promoting scholarship, improving practice and engaging in public service.

Accompanying Belief Statements

We believe the preparation for public service is essential to society.

We believe that career administrators must learn to understand the various ways in which the multiplicity of interests help to shape, and in turn are shaped, by the underlying values of our various systems of democratic governance.

We believe that career administrators operate within a complex set of constitutional, institutional and legal structures.

We believe public servants must understand the ways in which both global and domestic forces of economic and political interdependence shape the conditions of, and create opportunities for, the exercise of administrative leadership.

We believe that public, nonprofit and health administration rests on the successful integration of theory with practice.

We are committed to working with members of the community to provide students with rich learning experiences that both assist the community and provide graduates for a career of productive service.

We are committed to meeting the life-long learning needs of our graduates and career public servants.

C. Strategies and Direction

In June 2001, the Division of Public Administration approved a five-year statement reflecting goals, directions and strategies supporting the accomplishment the Division's Mission. This effort was a part of a larger School of Government effort to create awareness among, articulation with and support for the programmatic activities of the School's three divisions: Public Administration, Political Science and Criminology and Criminal Justice. The Public Administration's statement and strategies are as follows:

Division of Public Administration 5-Year Statement of June 2001

Within the next 5 years the Division of Public Administration at Portland State University wants to be recognized as:

- A leading center in the Pacific Northwest for the study and practice of public service, administration and policy; and
- An integral unit within the Hatfield School of Government, which actively and significantly contributes to the pursuit of this school's mission.

Directions and Strategies

The directions and strategies the Division of Public Administration should pursue during the next five years to accomplish our 5-year Statement of Goals are:

- Maintain a leadership role within the Hatfield School of Government, providing programmatic guidance and direction.
- Gaining an appreciation for the multicultural context of public service through enhancement of cross-cultural communications and understanding. Develop

and implement a plan to increase diversity in the curriculum, the student body and the faculty.

- Enhance the division's visibility within the region through greater awareness and understanding of the division's capabilities. Support and sponsor PA lectures, seminars and social events.
- Support the local ASPA chapter and events.
- Enhance the financial viability of the Divisions by developing expanded funding base committed to sustain full-time, adjunct and visiting professors in the division.
- Develop multiple, sustainable income streams and a balanced funding source, including unrestricted dollars useful for program development.
- Support actively the PAP Ph.D. program. Strengthen PAP program with added faculty commitment and involvement added resources and a steady state output of graduates.
- Further develop the Health Policy and Administration concentration into a stronger programmatic focus within the PA Division.
- Further develop the Nonprofit concentration into a stronger program focus within the PA Division.
- Seek, prioritize and maintain networking opportunities and sustained relationships with other units across the college and university and with other institutions. Build bridges to PSU graduate professional programs and undergraduate Liberal Arts departments, including:
 - The development of an undergraduate certificate in American Humanics
 - Providing leadership for the development of University Studies Leadership Civic Engagement cluster
 - Exploring Professional Development Center partnerships
- Utilizing Hatfield School strategy # 4 with change of "government" to "governance" to conduct a systematic and periodic review of the program of study at the mid-point of the accreditation cycle and during the self-study year.
- Develop community service priorities.
- Build upon our community service research and funding agenda.
- Use the unique natural resource focus of the region to become a center for the study of and leadership in the governance of relationships between market

forces and the complexities of the human and natural environments with special attention to regional sustainability.

- Recognizing and respecting the fact that different units of the school have different missions (School strategy #9).
- Develop promotion and tenure and post-tenure recommendations that incorporate external service contributions that comply with the Division's priorities.
- Recognize the effort and coordination necessary to work together across different units of the school/college/university and the community.
- Assist in the development of an active Alumni Association that can assist recruitment and development for long term overall unit sustainability.
- Encourage faculty publication.
- Become the recognized regional leader in Leadership Development in Government, Nonprofits, Health and Tribal Communities.
- Become a center for regional distance education/training for public service.
- Encourage faculty projects with local agencies.
- Explore alternatives to current degree programs (e.g., certificate programs) that may increase our access to various client groups (e.g., mid and senior level managers).

D. Articulation with the Mission of the Hatfield School of Government

The mission of the Hatfield School is to attract, prepare, and renew leaders and managers for public and nonprofit service. The School's degree, certificate, and continuing education programs are shaped by three overarching values: the importance of public service, the pursuit of social justice, and the quest for effective innovation in service delivery. We achieve our mission through a range of teaching, research, publishing, and consulting activities that balance practice and theory.

E. Strategic Management Process

The Public Administration is predisposed to using an inclusive approach to decision-making. Most committees and task forces include community partners and students. The Division and School make wide use of Advisory Boards as is clear from the list of advisory bodies enumerated at the end of this section. This section will revisit the process by which the current mission and statement of beliefs were established in 1998, review other strategic management processes, then enumerate several of the

advisory boards used in relation to current division programs and then describe the plans for using advisory boards in the future.

Shortly after the merger of the Lewis & Clark College and Portland State University public administration faculties, the Division began discussion of the vision and mission of the combined programs. In the fall of 1997 the Division Chair appointed a committee charged with revisiting the existing mission statement and making a recommendation for a new one reflecting the changed realities. This committee had broad membership that included faculty, a student and practitioners. By early winter 1998, the faculty operating as a committee of the whole received and reviewed the work of the task group and approved the Mission Committee's recommendation. On about the same timeline the Chair appointed a newly constituted program Advisory Board reflecting the broader mix of program interests. The composition of that board is listed below. The Advisory Board was asked to review the mission statement and affirm the Division's belief statements. The Advisory Board approved the Mission Statement in the fall of 1998. At the critical period of program merger, the Advisory Board reflected both programs. Alumni from both programs were included in the membership of the board as were all levels and sectors of government. A particular effort was made to include diverse members of the community, both by inclusion of representatives from traditionally underrepresented classes and by including nonprofit, health and natural resource community partners as reflective of specializations within the MPA and MPA/HA degrees.

This advisory board remained active with consistent membership for the three-year period from 1997 to 2000. In about 2000, three things happened that changed the nature and work of the PA Advisory Board. First, the Hatfield School of Government was created and a new School Director, Dr. Ronald Tammen, was hired. Second, the long serving Division Chair, Dr. Ronald Cease retired and first time chair Theresa Julnes Rapida was elected. Third, as new programs, institutes and centers of activity were added to the Division and Schools they developed advisory groups. The new School Director decided to create an over arching Hatfield School Advisory Board for creating strategic direction for the School and greater alignment among programs and activities. The PA Division collaborated in the creation of this Board. The then Chair of the PA Division decided that if the Hatfield School Board was to provide over all strategic input and activity/ program boards were providing activity-centered specific advice, then it was unclear what function the Divisional Advisory Board would serve.

As a conscious effort to simplify and align governance, the Chair decided not to reappoint the Divisional Advisory Board. Since then Division activities and programs have increased in number and complexity and the School's Advisory Board has established itself as providing a very high level perspective on School activities. It has become clear in the last year that there is an appropriate function for a Divisional Advisory Board with specific responsibility for the MPA and MPA/HA degrees and for oversight on the integration of activities at the level of the Division. The PA Division faculty agreed to reactivate a Division Advisory Board after a work team reviews its charge and makes a recommendation for members. The goal is to establish this

Board in fall 2005, enabling the Board to become fully active for the 2005-06 academic year.

1997-2000 Public Administration Division Advisory Board

(Position titles reflect status at time of membership.

+ PA Division Alum; * represents people still active in Divisional activities.)

<p>Claudia Black, Chair of Board*+ Intergovernmental Relations Division of Health, Dept. Human Resources, State of Oregon</p> <p>Robert Kaufman * + Commander, Central Precinct Portland Police Bureau City of Portland</p> <p>Donna Fowler*+ Human Resource Management Consultant (Local Gov'ts)</p> <p>Don Knowles* Executive Director Regional Ecosystem Office US Federal Government</p> <p>Ben de Haan*+ Deputy Director Department of Corrections State of Oregon</p> <p>Kay Toran, Director* Services to Children & Families Dept. of Human Resources State of Oregon</p> <p>Michelle Neal*+ Retirement Plans Annuity Service Standard Insurance Company</p>	<p>Alan Melnick, M.D. * Medical Director Clackamas County Health Dept.</p> <p>John Latimer, Director Audits Division Office of Secretary of State State of Oregon</p> <p>Martha Lecunanda, Director*+ Hispanic Rehabilitation Services</p> <p>Ron Johnson Executive Director Portland Federal Executive Board</p> <p>Tim Grewe* Office of Finance City of Portland</p> <p>Barbara Lombardo* Managing Associate Coopers and Lybrand (Nonprofit services)</p> <p>Sherry Stump, Manager Training & Org. Development Division of Employment Services Multnomah County, Oregon</p>
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Hatfield School of Government Advisory Board

<p>Ronald C. Cease Professor Emeritus Division of Public Administration Portland State University</p> <p>Nicholas Fish Kell, Alterman & Runstein, LLP</p> <p>Ellsworth P. Ingraham Former Associate Dean College of Urban and Public Affairs Portland State University</p> <p>Nohad A. Toulan Former Dean College of Urban and Public Affairs Portland State University</p>	<p>Barton DeLacy Manger, Real Estate Group Arthur Andersen, LLP</p> <p>Suzanne C. Hildick Executive Director Oregon Trail Chapter American Red Cross</p> <p>Mike Lindberg Former Portland City Commissioner</p> <p>Nawzad Othman President, OTAK</p>
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Institute for Non-Profit Management (INMP) Community Leaders/Partners List

<p>Thomas Aschenbrener President NW Health Foundation</p> <p>Tony Hopson, Sr. President and CEO Self-Enhancement, Inc.</p> <p>Gerald McFadden President and CEO Volunteers of America, SW Calif. Corp.</p> <p>Patricia Pate Director Multnomah County: Department of Human Services</p> <p>Kay Toran President and CEO Volunteers of America Oregon</p>	<p>Jay Bloom President and CEO Morrison Child & Family Services</p> <p>Rick Levine Principal Grants Northwest</p> <p>Dennis Morrow Executive Director Janus Youth Programs, Inc.</p> <p>Rudy Salinas Director, Community Outreach American Red Cross</p>
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Executive Leadership Institute: Executive Seminar Program Advisory Board

<p>Anne Badgley Executive Director Regional Ecosystem Office</p> <p>Phil Bowman Department of Natural Resources State of Washington</p> <p>Marvin Brown State Forester Oregon Department of Forestry</p> <p>Carrie Costello US Fish and Wildlife Portland, Oregon</p> <p>Roy Elicker Deputy Director, Fish and Wildlife Programs Department of Fish and Wildlife</p> <p>Bob Graham State Conservationist USDA Natural Resource Conservation Service</p> <p>Charles Hudson Public Affairs Director Columbia River Intertribal Fish Commission</p> <p>Kim Kratz Watershed Policy Analyst National Marine Fisheries Service</p> <p>Davis Moriuchi Chief Program and Project Management US Army Corps of Engineers</p>	<p>Lindsay Ball Director Department of Fish and Wildlife, Salem, OR.</p> <p>James Brown Consultant Jim Brown Consulting Forestry, LLC</p> <p>Jennifer Chambers Program Manger Portland State University</p> <p>Michael Crouse Assistant Regional Administrator National Marine Fisheries Service</p> <p>Jim Golden Deputy Regional Forester US Forest Service</p> <p>Steven Hickok Deputy Administrator Bonneville Power Administration</p> <p>Jim Kenna Bureau of Land Management Portland, Oregon</p> <p>Elaine Marquis-Brong State Director Bureau of Land Management</p> <p>Thomas Schmitz Organization Development Specialist Bonneville Power Administration</p>
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Oregon MPH Advisory Board

Grant Higginson, MD Department of Human Services State Public Health Official	Kathleen Shelton, MPH Director OHSU Campaign for Women's Health
Gary Oxman Health Officer Multnomah County Health Department	Ed Lichenstein, PhD, CO-PI Senior Research Scientist Oregon Research Institute
Ken Rutledge President Oregon Association of Hospitals & Health Systems	Jane Haley-Harris President Oregon Center for Environmental Health
Ruth Ann Tsukuda, MPH Associate Director Portland VA Medical Center	Corliss McKeever President and CEO African American Health Coalition
Sally Henry, MA, RN, FHCE Executive Director Oregon Pacific AHEC	Steffeni Mendoza-Gray Interim Director Oregon Council for Hispanic Advancement
Mary Lou Hennrich Executive Director Community Health Partnership	Tom Eversole, DVM, MS Health Administrator Benton County Health Department
Kathy Schwartz, RN, MPH Director Wasco Sherman Health Department	Judith Cleave, MPH Team Supervisor Marion County Health Department
Laurie Monnes Anderson State Representative Oregon State Legislature	Joshua Jones, MD Medical Epidemiologist Indian Health Service, Portland OR
Mitch Greenlick, PhD Professor Emeritus OHSU, Public Health and Preventative Medicine	Linda Modrell County Commissioner Benton County, Oregon
Daniel Sudakin, MD, MPH Assistant Professor Oregon State University	Kylie Meiner, MPH Tobacco Prevention Program Coordinator Multnomah County Health Department

2.2 Assessment.

The Public Administration Division operates in an information rich environment. Core faculty teach the majority of courses and so meet with students face to face. All courses and most program activities are evaluated by students/ participants with the explicit intend of improving performance over time. In our rich tradition of community based learning, periodic course projects take on evaluation of various aspects of the PA Program and we have surveyed students, alums and community partners in each of the last several years. Also, in this last year we have held face to face "listening

meetings” using a focus group strategy with students and adjunct faculty as a way to gather qualitative information about the PA Division, our programs and administrative procedures. In the last seven years most of the evaluation, assessment and data gathering has been driven by emerging program development, anticipated changes and areas of focus for improvement. In 2000-01 and 01-02, student record keeping was refined, the database was redesigned and articulation with University records improved. These efforts improved the information available for management decisions. In an effort to improve data for anticipated changes, in 2003-04 we completed current student, prospective student and community partner surveys as we considered developing a Masters in Public Policy. Similarly, in the 2004-05 year, we agreed to improve the PA 509 Organizational Experience, one of the options for Area III: Integrative Experience of the MPA and MPA/HA (and MPH) curricula. In addition to direct feedback sessions, advising meetings and discussions with community partners, evaluations from recent organizational experiences were used to guide modification.

Key findings regarding student perspectives on PA Division programs from recent student listening meetings (focus groups):

Positives	Negatives	Suggestions
Flexible class scheduling and format: evening and weekend classes, intensive course option, and online classes	Two core classes (PA 511 and PA 533) vary too much from instructor to instructor	Semi-standardization of PA 511 and PA 533, especially if adjuncts teaching the course (create syllabi & reading list options professors choose from)
Diversity of practitioner experience in the classroom	Too great of a reliance on informal communication channels leads to inaccuracies and miscommunication	Strengthen community: when possible develop formal cohorts; change date and frequency of orientations; create peer and professional mentor program
Diverse mix of students: background, experience, age, talents	Not enough promotion of “hidden” concentrations /specializations: ex: global leadership and community development	Improve communication: more social events; greater differentiation among listservs; ASPA branch; tap alumni networks
Flexibility in designing concentration/specialization	Access to tenure track faculty varies between professors and has impact on advising	
Core faculty: wealth of knowledge, some great instructors	Discrepancies in admitted students abilities, particularly writing skills	Regular, formal communication between adjuncts and tenure faculty in concentration/specialty curriculum areas
Opportunity to study, at times, with PhD students		
Networking opportunities		Strengthen admission standards or develop internal structures to identify and assist students struggling with basics (– ex: writing diagnostic with formal referrals to writing center).

Further, a more systematic “360 degree” evaluation system was established to allow for evidence based programmatic improvement. In 2003-04, a master’s student

completed an organizational experience with the PA Division Internship Coordinator for the purpose of reviewing the PA curriculum with respect to the closure requirements. In 2004-05, the Division conducted a survey of recent graduates. What we have not done is build a systematic performance based measurement system for the program. It is unlikely that we will. What we plan to do is create more routine, periodic and systematic data collection. In a real sense the Public Administration Division, like the Hatfield School, has been in a “change, growth and transition” mode. At both the School level and the Division level the next five years are expected to be consolidation and refinement years. This is an appropriate time to refine the information base for managing various programs of the Division including the MPA and MPA/HA degree programs.

In 2003-04, the Division surveyed current students, prospective students and community partners completed as part of developing a Masters in Public Policy. Some of the general findings are relevant for the MPA and MPA/HA degrees and the PA Division. Local federal managers reflected the same kind of expected turn over of middle managers found by GAO in 2004 (53% of middle managers qualifying for retirement in the next 5 years (Federal Employee Retirements: Expected Increase over the Next 5 Years Illustrates Need for Workforce Planning, Report. No. GA0-01-509, U.S. General Accounting Office, April 2001, pp. 17-18)). In a convenience sample of upper-division students at Portland State University, 30% expressed high interest in graduate programs and 19% selected public policy as a graduate degree of interest. In exploring the level of interest among most likely students, 240 undergraduates in upper-division classes in economics, history, geography, criminal justice, and political science, 25% responded as being very or extremely interested in a public policy masters program. Finally, in an effort to gage mid-career student demand and the underserved students enrolled in graduate degree programs, current PA Division students were surveyed. The results suggest that among mid-career professionals currently in our masters programs, about 55 students express interest in the MPP. This suggests that the MPP will attract mid-career professionals. It also suggests that some current students would prefer the MPP to other master’s degrees within the School of Government and College of Urban and Public Affairs.

Sample findings from alumnae (2005 PA Division Alumnae Survey) regarding their career and the usefulness of the MPA & MPA/HA degrees include:

Importance of MPA or MPA/HA Degrees to Career Success	
Extremely Important	19.5%
Very Important	46.3%
Somewhat Important	26.8%
Not too Important	7.3%
Not at all Important	0%

If had to do it again, would you enroll in the MPA or MPA/HA program	
Definitely	79.1%
Perhaps	11.6%
Probably Not	9.3%
Definitely Not	0%

Sample findings from adjunct faculty regarding aspects of the Division, adjunct management and the programs of the Division include:

Division Encourages Adjunct Faculty Involvement in Departmental Initiatives	
Strongly Agree	8.3%
Agree	16.7%
Somewhat Agree	25%
Disagree	37.5%
Strongly Disagree	12.5%

How Satisfied Overall With Experience As Adjunct in Division	
Very Satisfied	12.5%
Satisfied	54.2%
Somewhat Satisfied	29.2%
Dissatisfied	4.2%
Very Dissatisfied	0%

Would You Send Own Child to Division's MPA Program	
Yes	62.5%
Maybe	20.5%
Don't Know	8.3%
No	8.3%

Key findings from listening sessions and open-ended survey with adjuncts faculty:

Positives	Negatives	Suggestions
<p>Diverse mixture of students</p> <p>Students that are talented are really talented</p> <p>Enjoy the opportunity to serve</p> <p>Enjoy sense of opportunity in program: growing, improving, exciting what it could become</p> <p>Good teaching opportunities for PhD students</p> <p>International students are an important asset</p>	<p>Writing skills must be addressed: Overall student quality (1/3 excellent; 1/3 good; 1/3 dilute quality of program and prevent Division from achieving recognition it deserves).</p> <p>Lack of good meeting/work space outside of class</p> <p>Don't know electronic resources, i.e. (WebCt, etc.)</p> <p>Feel isolated, need greater contact/linkages with full-time faculty, especially re: core courses and curriculum development</p> <p>Not adequate faculty evaluation of adjunct work</p> <p>Some classes over-enrolled</p> <p>Low TOEFL scores among international students</p> <p>Low pay, no benefits</p> <p>Don't want to pay for course materials out-of-pocket</p>	<p>Connect adjuncts to information/communication channels</p> <p>Treat adjuncts as members of team – increased consultation; more personal attention; include in staff meetings</p> <p>Recognize work of adjunct faculty more regularly</p> <p>Develop weekend instructional development workshops for adjuncts; get everyone on board with mission</p> <p>Dedicate one room or area for adjuncts</p> <p>Take long-term look at admissions: who targeting; attract top performing students; certificate program for struggling students; establish different models of learning.</p> <p>Joint law degree with Lewis and Clark College</p>

Beyond such formal information gathering, the PA Division faculty are deeply engaged in the community of practice. This means faculty gather information in rich format from alums and community partners. This is perhaps the strongest evidence we have regarding the adequacy of curriculum design, sufficiency of program performance and suggestions for improving the work of the Division.

2.3 Guiding Performance

A. Guiding Performance

The Public Administration Division uses information about its performance in establishing and revising program objectives, strategies, and operations. This is perhaps most clear in the scheduling of courses over the last seven years. In response to student feedback core courses and specialization courses have been added in afternoon and late afternoon time periods. This is a dramatic change from the evening and weekend intensive format of past years. Balancing the schedule to meet the needs of full time students with the need to meet the needs of part time/ mid-career students remains a challenge. Still the change is evident in schedules and remains a topic of periodic evaluation, direct feedback and discussion. This kind of responsiveness is characteristic of the program. Below is a chart that tracks elements of the five-year statement and strategies generated by the Division in 2001.

Evidence and Status of the 2001 Five-Year Statement and Strategy

Strategy	Activities	Status
1) Maintain a leadership role within the Hatfield School of Government, providing programmatic guidance and direction.	Three PA faculty serve on SOG Executive Committee. Half of PAP PhD Core faculty are from PA. Global work leads SOG.	Have maintained a leadership role. ExCOM membership, PAP PhD role, Institute roles.
2) Increase multicultural context of PA via cross-cultural communications and increase diversity in the curriculum, the student body and the faculty.	Regularly offer cross-cultural communications class. Hired faculty with diversity management as research focus and hired more women and minority faculty. Leveraged INPM programs, tribal program & international initiatives to increase student body diversity.	Clear increase; more to do. PA faculty member co-chair of PSU's Diversity Initiative Council. PA Faculty is gender balanced and has greater diversity than 7 years ago.
3) Enhance the division's visibility within the region through greater awareness and understanding of the division's capabilities. Support and sponsor PA lectures, seminars and social events.	PA Division events at least three times per year. Through the institutes and professional development program, PA hosts events, i.e. Japanese & Chinese. Also, INPM Fellows Program, ESP Annual Lunch. HSOG venue for Columbia River Forums. T. Roosevelt Assoc. Meeting	PA Division hosts quarterly events. Collaborates with institutes to serve regional interests and create a forum for public dialogue. Began Organizational Experience Presentations in 2005, open to community partners and university.

4) Support the local ASPA chapter and events.	Provide staff support and house chapter office. Co-sponsor events. Supported ASPA national meeting in Portland	Clearly supportive, local chapter needs reactivating. Cease Award for Public Service Leadership.
5) Enhance the financial viability of the Divisions by developing expanded funding base committed to sustain full-time, adjunct and visiting professors in the division	Used grant monies to hire 2 nd nonprofit faculty, enterprise money to hire 3 term faculty, and University minority hire grant for tenure track hire. We have maintained adjunct monies.	Good on faculty enterprise, challenge grants and adjunct funding. Need to capture \$ for visiting prof.
6) Develop multiple, sustainable income streams and a balanced funding source, including unrestricted dollars useful for program development.	Primary income for Division is distributed tuition income that is restricted. Unrestricted is overhead return on grants and contracts, individuals and institutes.	Some success in last few years. Increase in funded research by PA faculty. Success with FIPSE funded projects, University grants and SOG grant funds
7) Support actively the PAP Ph.D. program. Strengthen PAP program with added faculty commitment and involvement added resources and a steady state output of graduates.	PA has been a strong supporter of PAP program. Currently 4 of 6 Core courses are taught by PA faculty. PA faculty lead in chairing dissertations and committee service. Student enrollments are up as are completion.	Last four PAP PhD students with Chairs in PA have taken teaching appointments in schools of public administration. Two have published from dissertations and four have results applied in practice.
8) Further develop the Health Policy and Administration concentration into a stronger programmatic focus within the PA Division.	Hired a second faculty member with primary health focus. Added two with some health interests. PA faculty served as Director of Oregon MPH. Over one third of students in PA Division have health interests.	Health is a strong programmatic focus in PA. 2005 University graduate student scholar was a PA Division health student.
9) Further develop the Nonprofit concentration into a stronger program focus within the PA Division.	Hired a second faculty member with primary nonprofit focus. Formalized nonprofit specialization. Explored a NP degree track, i.e. MPA/NPM.	Nonprofit focus is a strong programmatic focus in PA. Fellows program generates students of color interested in MPA. PAP PhD students with nonprofit focus.

<p>10) Seek, prioritize and maintain networking opportunities and sustained relationships with other units across college, university and with other institutions. Build bridges to PSU graduate professional and undergraduate Liberal Arts departments, including:</p> <ul style="list-style-type: none"> - The development of an undergraduate certificate in American Humanics - Providing leadership for the University Studies Civic Leadership cluster - Exploring Professional Development Center partnerships 	<p>Leadership on FIPSE grant in civic education, research, curriculum development and civic leadership minor.</p> <p>Faculty affiliated status granted to faculty from other schools, i.e. Education and Social Work.</p> <p>Service on graduate committees in other departments, i.e., history, environmental sciences, etc.</p> <p>Leadership in sustainability.</p> <p>Leadership in community based learning.</p>	<p>The PA Division is a leading academic unit regarding collaboration across professional schools and with undergraduate programs.</p> <p>Leadership roles in University initiatives in community based learning, sustainability, diversity, and internationalization.</p> <p>In 2002-03, PA faculty members served as President and Pro-tem of PSU Faculty Senate.</p>
<p>11) Utilizing Hatfield School strategy # 4. "Government" to "governance." Conduct systematic review of the program at the mid-point of the accreditation cycle and during the self-study year.</p>	<p>Responding to SOG initiatives based on SOG reviews and PA Division priorities.</p>	<p>Revised PAP PhD Curriculum,</p> <p>Developed curriculum for Executive MPA and MPP.</p>
<p>12) Develop community service priorities.</p>	<p>FIPSE project research w/ community partners, student engagement and civic infrastructure.</p> <p>Began 100% evaluations of student placements for PA 509 Organizational Experience in 2005.</p>	<p>Progress, more to do.</p>
<p>13) Build upon our community service research and funding agenda.</p>	<p>Washington County funded a doctoral dissertation study.</p> <p>4 year Mt. Hood National Forest – PSU Partnership on Sustainability (LUCID).</p>	<p>Significant progress. More can be done. Plenty of examples here, health, non-profit, local government and natural resources.</p>

<p>14) Use the unique natural resource focus of the region to become a center for the study of and leadership in the governance of relationships between market forces and the complexities of the human and natural environments with special attention to regional sustainability.</p>	<p>ELI Programs: Army Corps of Engineers Leadership Development Program, Watershed Professionals and Executive Seminar Program.</p> <p>International programs on collaborative environmental management; i.e. Vietnam.</p> <p>Co-managed Oregon 2000 State of the Environment Report.</p> <p>SCOPE Project with NAPA.</p> <p>2002 Evaluation of Large Scale Watershed Program for US Forest Service.</p> <p>Cosponsor NW Sustainability Forums</p>	<p>PA Division is attracting masters and doctoral students interested in environmental governance, decision processes and sustainability.</p> <p>ENR is ranked 15th among PA Programs nationally</p> <p>ESP Program is premier program in region.</p>
<p>15) Recognizing and respecting the fact that different units of the school have different missions (School strategy 9).</p>	<p>Quarterly meetings among Division Chairs.</p>	<p>Integrate CCJ specialization into MPA and other emerging degrees</p>
<p>16) Develop promotion and tenure and post-tenure recommendations that incorporate external service contributions that comply with the Division's priorities.</p>	<p>Community service is a engagement</p>	<p>1999-2000 reviews provide mixed evidence on making community service as practiced by Division central in P&T reviews beyond School. 2005-06 will provide another test.</p>
<p>17) Recognize the effort and coordination necessary to work across different units of school/ college/ university and the community.</p>	<p>Projects in civic engagement, sustainability & international studies all underscore this. Similarly coordinating degree and certificate programs.</p>	<p>Recognized. In 2004-05, Division Chairs agreed to meet quarterly.</p>
<p>18) Assist in the development of an active Alumni Association that can assist recruitment and development for long term overall unit sustainability.</p>	<p>Developed a PA Alumni Association in 2000-2002 with special effort regarding women in PA. When leadership in Asso. Rotated, activity declined.</p>	<p>Work to do here. High interest among alums, needs direct attention from Division.</p>
<p>19) Encourage faculty publication.</p>	<p>Funding for conferences, support funded research buy outs, reduced load for new faculty to build habits of writing & publication. Co-authoring final reports and papers w/ graduate students.</p>	<p>More to do here but clear increase in number of publications. Five faculty currently have books under contract. Hiring Phil Cooper changes this profile quantitatively. Many others demonstrate productivity.</p>

20) Become the recognized regional leader in Leadership Development in Government, Nonprofits, Health and Tribal Communities.	See Executive Leadership Institute, Nonprofit Management Institute, Tribal Governance Institute, etc.	PA Division and Hatfield School of Government have become recognized leaders in leadership development.
21) Become a center for regional distance education/training for public service.	Off-site cohorts for MPA and training programs. Web-based technology training for faculty. Distance learning sections of some courses and tech support for many courses.	About half of PA faculty actively use tech support for courses. About half the faculty have taught part or most of a course using distance technologies. Technical ability is in place.
22) Encourage faculty projects with local agencies.	Plenty of evidence with individual faculty and through institutes.	Plenty of evidence that faculty and students are engaged. More can be done. New faculty are becoming more locally connected every year.
23) Explore alternatives to current degree programs (e.g., certificate programs) that may increase our access to various client groups (e.g., mid and senior level managers)	Explored and developed degree programs and certificates to meet client group needs, i.e. INPM Fellows Program; ELI ESP; ELI – Public Safety Program; design Tribal Administration concentration; redesigned PAP PhD curriculum.	Certificate of Public Management at final review by Oregon Board of Higher Education. ESP Program and ACE Advance Leadership Program via ELI. Executive MPA in final University review. MPP in review by University.

B. Program Changes

Programs in the PA Division are dynamic. Changes are made over time in response to information from faculty, students and community partners. There are several changes that have occurred since the last accreditation review, several changes that are in development and several that are anticipated. This section reviews program changes important to the MPA. The MPA/HA receives attention along with the MPA in domains like AREA III Integrative Experience and receives attention in the specialization in sequence with the MPH/ HMP track. Changes in the MPA program include exploring the need for pre-requisites in statistics and basic American government; courses qualifying for the Skill Development Area II, methods associated with PA 509 and PA 512 (AREAIII) and changes in areas of specializations. Beyond this there have been discussions about how to link the MPA to areas of faculty competence in other parts of the Hatfield School and College.

The Division explored requiring a recent basic statistics course as a condition for admission. After a three-year experiment, the faculty with input from students and staff decided to not to require such a course, but recommend it. Similarly, the division has decided to allow courses that are not listed as specifically meeting the Area II Skill Development requirement to be used for that purpose on approval by advisor and consistent with the student’s program of study. Such a note was added in the 2005-06 University Bulletin. The Organizational Experience course, PA 509,

has received periodic attention over the last seven years. In 2004-05, a working group and the Divisional faculty invested significantly in reviewing this course, its methods, learning objectives and requirements. This is described elsewhere in this report. Similarly, the other option for AREA III, Option B PA 512 Case Analysis, has received periodic attention. It needs to be carefully reviewed and revised to meet the needs of students choosing this pathway for closure. This work will be undertaken in 2005-06.

Specializations in MPA. A program area that has captured the interest of faculty, students and community partners over the last few years is Area IV, our specializations. In 1998, the Division agreed to explore the development of a Tribal Administration Program (TAP) degree option structured in the MPA. Like the MPA/HA, the basic structure of the MPA degree would remain the same. Several Area I CORE courses would be designated for the TAP and a specialization field would be developed. With the support of a three-year FIPSE grant, the TAP specialization was designed and courses were offered. After the term of the FIPSE grant, it became clear that the specialization was not self-funding and that the Division and School could not support program delivery. The Institute for Tribal Government was created about the time the TAP was no longer offered. While the Institute does not offer a masters degree, it does continue to serve tribal leaders. Native Americans interested in the MPA can still complete the degree with a self-designed specialization. A number of Native Americans do this with specializations in natural resources, nonprofit management and health policy and administration. Also, a legacy of the TAP effort is great tribal content in many courses. There is clearly a need and opportunity to meet the learning needs of public service leaders in tribal communities. There is interest among faculty, some students and some community partners to do so. It is likely that a committee will be formed to re-assess this opportunity.

Another specialization area that has received attention of a working group is Global Management. The University, School and Division commitment to internationalization has spawned interest in such a specialization. A team of faculty, students and community partners has been exploring what a designated Global Management specialization might look like. The status of this exploration is a draft document. Work on this will continue in the next year. A similar working group was designated to revive the specialization in public personnel management. Faculty transitions (retirement, hiring and load shifting) caused the specialization option to deteriorate. There is a real opportunity to build a special program emphasis in public sector labor negotiation, public union labor management and labor history. Students and community supporters were successful in generating the demand to mount a three-course sequence in this area on a regular basis. A working group established to look at public human resource management curriculum will need to work with those interested in the labor relations focus to maximize the potential in this area. There is more work to do to redesign this specialization area to meet the needs of the current market. A specialization option in sustainability is being developed cooperatively across the college and university. The Division contributes to this specialization and mounts two courses in the domain. The specialization is still in development and will continue to receive attention.

Internationalization. An area of potential change that could have a significant influence on the PA Division and the MPA and MPA/HA degree programs regards internationalization. Prior to the late 1990s the international dimension of the Division of Public Administration consisted, for all intents and purposes, of a modest population of Middle Eastern students pursuing a degree indistinguishable from that sought by American students, and of limited teaching and research of a single faculty member. One of the most dramatic changes in the Division during the current reporting period is the mushrooming array of international opportunities and activities. These tend to fall into two clusters: (A) collaborative efforts, and (B) PSU-based efforts.

Collaborative efforts date from 2001 when a NASPAA grant supported exploratory steps toward a possible joint degree with several Chilean universities. Although circumstances in Chile were not supportive of this early initiative, by 2005 there were signs of renewed interest. The major collaborative effort, however, has been the signing of comprehensive agreements with three Chinese universities as the basis for projects to strengthen public administration education there. These agreements call for collaboration in teaching and research, and one PSU adjunct faculty member has already spent a term teaching in China. To avoid a negative effect on the PSU program much of the teaching and advising will be carried out by recent retirees and adjuncts. While the agreements are so recent we do not have a record of performance, strong support by PSU's central administration assures institutional support during a start-up period. Similarly, contracts signed by the Executive Leadership Institute have begun to pay off in terms of specific accomplishments. The 2003 hire of a faculty member to oversee a new Institute of International Public Service, the signing of a cooperative agreement with the World Wildlife Fund, and a partnership with the Tokyo Foundation and Waseda University to train Japanese local government officials reflect university commitments to creating institutional structures to guide and support the internationalization effort. Critically important to this rapid expansion has been the commitment of significant time and resources by PSU's president and senior administration.

PSU-based efforts, in contrast, generally represent individual faculty engagement with internationalization. Marcus Ingle created a new specialization for the MPA, Global Leadership and Management, which speaks to the interests of some international students as well as to a cadre of American students. Several have done or are doing their organizational experience projects from Vietnam to Guatemala and the United Arab Emirates. The MPA now offers four field courses in Canada and Mexico on a rotating basis. Some of the core faculty dedicated portions of recent sabbaticals to international projects, one held a Fulbright in Canada, and several recent hires and affiliated faculty bring relevant experience and skills to the program. With few exceptions the PSU-based efforts draw primarily on the energy of the faculty and therefore confront the inevitable complications attributable to competing demands on time. At the level of individual faculty initiative as at the level of institutional collaboration it is still early to assess the impact of internationalization on the program as a whole, but it is clear it responds to a significant emerging interest.

STANDARD 3.0 PROGRAM JURISDICTION

Governance and Mission: The faculty of the Public Administration Division has the size, competency and autonomy to govern degree programs and activities of the Division. This explicitly includes the MPA and MPA/HA, which are central to the Division's ability to accomplish its public service mission. The current jurisdiction, administrative structure and governing procedures have been in place since shortly after program mergers in the fall of 1996, the creation of the Hatfield School of Government, and the renaming of the College of Urban & Public Affairs. These structures and processes were in place at the time of the last NASPAA accreditation review. While complex, the governance arrangements are designed to ensure that the Public Administration Division faculty have authority over those aspects of academic life critical to effectively conducting the Division programs, explicitly the MPA and MPA/HA degree programs.

3.1 Administrative Organization

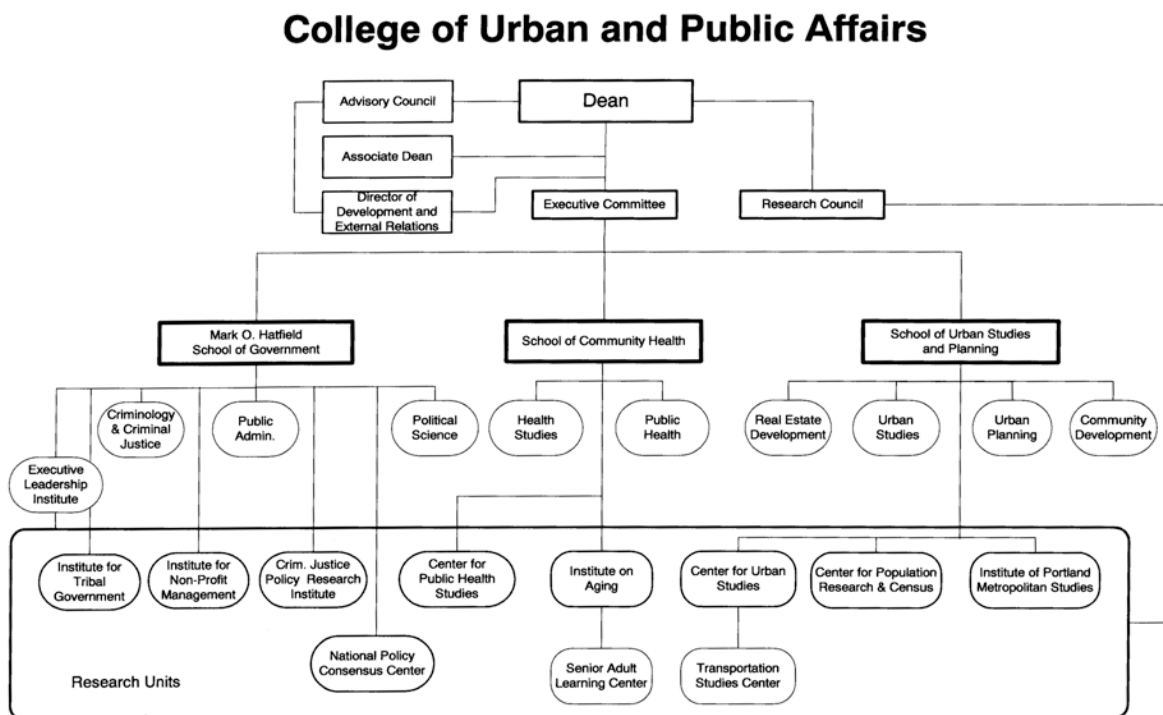
The Division of Public Administration is one of three instructional units in the Mark O. Hatfield School of Government. The Hatfield School also includes two additional instructional units, the Division of Political Science and the Division of Criminology and Criminal Justice; six public service and research institutes and centers, including The Executive Leadership Institute, the Institute for Nonprofit Management, the National Policy Consensus Center and the Institute for Tribal Governance; and a number of special programs including the Oregon Performance Internship and New Leadership Oregon. More specific information about other units within the School is available on line (<http://www.hatfieldschool.pdx.edu/programs/programs.php>).

The Hatfield School of Government is one of three schools in the College of Urban & Public Affairs (<http://www.upa.pdx.edu/>). The other schools making up the College of Urban & Public Affairs (CUPA) are the Toulon School of Urban Studies and Planning and the School of Community Health. Each of the other schools has associated public service and research institutes. Faculty and programs are assigned to the various schools for purposes of administration (See figure 3.1). While the Division of Public Administration has full access to other units within the School and College and there is significant cooperation and collaboration among units within the School and College, the PA Division has governance authority for programs within the Division. Of particular note for the MPA/HA are the resources available within the College through the School of Community Health and the resources available by design with the Oregon Health Sciences University and through cooperative arrangements with Oregon State University. For OSU, note that several health management track faculty have affiliated appointments with the Division of Public Administration.

The administrative structure is as follows. The Dean of the College of Urban & Public Affairs has three School Directors reporting directly. The Directors of each school function as department heads in the university governance policy. The Directors are elected by the faculty of each school for three-year terms and appointed per university policy by the Dean. In the School of Government, each Division has a Chair independently elected by the rostered faculty of that Division and appointed by

the school Director. Chairs serve three-year terms. The Chair has administrative responsibility for all aspects of the Division and reports directly to the Director of the Hatfield School. The Director of the School signs over the Chair on matters requiring university department head authority. The Division is recognized by the School of Government, the College of Urban & Public Affairs and Portland State University as a faculty unit with discrete responsibility for the MPA and MPA/HA programs.

FIGURE 3.1: Organizational Chart of the College of Urban & Public Affairs



Executive Committee: Dean, Executive Assistant, Associate Dean, Development Director, Three School Directors and Chair of the Research Council.
 Research Council: Directors of the seven research institutes. Meets once a month with a chair elected annually. The council meets once every quarter with Dean presiding.

3.2 Identifiable Faculty.

The Division of Public Administration is the faculty unit with primary responsibility for the program. That authority is recognized at all levels of the university. In general, tenure is appointed to the Division, not the Hatfield School of Government. The exceptions are School appointments for former elected officials. U.S. Senator Mark O. Hatfield, Gov. Barbara Roberts, U.S. Congresswoman Elizabeth Furse, and Portland City Commissioner Gretchen Kafoury, all have their appointments at the School level. Faculty appointments are recommended by the Division faculty and approved by the Director of the Hatfield School, Dean of the College of Urban & Public Affairs and Provost of the University. The faculty is of sufficient size and competency to govern the MPA and MPA/HA programs and other Divisional activities. The PA Division faculty (See Standard 5 for details) include 18 people with voting privileges within the Division; fourteen have their primary role assignment in the Division. Four others have administrative appointments within the University,

three have their tenure with the Division. These three include the Vice-Provost for Curriculum and Undergraduate Studies, Dr. Terrill Rhodes; Associate Dean of the College of Urban & Public Affairs, Dr. Craig Wollner; and the newly appointed Vice President for Finance & Administration, Dr. Lindsay Desrochers. Dr. Rhodes and Dr. Desrochers have held tenured appointments in programs of public administration at other times. This provides a robust faculty for governance.

3.3 Program Administration.

On-going responsibility for program administration is assigned to the chair of the Division. The Chair is elected by the Divisional faculty for a three-year term and appointed by the Hatfield School Director on recommendation to and approval by the Dean of the College, and then the Provost acting for the University President. The two public service institutes most closely related to the Division, ELI and INPM, have Directors that are appointed by the Director of the Hatfield School and serve at the pleasure of the School Director.

The Division maintains standing committees for critical aspects of governance, i.e. admissions, curriculum and promotion & tenure, and uses a variety of committees, task teams and disappearing workgroups to accomplish the administrative work of the division. Membership of these committees is governed by the faculty on recommendation of the Chair. In practice, such committees are often a mix of Chair and self-selection. Faculty, staff, students and community partners often volunteer for appropriate committees. As often the Chair or an appropriate faculty leader asks individuals to serve on committees. Membership is then affirmed by the faculty. All decisions of significance come from standing and ad hoc groups to the full faculty for deliberation and decision. Divisional decisions are then reviewed at the School, College, University (and Board of Education) levels as appropriate.

In general, a consensus model of governance is used with the Chair acting as facilitator. Confidential voting can be called for by any faculty member. Senior staff proctors such votes. Roberts Rules of Order guide formal decision-making. Minutes are kept, reviewed and approved. Divisional faculty meets monthly. The Chair and Institute Directors serve on the Hatfield School's Executive Committee that serves to coordinate activities among Divisions, Centers and Institutes and direct School wide initiatives.

Staff for the Public Administration Division is organized in a matrix type of model. A senior staff person, Assistant to the Director, oversees full-time Office Coordinators, part-time staff and students associated with the administrative aspects of the School. Each academic division is assigned an Office Coordinator. Division Chairs are involved in the selection and hiring of such staff. Division Office Coordinators are supervised by the Assistant to the Director and collaborate to accomplish the administrative staff functions for each Division and for the School as a whole. For example, each divisional office coordinator has primary responsibility for related student files. However all office staff can retrieve such files and answer questions related to other divisions. Division and program budgets are coordinated by the Assistant to the Director and a common calendar is maintained based on inputs from the Divisions. Graduate Assistants with special responsibility for newsletters, office

support and special projects, i.e. accreditation support, are supervised by the Office Coordinator and relevant lead faculty. The Divisional Chairs share in directing work and provides input for evaluation, promotion and other personnel action.

3.4 Scope of Influence.

A. General program policy and planning

The faculty of the division substantially determine MPA and MPA/HA program policy and planning. The limitations are those suggested above in the general governance guidelines and practices. There are university, college and school policies and procedures that guide most aspects of academic life. However, program planning and policy making originate at the level of the Division. On some matters, joint action is taken among Divisions in the Hatfield School to ensure school wide policy. Annual and quarterly planning is both a top down and bottom up approach. The university sets calendar and scheduling timelines. The College and School then set timelines and guidelines for the Division. The Division is free to establish timelines and guidelines that go beyond these standards but must comply with these minimums. For example, the Division is working toward a three year planning structure for course sequencing and scheduling. This is beyond the university requirements but serves the needs of the Division. Public Administration is currently in a privileged position. The senior administrative staff person in the Hatfield School served as the Program Office Coordinator for the Public Administration Department prior to the reorganization of the Hatfield School. The Division has an assigned Office Coordinator for the Public Administration Division but also has an experienced senior staff person who is familiar with Divisional activities. This enables the Division to obtain additional assistance for a wide range of needs including scheduling, budgeting, catalog copy and advertising. The School supports the Division, especially in budget and financing, and in the joint efforts in administering the doctoral program. The College has supporting services in research grants and contracts, personnel transactions, grievance procedures, coordination of curricular proposals and mitigation of potentially negative external influences. However, initiative to undertake programmatic change substantially rests with the Division faculty in collaboration with students, staff and community partners.

B. Degree Requirements

Within boundaries of university and Board of Education guidelines, the faculty of the Division have an unfettered ability to set degree requirements. Substantial changes in degree requirements, large changes in total hours or elimination of curriculum areas, do require a curriculum review process as do new program initiatives. Such changes are deliberated and decided at the Division level and then reviewed at higher levels of the University. Specifically, the decisions to require 60 quarter credit hours for the MPA and MPA/HA and to distribute those among for substantive curriculum areas are matters of Public Administration Division faculty prerogative. Details of current degree requirements are reviewed in Standard 4.

C. New courses and curriculum changes

Public Administration Division faculty are the ones who deliberate and determine curriculum changes and new course proposals. In practice, the initiative for new courses may come from permanent faculty, adjunct faculty, students or community partners. As the Division has grown in size and program complexity, we have taken to review new course proposals and curriculum change suggestions to an ad hoc committee or disappearing work group with primary interest in the domain. For example, if the course is a nonprofit related course, then a team would be assembled to review the change and make a recommendation to the faculty. Depending on the nature of the change and its significance, faculty, students, staff and community partners would be invited to serve on such a work team. New course proposals and curriculum changes require action by the Divisional curriculum committee whose responsibility is to look across the offerings of the Division reflecting the interests of the Division as a whole. Recommendations from the curriculum committee come to the faculty that finally acts. Divisional decisions are then reviewed by the School of Government, the College Curriculum Committee and then University level panels. New degree offerings and some new programs require action by the State Board of Higher Education upon recommendation by the University.

D. Admissions

Discretion over admissions policy is at the level of the Division with minimum standards set by the University and other levels of governance. The Divisional faculty through a standing admissions committee makes recommendations for admission. Standards for admission are published in the University Bulletin and become policy upon publication. (See the Bulletin on line at <http://www.pdx.edu/registration/bulletin.html>). The process for admission is determined by the Division limited by University policy. In general, students apply for admission by completing an admission packet. This file is managed by the PA Office Coordinator. The PA Division uses an open admission process whereby prospective students are admitted throughout the year. Once files are certified as complete by the Office Coordinator, they are reviewed by at least three members of the Curriculum Committee. The recommendation of the Curriculum Committee is reviewed by the Chair. When the recommendations by faculty are in agreement, the Chair largely accepts the recommendations. When recommendations are split, either more information is requested by the Chair or the Chair decides on the admission and admission status. The decisions by the Chair are reviewed by the Director of the Hatfield School who oversigns admission recommendations. Letters are then sent to prospective students conditional on University review of the file in the Office of Graduate Studies and Research. At present there are three categories of admission: regular, qualified and conditional. The regular admission category is for those students meeting or exceeding admission standards. The conditional admission is used for marginal students and includes interim performance standards, i.e. 3 core courses at a particular degree standard. Qualified admission is reserved for those who meet most admission standards but for whom specific work is required, i.e. additional statistical preparation, American government, English language or writing skills. In general graduate students must have an acceptable baccalaureate degree

or its equivalent and adequate English language skills as certified by TOEFEL tests or by accomplishing an undergraduate degree in English. In general, the Public Administration Division seeks to admit and serve all students who qualify for admission. A growing program and a greater demand by extra regional and international students make it likely that the Division will need to establish guidelines to select among qualified applicants in the near future. Such standards and processes to implement such standards are the prerogative of the Division.

E. Certification of degree candidates

Students work with their advisor to develop a plan of study. Faculty advisors can approve skill development courses and self-designed specializations and must approve students for Integrative Experience Option B (The PA 512: Case Study option for students with significant work experience). As students near completion of the degree it is recommended that they meet with their advisory to complete a work sheet that reflects degree completion requirements. Students apply for graduation by making application to the University and completing a GO-12. The GO-12 form enumerates all course work, its sequencing and grading. First the advisor approves this form. The application and file are audited by staff and then passed to the Chair for review. The Chair of the Division is the determining authority for degree certification. The Chair's signature certifies to the Faculty of the University that the degree candidate has completed all work and fulfilled all requirements for the degree. This certification is oversigned by the Director of the Hatfield School and then reviews are made by the University through the Office of Graduate Studies and Research. Through their Chair, the faculty of the Division have responsibility for awarding the degree, in the case of the MPA and MPA/HA, the Public Administration Division Chair is the only authority that can certify degree completion. Degrees are subject to review by other levels of the University and appeals are guided by policy and procedure at each level of the University.

F. Course scheduling and teaching assignment

The Division Chair in consultation and with consideration of faculty interests is responsible for scheduling courses and making teaching assignments. In practice, individual faculty negotiate their load with the Chair. Adjuncts by labor agreement are surveyed for their interests in teaching in the spring of each year. Faculty leads in various specialty areas, i.e. health, nonprofits and natural resources, make recommendations for the suite of courses important to meet the needs of the students. The Chair balances individual interests with Divisional needs. Total offerings are constrained by budget and faculty resources. An effort is underway to increase forward planning by creating a three year prospective course schedule. As the programs of the Public Administration Division become more complex, become larger in size and become more tightly linked with other units of the School, College and University, such forward planning becomes essential. Students regularly provide input on scheduling, sequencing and class size. In general with a growing number of pre-service students enrolled in the PA programs, there is an interest among students to have more courses offered during the day. Currently the Division accommodates this by offering courses in the late afternoon as well as the evening and in a variety of intensive formats. As the programs of the Division grow, more

courses can be offered during daytime hours. See details in Standard 4 for enumeration of course offerings over the last two years. Final authority for scheduling courses and balancing faculty load rests with the Division acting through the Chair.

G. Use of financial and other resources

The annual operating budget for the Public Administration Division is provided by the School of Government through the Dean of the College of Urban & Public Affairs. The University is obliged to provide funds sufficient to cover fixed costs of salaries and benefits. Each year the Division makes a budget request to the School of Government. The School of Government works with Division Chairs and Institute/Center Directors to develop a budget request. These budgets estimate costs of services and supplies and estimates for faculty travel, student wages, graduate assistantships, and adjunct salaries. A declining portion of these funds come from state general fund support. Increasingly, these items are dependent on tuition revenue estimates and redistributed overhead from research and service grants and contracts. Tuition dependent funds and self-support course returns are important revenue streams. Grants and contracts have risen significantly over the last seven years. Both the College and the School have the ability to shelter surpluses and redistribute funding. The Division has a discrete budget and the Chair has responsibility to meet the budget. See tables in **Standard 8.1B** for a breakdown of the PA Division Budget over the last two years.

H. Appointment, promotion, and tenuring of program faculty

In general faculty are appointed to the Divisions within the Hatfield School. Divisions have jurisdiction over appointment, promotion and tenuring of program faculty. Searches are made by the Division with representation on search committees from the School. Recommendations are made through the Chair to the Director of the Hatfield School who negotiates with the Dean and then the Provost for selection and offers of appointment.

By Hatfield School policy, the Divisional Promotion & Tenure Committees, when duly constituted, serves as for the School. The Divisional P&T Committee must have student representation and representation from another unit in the School of Government. PA Divisional faculty must reflect the nature of P&T reviews anticipated. Faculty subject to P&T review are notified well in advance. The committee is formed on the recommendation of the Chair by the Director of the School of Government. This allows the Committee to act for the School as well as the Division. Divisional representation dominates the committee. Faculty follow the procedures as outlined in the University and School guidelines. Recommendations from the P&T Committee go forward over the signature and recommendation of the Division Chair and then the School Director. They go to the Dean of the College. The Dean has a College P&T review committee that is advisory to the Dean. The Dean's recommendation goes forward to the Provost and finally to the President for final action. A similar process guides appeals.

The operating guidelines for P&T were revised in 1996 with modest changes as since then. These guidelines outline procedures and standards for promotion through all

ranks, the granting of indefinite tenure and post-tenure review for senior faculty. Recent contact agreements between faculty and staff unions and the University now make post-tenure review mandatory subject to departmental guidelines and annual reviews mandatory for term-appointed faculty and academic professional staff. These changes have taken place in the last two years. The College of Urban & Public Affairs is establishing guidance on the matter of post-tenure review. The Division will begin post-tenure reviews in the 2005-06 year.

Two faculty members will be reviewed for tenure and promotion to associate level. Four faculty are eligible for review to full professor. Seven faculty qualify for post-tenure review (only 1/3 will be reviewed in any one year). Three faculty will be reviewed in annual review of term faculty. One faculty member will be provided a review in anticipation of next years third year review. Beyond these required P&T actions, the PA Division reviewed retired faculty for emeritus status in each of the last four years. Also, adjunct faculty have requested that the Division establish a clear process and standards for review of adjunct rank designation. In short, the 2005-06 year has the promise of significant promotion and tenure actions.

In summary, while guided and constrained by University, College and School guidelines, all initial decisions on appointment, promotion and tenure of Public Administration faculty rest with the faculty of the Division.

STANDARD 4.0—CURRICULUM

4.1 Purpose of Curriculum

Curriculum and Mission. The mission of the Public Administration Division is to develop the knowledge, practice of delivery, and management of services to the public. The division is dedicated to preparing individuals for the exercise of competent and effective policy and administrative leadership. The division fulfills this mission by facilitating learning, promoting scholarship, improving practice, and engaging in public service.

This mission is informed by a statement of values offered at Standard 2: Program Mission. Together the mission and values guide what we do and how we accomplish what we do. For example, the emphasis on integrating theory and practice is evident in the Integrative Experience requirement (Area III), the differentiation of in-service and pre-service students and the learning model most commonly used in the classroom. The classroom learning methods are those of adult learning theory where integration of ideas is carried out at both the level of theory and the level of practice. Similarly, a concern for efficient, effective and ethical action permeates the curriculum.

4.2 Curriculum Components.

The curriculum is designed to meet the needs of current and future public service professionals and to meet the requirements of the University of which the Division is a part. Portland State University has as its earliest history meeting the needs of returning veterans from World War II. This established a sensitivity to scheduling, student services and other student support. The Public Administration benefits from this history in the flexibility it has to design a schedule and curriculum to meet student needs. Details of curriculum design requirements are enumerated below. The basic MPA and MPA/HA curriculum are detailed at Figure 4.2A1 and Figure 4.2 A.2 below.

A. Curriculum Components Descriptions

- 1. Credit System.** Portland State University is on the quarter system.
- 2. Length of Term.** The academic term is 10 weeks of instruction, plus one additional week for final examinations.
- 3. Number of Terms.** The University runs three terms an academic year from late September to the middle of June. On a calendar year basis there are four academic terms, including summer term.
- 4. Full-Time Status.** The University defines full-time status as nine to sixteen quarter credit hours a term. The minimum number of credits that can be taken as a full-time graduate student is nine per term. Technically there is no formal limit setting a maximum number of credits that can be taken by a graduate student in a given term. The MPA program discourages students from taking more than 12 credits. On occasion special circumstances necessitate a student taking 15 credits a term.

5. **Time Limitation.** The University requires that a master's degree be completed within a seven-year period. Courses that exceed the seven-year limit must be re-validated through a demonstration (exam or paper, etc.) of the student's mastery of course materials.
6. **Class Contact Hours.** A three credit hour class, which all MPA courses are, has a seat time of two hours and forty minutes, minus whatever break time is allowed, usually 10 to 15 minutes.
7. **Numbering System.**

100-299	Courses on the lower-division level.
300-499.A	Courses on the upper-division level.
4xx-5xx	Master's level graduate courses that are also offered as courses for undergraduates.
5xx	Graduate courses offered in support of master's degree level instructional programs.
5xx/6xx	Graduate courses offered in support of doctoral degree level instructional programs that are also offered as courses for master's level students.
6xx	Graduate courses offered in support of doctoral degree level instructional programs.

B. Course Distribution

The general expectation is that all courses taken for both the MPA and the MPA/HA are graduate level courses. For the common or core curriculum components this is true without exception. As will be discussed below, there are occasions when students in the public administration program will take classes that are designed as upper division/graduate level (400/500 level) course. These are courses usually offered by other units within the college or university and usually apply to the students' specialization area. In such exceptions, the students must complete the graduate requirements for the course to have it apply to the master's degree. Similarly most courses offer by the PA Division are 3 graduate credit courses. On some occasions when appropriate to their course of student students take courses from other units in the College or University where graduate courses are taught on a 4 credit hour basis. Credit hour quantification is determined by class meeting time, about ten hours per credit hour generation. This may mean that a student takes more than the minimum 60 hours to complete the degree.

**Distribution of Course Credits
Common Curriculum Components**

Course Level	Required Prerequisite	Required Graduate	Additional Curriculum Components	Total
Lower Division	0	0	0	0
Upper Division	0	0	0	0
Upper Div. & Graduate	0	0	0	0
Exclusively Graduate	0	45	15	60
Total	0	45	15	60

C. Capable Professionals

The MPA faculty have worked diligently to ensure that its graduates have received a highly relevant and efficacious educational experience; one that prepares pre-service students to be competent and effective leaders in public affairs, and in-service students to enhance their capacities as managers and leaders through the opportunities provided for reflection and integration of new knowledge. For both the pre- and in-service student there is a commitment by the faculty to create and maintain a setting and set of experiences that enhance the students' values, knowledge, and skills to act ethically and effectively. The mission statement obligates the public administration program to work for a furtherance of the knowledge base of the discipline and its practice. To accomplish that requires both faculty and students to be actively involved, and for the former to be effective role models. The public administration program has historically involved practitioners in a variety of capacities, but principally as instructors in highly technical courses where practice is the true crucible of learning, in order to place students at the cutting-edge of practice and knowledge, and their integration. The most recent modifications to curriculum were directed toward strengthening the creative and analytical abilities of MPA and MPA:HA students.

D. Assessment and Guiding Performance

The following discussion pertains to the MPA and MPA:HA degrees. Standard 2.2 Assessment, provides a rather lengthy explanation of the multiple assessment activities that have been undertaken by the Public Administration Division over the last seven years. The Division's most serious efforts in gathering assessment and evaluation data began the years following the merger of the Lewis and Clark and PSU MPA programs and the reframing of the curriculum as a result of that merger. Because of the differences that existed in the programs at the time of merger, it became imperative that an extensive review and overhaul of the combined curriculums take place. As a part of that process a new statement of mission and program values emerged as a product of in-depth discussions and surveys with our learning community: faculty, staff, students, adjunct instructors, agency and organization officials, community leaders and university administrators. Those efforts and ones undertaken more recently have been the bases of our present curricular offerings.

For the past two-years the Division has concentrated its assessment work to support efforts of the University's curricular assessment initiative. All programs —graduate and undergraduate, are required to participate in the University's regional accreditation that occurs during Academic Year 2005-06. A division team of faculty and students has held monthly meetings for the past two-years to translate and implement assessment methodology designed by the Center for Academic Excellence. Dr. Sherril Gelmon, A PA Division nucleus faculty member, has been chairing the University's Accreditation Committee. Beginning with a program's statement of mission and values, units are required to demonstrate how its curricular offerings incorporate mission and values. Units then articulate learning objectives for each course offering, and assess how the learning objectives relate to the overall purpose and function of a given course, and the extent and manner they reflect mission and values. Program portfolios are developed for the curriculum in relation to degree requirements, student needs and objectives, and expectations of agencies employing program graduates and interns. Multiple assessment techniques are employed. Students, alumni, and employers making up the public administration learning community are surveyed for inputs on the adequacy and efficacy of curricular offerings. Students provide feedback via course evaluations, focus groups and questionnaires pertaining to adequacy of course offerings, quality of instruction, and preparation for employment and/or advancement. Similar information comes from adjunct faculty, community leaders and agency/organization officials. The aggregate of these data, in both quantitative and qualitative form, provide much of the content of the portfolio. The remaining data content results from the use of the above information to change and adjust mission, values, program and course objectives, and course content.

The PA Division is presently at the stage of designing instruments to assess the several constituent groups within our learning community. Data gathering will be undertaken during Academic Year 2005-06. The significance of the University Assessment Initiative for the NASPAA self-study and accreditation process is the realization that the process and products mirror the requirements set forth by NASPAA.

E. Graduate Classes

Public administration classes are generally not available to undergraduate students. In turn, all common curriculum components are at the graduate level. On a case-by-case basis, a student might be allowed to take one or two of the elective courses (5 required) for the area of specialization in a 400/500 offering. All other courses would have to taken at the 500 or 600 level.

F. Required Prerequisites

No prerequisite courses are required for entry to the program. However, two prerequisite courses are required for advancement within the curriculum once one has been admitted and begins course work. PA 511 Public Administration must be taken before one is allowed to take PA 540 Administrative Theory and Behavior (or PA 541 Organizational Behavior in Health Service Organizations for those

specializing in the MPA:HA degree option). The second prerequisite is PA 551 Analytic Methods I, which must be taken prior to the second of the two-course quantitative sequence, PA 552 Analytic Methods II. The only exception to this latter requirement is for students who have had a data analysis course of similar scope, or where a student has had extensive data analysis experience. Exceptions must be approved by instructor(s) responsible for the 551-552 sequence. If an exception is made, the student would be allowed to waive the substantive requirement for PA 551, but not the credit hour requirement. One would then take an additional elective course in order to complete the required 60 credits.

4.2.1 Common Curriculum Components

A. Required Graduate Courses

Students seeking either the MPA or MPA:HA degree are required to complete a total of 60 credits. Of these, a total of 30 credits from Area I - Substantive Core is required of all students. For MPA students, in most instances, the only available option of substitution within Area I is with PA 585 Financial Management in the Public Sector, where a graduate course in economics can be used as a substitute. MPA:HA students take PA 586 Introduction to Health Economics in lieu of PA 585. (Recalled that while MPA:HA students are encouraged to take the two common core courses set within a health context—PA 541 Organization Behavior in Health in lieu of PA 540, and PA 573 Values and Ethics in Health in lieu of PA 513, they may elect to take the regular offerings). The only way in which a student can waive or substitute a required course is if one has either recently had a comparable graduate-level course, or is an acknowledged expert in the subject matter of a given course. Two examples might be noted: an experienced human resources professional being exempted from PA 590 Human Resource Management, or an experienced public sector budget and finance person having PA 582 Public Budgeting, or PA 585 Financial Management in the Public Sector waived because of their acquired technical knowledge. In either instance, the Division would waive the substantive requirement, but not the credit hour requirement.

Within Area II of the curriculum, all students are required to select three courses for a total of nine credits. The courses have the flexibility of electives but are required to ensure practical competence in particular skill areas. As suggested above, the idea is to allow students with their advisor to select a set of courses that alleviate areas of skill weakness, strengthen areas of desired competence and or complement the area of specialization. The exact slate of courses is a matter to be decided by the student with his/her advisor. The program requirement is that the three courses be applied skill-based.

Figure 4.2 A.1: MPA DEGREE REQUIREMENTS

AREA I – Substantive Core (30 Credits)

- PA 511 Public Administration (3)
- PA 513 Administrative Ethics & Values (3)
- PA 533 Public Policy: Origins and Processes (3)
- PA 534 Administrative Law and Policy Implementation (3)
- PA 540 Administrative Theory & Behavior (3)
- PA 551 Analytic Methods in Public Administration I (3)
- PA 552 Analytic Methods in Public Administration II (3) (*Prerequisite: PA 551*)
- PA 582 Public Budgeting (3)
- PA 585 Financial Management in the Public Sector (3) (or Economics course approved by advisor)
- PA 590 Human Resource Management in the Public Sector (3)

AREA II – Skill Development (9 credits)

- PA 532 Organization & Methods (3)
- PA 536 Strategic Planning (3)
- PA 545 Organization Development (3)
- PA 547 Interpersonal Communications in the Public Sector (3)
- PA 548 Advocacy Roles in Public Management (3)
- PA 549 Cross cultural Communications in the Public Sector (3)
- PA 550 Managing Information Resources (3)
- PA 554 Policy Analysis Research (3)
- PA 555 Program Evaluation and Management (3)
- PA 557 Operations Research in Public Administration (3)

Substitution of other skill development courses offered by the Division of Public Administration are allowed with approval of advisor.

AREA III – Integrative Experience (6 credits)

Integrative Experience is offered with two options and is available to students **only after they have completed 42 credits** in their master's programs. Option 1 is intended for "pre-service" students, those who have had limited or no administrative experience. Option 2 is for those students who have had at least three (3) years of full-time administrative or management experience in public, non-profit, and/or health care organizations.

Option 1: PA 509, Organizational Experience (6) *Pass/No Pass Only*

Or

Option 2: PA 512, Reflective Practice and Case Analysis (3) **plus**
one elective (3 credit) course approved by your advisor.

AREA IV – Field of Specialization (15 credits)

The student's advisor must approve specialty areas and courses. The Division of Public Administration offers Specialty areas and courses in public sector human resource management and labor relations, nonprofit management, natural resources policy and administration, health policy and administration. Areas may also be selected from other departments or divisions within the University and may be put together as Multi-disciplinary endeavors.

TOTAL CREDITS: 60

Revised 9/03

Figure 4.2 A.2 : MPA:HA DEGREE REQUIREMENTS

AREA I – Substantive Core (30 Credits)

PA 511	Public Administration (3)
PA 533	Public Policy: Origins and Processes (3)
PA 534	Administrative Law and Policy Implementation (3)
PA 541	Organizational Behavior in Health Service Organizations (3) or
PA 540	Administrative Theory & Behavior (3)
PA 551	Analytic Methods in Public Administration I (3)
PA 552	Analytic Methods in Public Administration II (3) (<i>Prerequisite: PA 551</i>)
PA 573	Values & Ethics in Health (3) or
PA 513	Administrative Ethics & Values (3)
PA 582	Public Budgeting (3)
PA 586	Introduction to Health Economics (3)
PA 590	Human Resource Management in the Public Sector (3)

AREA II – Skill Development (9 credits)

PA 545	Organization Development (3)
PA 576	Strategic Planning in Health (3) or
PA 536	Strategic Planning (3)
PA 579	Health Care Information Systems Management (3) or
PA 550	Managing Information Resources (3)
PA 588	Program Evaluation & Management in Health Services (3) or
PA 555	Program Evaluation and Management (3)

Substitution of other skill development courses offered by the Division of Public Administration will be allowed with approval of your advisor.

AREA III – Integrative Experience (6 credits)

Integrative Experience is offered with two options and is available to students **only after they have completed 42 credits** in their master's programs. Option 1 is intended for "in-service" students, those who have had limited or no administrative experience. Option 2 is for those students who have had at least three (3) years of full-time administrative or management experience in public, non-profit, and/or health care organizations.

Option 1: PA 509, Organizational Experience (6) *Pass/No Pass Only*

Or

Option 2: PA 512, Reflective Practice and Case Analysis (3) **plus**
one elective (3 credit) course approved by your advisor.

AREA IV – Field of Specialization (15 credits)

(Other courses not listed may be approval by your advisor)

Core Specialization Courses – Required: (6 credits)

PA 570 Health Administration (3)

PA 571 Health Policy (3)

Three courses selected from the following: (9 credits)

PA 577 Health Care Law and Regulation (3)

PA 578 Continual Improvement in Health Care (3)

PA 587 Financial Management in Health Services (3)

PA 589 Research Methods in Health Services (3)

PA 574 Health System Organization (3)

Revised 9/03

TOTAL CREDITS: 60

There is room for substitution in Area II - Skill development, based on review by the student and advisor. The criteria for substitution is that the course be a skill-based or applied practice course and the course serves to alleviate weakness, enhance desired competence and or complement the field of specialization. An example might be a request from a student with an interest in enhancing policy analytic skills in support of a field of specialization in health policy and administration or natural resource policy and administration, to substitute a cost benefit analysis course offered by the School of Urban Studies and Planning. Such a substitution would meet the criteria listed above and would meet the test of the mission and values statement, of serving the learning needs of students, to prepare such individuals for competent and effective policy and administrative leadership.

All students are required to complete six credits in Area III - Integrative Experience. There are two options available. Option One is required for all pre-service students defined as those with less than three-years of administrative experience. Here, pre-service students serve in an organizational placement (internship) under the joint supervision of a core faculty member and an approved agency official. Option Two is for in-service students who have more than three-years of full-time administrative or management experience in public, non-profit, and/or health care organizations. In this option students take a course on Reflective Practice and Case Analysis (PA 512), along with a closely coupled elective course. In all cases, the two options are available only after students have completed 42 credits in the master's program. This brings the total number of required course credits to 42-45, depending on the option [30 (Area I) + 9 (Area II) + 3 or 6 Area III)].

If the Area II credits are included in the set of required courses then the number of required credits rises to 45 [30 (Area 1) + 6 (Area II) + 9 (Area III)]. If the Area II credits are seen as flexible and thereby contributing to student elected courses, then the total number of required course credits remains at 36. In reviews with the learning community, a primary concern has been balancing required courses for all students with flexibility to meet individual student learning needs. Some flexibility in the skill development area provides a way to meet both goals within the curriculum. There are two remaining required courses in Area IV - Field of Specialization for the MPA:HA students. MPA/HA students are required to take PA 570 Health Administration and PA 571 Health Policy. In other Area IV specializations, i.e. nonprofit management, environmental and natural resource policy and administration or public personnel management, there are strongly recommended courses governed by advisors but not courses required by Division policy.

B. Ethical Action

The curriculum enhances "students' values, knowledge, and skills to act ethically and effectively" by framing administrative action as the exercise of discretion. The concern for ethical and pragmatic action, developing professionals with a basis for prudential judgment, pervades the curriculum. This is what one would expect from a program with faculty deeply committed to the scholarly discourse in administrative ethics. Douglas Morgan, Terry Rhodes, Sherril Gelmon, and formerly Ron Cease and Budd Kass among other faculty have explicitly focused scholarship, teaching and practice in the areas of administrative ethics and the appropriate exercise of discretion. From the introductory

course in public administration, PA 511, where students are exposed to classic tensions in political economy with particular attention to the American experiment, through the Integrative Experience, a reoccurring focus is on how administrative action is shaped by constraints and opportunities. Such constraints result from policy and law, from organizational design and human behavior, from resource allocation and leadership capacity. In every instance the dilemma is framed, in part, as a problem of ethical action.

The Division of Public administration has a long tradition of teaching administrative ethics in a stand-alone course, and as an integral part of many other courses. See the following tables for a tabular representation of courses that emphasize ethical action. It is worth noting that concern for reflection on ethical action is not limited to a review of theory or philosophy, it also is built into the integrating experience as a critical aspect of reflective practice. That is, the curriculum specifically returns to ethical action as a part of the summative experience for the degree.

C. Curriculum Coverage

The curriculum has been reviewed by NASPAA repeatedly and in the last few years it has received considerable attention by the PSU Public Administration learning community, including faculty, students, and public service professionals. The curriculum meets the mission and values statement of the Division by developing and strengthening the knowledge and practice of the delivery and management of public service. The Division prepares students for policy and administrative leadership in a variety of organizational and institutional contexts, particular attention is paid to meeting the needs of mid-career or in-service students who are adult learners with significant practical experience. The Division recognizes the needs of pre-service students as modestly different from in-service students in terms of learner needs. The curricular goals are the same for all students. The curriculum seeks to balance general coverage of durable knowledge and practices in public administration with flexibility for students to meet the particular needs of their own learning and the requirements of the unique institutions in which they seek to serve the public.

Tables 4.21C.1-4 display the MPA and MPA:HA curricula against the NASPAA categories of common curriculum coverage. The matrix identifies those PA courses with a primary focus in an area of common coverage, those courses with a secondary focus, and those course requirements that have the potential to add to coverage in the common curriculum. The introductory course for all students is PA 511 Public Administration. That is true for the MPA:HA students as well, rather than have PA 570 Health Administration stand as the foundation course, because we consider that degree fundamentally to be a public administration degree. While PA 511 provides a survey of core areas in public administration, it also serves to provide a foundation of the intellectual traditions of American public administration. The focus is broadly institutional and includes a focus on nonprofit, special district and private sectors as well as the public sector. Because the MPA program offers specialization in nonprofit management, health policy and administration, public sector human resources and labor relations, and natural resource policy and administration, it is essential that the introductory course introduce the public policy and institutional aspects of public service. This course frames administrative action as a problem in the exercise of discretion and as such draws attention to ethical action, decision-making and problem solving. This is reinforced by the

learning methods used that include case application and experience-based reflective practice papers. Specific courses provide primary coverage in human resources; budget and finance; policy and program formulation, implementation and evaluation; legal institutions and processes; organization and management concepts and behavior; computer literacy and applications; and quantitative and qualitative techniques of analysis. These areas of understanding are all covered by courses in Area I - Substantive Core, required of all students. Basic coverage of the public policy and organizational environment is reinforced in Area III - Integrative Experience. Area III also reinforces decision-making and problem solving.

Area II - Skill Development offers opportunities for students to develop a deeper understanding of many of the areas of common curriculum concern and build explicit competency in these areas. For example, courses are offered that explicitly address research and information skills, computer applications, policy evaluation, organizational development, analytic decision-making, and interpersonal development. Not all students will be exposed to the same courses, as Area II requires only requires three courses. However, because of the courses offered, all students have the opportunity to build a set of skill development courses that reinforced areas of the common curriculum and complement their specialization. Students may select Area II courses outside of those listed with approval of their advisor and consistent with their program of study.

Beyond the required courses, Area IV - Field of Specialization has the potential to strongly support common curriculum themes. For example, a specialization in non-profit management requires a basic course in the history of nonprofits. Such a course strongly reinforces students' understanding of social institutions and processes. Similarly, a specialization in health policy and administration or natural resources policy and administration requires substantive courses in related policy. These courses reinforce one's understanding of the policy process and the political and legal environment of public service. It is also possible for students to specialize in budget and finance; human resource management and labor relations; health policy and administration, or other areas that would contribute substantially to students' understanding in those areas.

MPA Curriculum

Area I: Substantive Core	Management of Public Service Organizations	Human Resources	Budget and Finance Process	Information Including Computer Literacy and Applications	Application of Quantitative and Qualitative Techniques	Policy and Program Formulation, Etc.	Decision-making and Problem Solving	Understanding Public Policy & Organizational Environment	Political and Legal Institutions and Process	Economic and Social Institutions and Process	Organization and Management Concepts and Behavior	Ethical Action
PA 511: Public Administration	.	o	o	c	c	o	o	o	.	.	o	o
PA 513: Administrative Ethics and Values		o					.				o	.
PA 533: Public Policy Origins and Processes				c	c	.	c	o	.			o
PA 534: Administrative Law and Policy Implementation		c		c		.	c	o	.			o
PA 540: Administrative Theory and Behavior	.	o				c	o	o			.	o
PA 551: Analytic Methods I				.	.		o					
PA 552: Analytic Methods II			c	o	.	c	o					
PA 582: Public Budgeting			.	o	o	c	c	o	c	c		
PA 585: Financial Management PS			.	o	.			o		o		
PA 590: Human Resource Management	c	.					c		o		.	c
Area II: Skill Development												
PA 532: Organization and Methods			o		o		.	o			.	
PA 536: Strategic Planning		o	o		c		.	o			c	
PA 545: Organization Development	.	o					c	o			.	c
PA 547: Interpersonal Communications in the Public Sector		c					c				o	c
PA 548: Advocacy Roles in Public Management						.	c	o	.	o		
PA 549: Cross-cultural Communications in the Public Sector		c					c				o	c
PA 550: Managing Information Resources			c	.	.							
PA 554: Policy Analysis Research				.	.							
PA 555: Program Evaluation and Management			o	.	.	.	c	o	o	o	o	
PA 557: Operations Research in Public Administration			o	.	.		.			o		
Area III: Integrative Experience												
PA 509: Org. Experience	o	o	c	c	c	o	.	c	.	.	.	.
PA 512: Case Study	.	o	c	c	c	o	.	c	.	.	.	.
Area IV: Specialization	o	o	o	o	o	.	c	c	c	o		

Key:

- = Primary Coverage
- o = Secondary Coverage
- c = Potential Coverage

MPA: HA Curriculum

Area I: Substantive Core	Management of Public Service Organizations	Human Resources	Budget and Finance Process	Information Including Computer Literacy and Applications	Application of Quantitative and Qualitative Techniques	Policy and Program Formulation, Etc.	Decision-making and Problem Solving	Understanding Public Policy & Organizational Environment	Political and Legal Institutions and Process	Economic and Social Institutions and Process	Organization and Management Concepts and Behavior	Ethical Action
PA 511: Public Administration	.	o	o	o	c	o	o	o	.	.	o	o
PA 533: Public Policy Origins and Processes				c	c	.	c	o	.			o
PA 534: Administrative Law and Policy Implementation		c		c		.	c	o	.			o
PA 540: Administrative Theory and Behavior	.	o				c	o	o			.	o
PA 551: Analytic Methods I				.	.		o					
PA 552: Analytic Methods II			c	o	.	c	o					
PA 573: Values and Ethics in Health		c					.				o	.
PA 582: Public Budgeting			.	o	o	c	c	o	c	c		
PA 586: Introduction to Health Economics			.	o	o	c	o	c	c	.		
PA 590: Human Resource Management	c	.					c		o		.	c
Area II: Skill Development												
PA 576: Strategic Planning in Health		o	o		c		.	o			c	
PA 545: Organization Development												
PA 579: Health Care Information Systems				.	.			o			c	
PA 588: Program Evaluation in Health			c	.	.	c	.	o	c			c
Area III: Integrative Experience												
PA 509: Org. Experience	o	o	c	c	c	o	.	c	.	.	.	.
PA 512: Case Study	.	o	c	c	c	o	.	c	.	.	.	.
Area IV: Specialization												
PA 570: Health Administration	o		c	c	c	c		c		o	o	c
PA 571: Health Policy			c	c	c	.	c	o	o	c		c

Key:

- = Primary Coverage
- o = Secondary Coverage
- c = Potential Coverage

One area of common curriculum coverage that is weak is the theme of economics. While the private sector is considered and general concepts of markets and economics are offered in PA 511, neither macro nor microeconomics is the focus of the course. Analytic techniques common to economic analysis are taught in other courses but without the economic theory background typically brought to bear in an economics

program. However, courses in economics are required or recommended in several of the specializations. For example, students pursuing the MPA/HA are required to take PA 586: Introduction to Health Economics. Similarly, students electing the environmental and natural resources policy and administration specialization are strongly encouraged to take a course in environmental or natural resource economics. Courses in economics or with high economics content are offered within the Division, within the College of Urban and Public Affairs, and across the University. However, there is no current requirement in the MPA curriculum that explicitly covers economics.

In summary, the MPA and MPA:HA curricula provide primary coverage of all areas of common curriculum concern, with the possible exception of economics for the non-health MPA students. Economics is covered in a number of courses in a secondary way. The curriculum meets the concerns for providing a basis for ethical action and meets the mission of the Division.

4.2.2 Additional Curriculum Components

A. Elective Design

Area IV - Field of Specialization for both MPA and MPA:HA degrees has as its underlying rationale to provide students with an opportunity to acquire a depth of specialized knowledge and training, beyond that provided by the common core. The specialized courses further complement the learning experience associated with the field practicum/integrative experience. Students commonly join them together. In the case of the MPA:HA, students are required to select an organizational experience with a health-related organization, and their electives must all be fulfilled with health-related courses. The additional curriculum components help to bring the Division mission and supporting values to fruition by enhancing the capacity of students to be competent and effective public officials. Completion of a specialty area also puts a pre-service student in a more competitive position in seeking employment.

The MPA degree asks students to select 15 credit hours of electives (5 courses) with the advice of their advisors. The MPA:HA degree requires two specialization courses and so allows for only 9 credit hours of student choice electives (3 courses). In other specializations there are course that are strongly recommended by advisors in the specializations but not required by Division policy as is the case with the MPA/HA. Courses taken under Area IV - Field of Specialization generally are for a specialization. In addition to the specialty areas provided by the Division of Public Administration, students may choose a specialty from courses in another school or department, such as criminal justice or land use and planning administration, or may put together with consent and assistance of the advisor, a multi-disciplinary specialty such as public involvement, policy analysis or advocacy.

B. Elective Courses for Broad Advanced Training

As has been mentioned earlier under this standard, there is a block of courses in the present curriculum that might be referred to as restricted electives (see Area II - Skill Development). These courses cover the topics of communications, strategic planning, management of information systems, program evaluation, organization development, and operations research. MPA students are required to select nine credit

hours (3 courses) from a list of 10 offerings. These courses provide "broad advanced training." This part of the curriculum was designed to reflect the concerns of the PSU MPA learning community to strike a balance between the required courses for all students with flexibility to meet individual learning needs. The approach of increasing flexibility in the skill development area provides a way to meet both goals within the curriculum. This further reflects the recognition of the variability that needs to be present in carrying out the mission of the program. Furthering the competence of students to be effective public officials necessitates a range of curricular options to be in place to meet particularized interests and needs. For the MPA:HA students who have the specialty built into the degree, flexibility is replaced with the need to have particular skills useful for students in the health field. In both the MPA and the MPA/HA substitution of courses in Area II is possible with consent of the student's advisor.

MPA and MPA: HA students, under special circumstances, would be allowed to take one or two elective courses at the 400/500 level in which a small number of advanced undergraduates might be registered. Such would be the case where a student wished to register for a graduate political science or economics course, where the majority of graduate courses are at the combined 400/500 level. The student, however, would be required to register for graduate credit and to fulfill graduate course requirements

Table 42.2. Elective courses for MPA and MPA:HA students:

- PA 519 Civic Capacity (3)
- PA 520 Introduction to Nonprofit Management (3)
- PA 521 History and Foundation of the Nonprofit Sector (3)
- PA 522 governance of Nonprofit Organizations (3)
- PA 524 Financial Management in Nonprofit Organizations (3)
- PA 525 Grant Writing for Nonprofit Organizations (3)
- PA 526 Fundamentals of Fundraising in Nonprofit Organizations (3)
- PA 528 Organizational Leadership and Decision Making in Nonprofit Organizations (3)
- PA 529 Nonprofit Field Study in Oaxaca, Mexico (3)
- PA 532 Organization & Methods (3)
- PA 539 National Policy Process (3)
- PA 536 Strategic Planning (3)
- PA 543 Creating Collaborative Communities (3)
- PA 544 Building Healthy Communities (3)
- PA 545 Organization Development (3)
- PA 546 Supervision in the Public Service (3)
- PA 547 Interpersonal Communications in the Public Sector (3)
- PA 548 Advocacy Roles in Public Management (3)
- PA 549 Cross Cultural Communications in the Public Sector (3)
- PA 550 Managing Information Resources (3)
- PA 554 Policy Analysis Research (3)
- PA 555 Program evaluation and Management (3)
- PA 557 Operations Research in Public Administration (3)
- PA 564 Current Issues in Environmental Policy & Administration (3)
- PA 565 Natural Resource Policy & Administration (3)
- PA 566 water Resources Policy & Administration (3)
- PA 567 Energy Resources Policy & Administration (3)
- PA 568 Forest Policy & Administration (3)
- PA 569 Fish and Wildlife Policy & Administration (3)

(Continuation of Table 4.2.2. Elective courses for MPA and MPA:HA)

- PA 572 Health Politics (3)
- PA 574 Health Systems Organization (3)
- PA 576 Strategic Planning in Health Services (3)
- PA 577 Health Care Law and Regulation (3)
- PA 578 Continual Improvement in Health Care (3)
- PA 579 Health Care Information Systems Management (3)
- PA 587 Financial Management in Health Services (3)
- PA 588 Program Evaluation and Management in Health Services(3)
- PA 589 Research Methods in Health Services (3)
- PA 591 Policy Issues in Public Human Resource Management (3)
- PA 592 Volunteer and Volunteer Management (3)
- PA 595 Collective Bargaining: The Legal Framework(3)
- PA 596 Collective Bargaining: Negotiations & Impasse Resolution (3)
- PA 597 Collective Bargaining: Administering the Agreement (3)
- PA 598 Values-Based Management (3)

C. Elective Courses for Specializations

Each of the four specialty areas of the curriculum provided by the Division of Public Administration shares a common purpose: to provide students with an opportunity to acquire knowledge, skill, and competence in a significant segment of public policy and public service. The elective specialty courses are designed to go beyond the introductory material on the subject matter that is provided in the common curriculum. Specialty courses build a foundation from which students are able to acquire a working understanding of the significant public policy issues, programmatic values and objectives, ethical issues, appropriate methodologies for analysis, major institutions involved, and the key actors. Within each specialty area every effort is made to provide as comprehensive and integrated package of courses as is possible. By and large, it is within the specialty courses that the academically qualified practitioners play their most significant and valued role as instructors. The majority of specialty courses are taught by adjunct faculty in order to provide students access to the up-to-the-moment technical expertise that practitioners acquire from being involved on a day-to-day basis with the operational dimensions of the policies and programs of a specialty area. That is a value judgment on the part of program faculty, and one that guides our commitment to utilizing Divisional resources for the employment of practitioner faculty.

All students within the MPA degree program are required to participate in a specialty area of their choice. MPA:HA students select their specialty area at the time they opt for the MPA: HA degree. The specialization with the largest number of students is that of health policy and administration, with some 75 students involved a year. That is a reflection of a number of factors including the long-standing relationship between the PA Division and the Oregon Health Sciences University and our collaboration on the Oregon MPH (Tied as second in the nation by reputational ranking). The Nonprofit Management specialization is the fastest growing of the four specialty alternatives offered by the Division reflecting the growing importance of nonprofits in public service delivery and to civic life.

Figure 4.2.2.C: Specialty Areas Beyond the Core Curriculum MPA and MPA:HA

Public Sector Personnel Administration and Labor Relations

PA 591	Issues in Public Personnel Management (3)	(Not recently offered)
PA 593	Discrimination Law (3)	Noone, 1998
PA 594	Affirmative Action Planning (3)	Noone, 1998
PA 595	Public Sector Collective Bargaining: The Legal Framework (3)	Williams, 2004-05
PA 596	Public Sector Collective Bargaining: Negotiations & Impasse Resolution (3)	Williams, 2004-05
PA 597	Public Sector Collective Bargaining: Administering the Agreement (3)	Williams, 2004-05

Nonprofit Management

PA 520	Management of Not-for-Profit Organizations (3)	Morrow, 2004-05
PA 521	History & Foundation of the Nonprofit Sector (3)	Feeney/Dudley, 2004-05
PA 522	Managing Nonprofit Boards (3)	Golaszewski, 2004-05
PA 524	Financial Management in Nonprofit Organizations (3)	Sohl, 2004-05
PA 525	Grantwriting for Nonprofit Organizations (3)	Levine, 2004-05
PA 543	Creating Collaborative Communities (3)	Feeney, 2003-04

Natural Resources Policy and Administration

PA 510	Introduction to Sustainability Policy & Practice (3)	Allen, 2004-05
PA 510	Implementing Sustainable Development (3)	Cooper, 2004-05
PA 564	Issues in Environmental Policy & Admin. (3)	Gordon, 2004-05
PA 565	Natural Resources Policy and Administration (3)	Shinn, 2004-05
PA 566	Water Resources Policy and Administration (3)	Lavigne, 2004-05
PA 567	Energy Resources Policy and Administration (3)	Hammarlund, 2004-05
PA 568	Forest Policy and Administration (3)	Robinson, 2004-05
EC 532	Environmental Economics (4)	Ervin, 2004-05

Health Policy and Administration

PA 510	Building Healthy Communities (3)	Feeney, 2003-04
PA 572	Health Politics (3)	Wallace, 2004-05
PA 574	Health Systems Organization (3)	Julnes-Rapida, 2004-05
PA 576	Strategic Planning in Health Services (3)	Gelmon, 1997-98
PA 577	Health Care Law and Regulation (3)	Gelmon, 2004-05
PA 578	Continual Improvement in Health Care (3)	Bonanno, 2003-04
PA 587	Financial Management of Health Services (3)	Gelmon, 2004-05
PA 588	Program Evaluation and Management in Health Services (3)	Wallace, 2004-05
PA 589	Research Methods in Health services (3)	Gelmon

The Institute for Nonprofit Management affiliated with the Division serves as a conduit for attracting graduate students to this specialization. There are approximately 50 students involved. The Public Human Resource Management and Labor Relations area attracts about a dozen students a year as a specialty area. That number is driven largely by a relative scarcity of available jobs and the difficulty of gaining employment in the HR/labor relations field. Environmental and Natural Resources policy and administration (ENR) specialization is rated fifteenth among public affairs schools. The Executive Leadership Institute associated with the Division devotes about half of its program activities to natural resource agencies and policies, which attracts students to the degree programs. The Division attracts students to the ENR specialization because of the importance of natural resources issues in the Pacific Northwest and the leading nature of related policy and law in the region. At present, about 25 students opt for the ENR specialization in any given year.

4.2.3 General Competencies

The MPA and MPA:HA curricula stress competency-building in Area II of the curriculum. This includes courses in communications, both written and verbal; decision making, problem solving, and ethical action; computer literacy and applications; quantitative and qualitative techniques of analysis; understanding the employee, management and legal requirements in human resources; budget and finance; policy and program formulation, implementation and evaluation; understanding legal institutions and processes; and, organization and management concepts and behavior. This range of general competencies represents the structure within which the program mission is realized. As has been mentioned throughout the analysis for this Standard, the program mission and related competencies are the collaborative product of the PSU MPA and MPA/HA learning community: faculty, students, staff, and public service community.

4.3 Minimum Degree Requirements

A. Degree Credit Hours

The MPA and MPA:HA degrees require 60 quarter credit hours of course work to be completed. All 60 credits must be taken for graduate credit. There are no provisions for students to reduce the number of credits required for graduation. In-service students with significant prior educational or work experience in a subject matter area might have a particular course waived, but not the credit hours. That holds true for pre-service students as well who may have had prior course work equivalent to a given course requirement.

B. Degree Length

The fastest that any full-time student would normally complete either the MPA or MPA:HA degree is five quarters, inclusive of the Integrative Experience. That would require one to carry 12 quarter credits of course work for four terms, and to complete the Integrative Experience in the fifth term for a total of 60 quarter credits. There are no exceptions for prior work experience or prior educational preparation.

At the present time an Organizational Experience (internship), as one option for Area III, Integrative Experience, is required of all students who have had less than three-years

of administrative experience. (In-service students who fulfill the prior work experience requirement undertake the second option within the Integrative Experience.) Six quarter credits are awarded for completion of the Organizational Experience. These six credits are sometimes taken over a two-quarter period covering approximately 22 weeks. A minimum of 150 hours of service is required. A commitment of one eight hour day a week for the internship will take nearly 19 weeks to fulfill the requirements.

MPA and MPA:HA: Students are required to submit to their internship coordinator (a core faculty person) an organizational experience contract which specifies the nature and parameters of the project to be undertaken, the task objectives and anticipated accomplishments, and learning objectives. It includes the name of the location with the agency in which the internship is to be performed, the name of the agency contact person who will supervise the intern, and the duration of the project. The contract is signed by the agency supervisor, the student, and the internship coordinator. The end of project report is submitted to both the agency and the internship coordinator for review and approval. Three people staff the PA 509 Organizational Experience courses and placements. One person is hired as a half-time internship coordinator supporting all PA Divisional students, one faculty person focuses on those completing the MPA, and one on those students pursuing the health administration option. These people are assisted by core faculty in the management of the integrative experience requirements. PA 509 was reviewed and revised this year. Materials related to this area are on line at http://www.hatfieldschool.pdx.edu/students/mpa_org.php.

C. Concluding Requirement

There are no concluding requirements of comprehensive examinations, thesis, or professional report beyond the 60 credits of course work to obtain the MPA or MPA/HA degree. The Area III: Integrative Experience is the closure requirement for the MPA and MPA/HA degrees.

D. Course Formats

Most MPA and MPA/HA courses are scheduled for one late afternoon or evening a week, usually 4:00 to 6:30 pm or 6:40 to 9:20 p.m. There are a few offerings in the early afternoon hours, scheduled for the full-time students. In addition, each quarter there are several weekend concentrated course offerings that meet on three Friday evening – all day Saturdays, or on four Saturdays. Whatever schedule that is used requires a minimum of 30 hours of classroom-contact time.

E. Transcript Analysis (See Table at end of Section)

4.4 Internships

A. Internship Design

The present PA 509 Organizational Experience seeks to provide pre-service students with a work experience that allows them an opportunity to deal with the praxis of theory and practice. Students are not normally allowed to begin the practicum until one has

completed, at a minimum, two-thirds of the degree (42 quarter credits). That helps to ensure that a student has had sufficient course work with which to be reflective about the delivery of public services and how theory can help to guide the substance and process of programs. Students are advised to choose an organizational experience that relates to their selected specialty area (MPA:HA students are required to do so). Internships sometimes last two terms, approximately 20 weeks, with students performing a minimum of 150 hours of service. Most often students are assigned to a staff project in which they may be part of a team, or have full responsibility for the task. An example might be developing the year's training schedule for the HR department of the City of Portland, or undertaking for Blue Cross-Blue Shield of Oregon a statistical analysis of costs associated with a particular medical protocol. In-service students registered under Option 2 of the Integrative Experience, register for PA 512, a course on reflective practice and case analysis in which they write a case analysis and reflective paper. An example of this endeavor might be a mid-career official taking the opportunity to reflect on present MPA training and analyze the sufficiency of people filling similar roles in their organization. The key is that the case reviewed is of their current employment setting and their reflection brings the concepts from across the curriculum to bear on their practice. As reflected in our mission and program values, this requirement provides students with a basis in practice in which to integrate course content. The Integrative Experience is guided by the expectation that the art of reflective practice will model professional service, thereby strengthening the ability of students to act ethically and effectively. Area III of the curriculum carries the weight of integrating course work across the curriculum. Internships normally span one term, approximately 10 weeks in duration, with students performing at a minimum 150 hours of service.

B. Internship Status

Internships are required of all students having less than three years of administrative experience in either the public sector, the health sector, or with a nonprofit organization. Students must have completed two-thirds of their degree requirements before beginning the internship. Students are granted six credits at the conclusion of a successful internship, including submission of the required project report and oral presentation. The organization experience is graded on a pass/no pass basis.

C. Internship Supervision

Students are required to submit to their internship coordinator an organizational experience contract which specifies the nature and parameters of the project one is to be responsible for, the task objectives and anticipated accomplishments, and learning objectives. It includes the name of the location within the agency in which the internship is to be performed, the name of the agency contact person who will supervise the intern, and the duration of the project. The contract is signed by the agency supervisor, the student, and the internship coordinator. The end of project report is submitted to both the agency and the internship coordinator for review and approval and then formally presented to the PA Division's learning community in an open forum.

Presently there is one internship coordinator and two faculty working with students completing the PA 509. The coordinators do have the assistance of core faculty in many dimensions of the field placement, including responsibility at times for supervision of the

placement. Internship faculty are regularly in contact with the student intern and the agency supervisor during the course of the internship, usually through in-person contact. Students usually state a preference for the type of agency, sector, and location in which to do the project. Either the student or the coordinator can negotiate the preliminary details of an assignment. About a third of the internships include a salary for the intern paid by the employing agency. For example, in the fall of each year, the Division is asked by the U.S. Veterans Hospital and Medical Center to nominate students vetted by the program to compete for up to three Work Coop assignments. Those selected participate in a work/study program that lasts for the duration of their degree program (minimum of one year). Participants are paid a stipend, plus benefits. Satisfactory performance usually leads to an offer of full-time employment with career conditional status.

D. Internship Placement.

Most students find the internship placement experience to be a valuable one. That has been particularly so for the pre-service student with little or no prior work experience, and also for those in-service students who may desire a career change. In those instances the value of the internship is not so much one of reflection and the acquiring of information about how public programs operate, but rather one of networking, making contacts, and testing out one's perceptions about an agency and/or the work performed. A fair number of students each year are able to turn their internships into employment opportunities. That is particularly true where one does not have to compete under merit system coverage. Virtual all pre-service students and many mid-career students complete the MPA and MPA/HA with the PA 509: Organizational Experience as the closure requirement. In the last four years, 138 students have completed organizational experiences (internships). Many students also serve in internship positions unrelated to the PA 509 course requirements.

4.3 E. Transcript Analysis

Required Courses	Cr	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
PA 509 Org Experience or PA 512 Case Analysis	6			P	P			I	P	P	P	I			P	P	P	P	P	P		A-		P	P	I	
PA 511 Public Administration	3	A	A	A	B	B-	A	A-	A-	A-	A	B+	A-		A	A	A-	A	A	A	A-	B	A	A	A	B	
PA 540 Administrative Theory & Behavior	3	A	B+	A-	A	B	A-	B+	B+	A-	A	B+	A	B+	B+	A	B-	A-	B+	A-	B		I	A			
PA 541 Organizational Behavior in Health Service Organizations	3																										
PA 533 Public Policy: Origins and Processes	3	M	B+	A-	A-	B+	A-	A	A-	A	A-	A-	A	B+	A	A-	A	A	A-	A	A	A-	A-	A	A-	B+	B+
PA 534 Administrative Law and Policy Implementation	3	B+	A-	B+	B+	A-	B+	A	A-	A-	A		A-	A-	A	A-	A-	A-	A	A	A-			B+	B+		
PA 551 Analytic Methods in Public Administration I	3	B+	A	A	A	B+	B+	B+	B	B+	A-	A		B	A-	B+	C	A	B+	B-	B	A		B	A	B-	
PA 552 Analytic Methods in Public Administration II	3	A-	B	A	A	A	B-	A	B+	A-	A-	A-		I	B+	B+	B	B+	B+	B	B		A	B+	A	B-	
PA 513 Administrative Ethics & Values	3	A-	A	A-	A-	B	A-	A	A-	A	A	A	A	B+	A	B+	A-	A-	A-	A-		B+	A	A-	A	B+	
PA 573 Values and Ethics in Health	3																										
PA 582 Public Budgeting	3	A	B	A	A	B	A	B+	A	A-	A	A	B	A-	B	A	A-	A	A-	A	B+	A-	A	A-	B	B	
PA 585 Financial Management in the Public Sector	3	A-		A-	A-	A-	A-		A-	B+	A	A-					A-	A	B+	A-	A-			A	A-	B+	
PA 524 Financial Management in NP organizations	3		M			B+										A											
PA 590 Human Resource Mgmt in Public Sector	3	A	I	A	A-	B	B+	A	B	A-	B+	A	A		A	A	A	A	A	A			A	A	A	I	
PA 586 Introduction to Health Economics	3																						A				

STANDARD 5.0 - THE FACULTY

Faculty Overview: The Public Administration Division has a dynamic, energetic and effective faculty, a faculty providing the resources to meet its mission. The Division is in the midst of a demographically driven faculty change. The last accreditation cycle captured a significant moment in Division history when the faculty from Lewis & Clark College's Public Administration Program merged with the Portland State University faculty effectively doubling the size of the PA faculty, expanding the range of competencies and specializations, and incorporating mature relationships among governmental agencies, nonprofit organizations and health institutions. That was eight years ago. The current dynamic is reflected in the retirement of five core faculty since 1998, including the founding director of the PA program. Four of those retiring were former program chairs or directors in public administration with significant institutional history and administrative capacity. These four now have emeritus status. In addition to replacing core faculty members, the Division has been able to add three fixed term faculty within closely related self-support units, i.e. the Executive Leadership Institute and Institute for Non-Profit Management. Also, several Portland State University and College of Urban & Public Affairs administrators have taken their faculty appointments within the Public Administration Division. In all cases, these appointments add important capacity. Similarly, faculty in other academic units have affiliated status in the Division and contribute to core divisional activities.

At the time of the last accreditation, the Mark O. Hatfield School of Government was created combining departments of public administration, political science and criminal justice in an over-arching school. While each department, now division, retains independent governance authority, the Hatfield School adds intellectual resources, scholarly outputs and faculty resources for graduate students. This is notable in the Public Administration and Policy (PAP) doctoral program but also is reflected in MPA substantive areas like global management, women in public affairs leadership, state and local government, and criminal justice. The Hatfield School of Government is part of the College of Urban and Public Affairs (CUPA). CUPA includes other nationally ranked Schools and programs; the Nohad Toulan School of Urban Studies and Planning and the School of Community Health. These schools offer additional faculty resources making contributions to the MPA and MPA/HA programs in supporting areas, i.e. conflict resolution, public health, and policy analysis, and allow students to build other specializations, i.e. community development, land use planning, transportation, sustainability, and urban policy.

The Public Administration Division in the Hatfield School of Government is responsible for its own governance matters, including curriculum, promotion and tenure, strategic direction of Division programs and primary administrative matters (admission, student petitions, certifying degree completion). The fact that the Division is a part of the Hatfield School, College of Urban and Public Affairs and collaborates with other units to accomplish its work is reflective of the way most public service is delivered today. It does not diminish; it in fact underscores the importance of a credible Public Administration faculty. The dynamics of the last

seven years have allowed the Public Administration Division to increase faculty diversity, expand domains of faculty and program competency, and maintain or enhance faculty quality as measured by teaching, research and service. On-going feedback from students, advisory groups and community partners have provided valuable guidance on the strategies for filling open positions and creating new fixed term positions. This standard explores the nature of Public Administration Division faculty.

5.1 Faculty Nucleus.

A. Critical Mass

The Public Administration Division has a faculty nucleus that is primarily responsible for the professional graduate program, specifically the MPA and the MPA/HA. The faculty consists of 18 core, 10 affiliated and 31 adjunct faculty. In addition to faculty with appointment in the Division, The Hatfield School holds appointments of important resources for the Division including former Senator Mark Hatfield, former Governor Barbara Roberts, former U.S. Representative Elizabeth Furse, former City Commissioner Gretchen Kafoury, and School Director Ronald Tammen. The core faculty has the authority and responsibility to govern Public Administration Division programs. Fourteen of the 18 core faculty have their primary workload within the Division. (One person included in the 18 is PSU's newly appointed Vice President for Finance & Administration who will take up her appointment in Fall 2005.) There are an additional 10 people with affiliate status making significant contributions to specific curriculum and activities within the Division but without full voting rights. The distinction offered above is a matter of policy (Hatfield School) and reflected in the letters of appointment offered by the Division. The focus for the faculty nucleus should be on the eighteen people who will have full voting rights within the Division of Public Administration.

While the focus is on the 18 faculty who have full voting rights, it will be important to consider affiliated faculty in a number of instances. For example, three affiliated faculty are core faculty members in the Oregon Master of Public Health – Health Management & Policy (MPH-HMP) track with primary appointments at other institutions, i.e. Oregon State University. While the MPA/HA is governed by the PA Division, a number of courses critical to the MPA/HA are also critical to the MPH – HMP. In these instances, advice from affiliated faculty on recommendation of Division health related faculty is carefully considered in Divisional decision-making. Similarly, other affiliated faculty offer significant competency in areas of public budgeting and public finance. Given their primary administrative positions as Interim Chancellor of and Vice-Chancellor for Finance & Administration in the Oregon University System and as Chief Operating Officer in the Maseeh College of Engineering and Computer Science at Portland State University, these affiliated faculty do not generally participate in Division governance. However, these people can be expected to be regular and significant contributors in curriculum matters related common core curriculum elements regarding to public budgeting and finance.

This serves as a reminder that diversity related to program mission can show itself in many ways. In the PSU MPA program, faculty diversity has at least three

dimensions: gender, ethnicity and program area competency. The Division has taken advantage of retirement dynamics and other hiring opportunities to increase diversity in all dimensions. Specifically, half of the core faculty is female (nine out of eighteen) and three are of ethnically diverse backgrounds (Native American, black and Asian). Affiliated faculty maintain a similar gender balance and contribute to the proportion of faculty in traditionally underrepresented classes. Importantly, a number of other faculty have competency in diverse cultures and different countries. For example, in addition to the faculty member who is Native American, several other faculty work regularly with tribes, have scholarship related to Native Americans, or contribute to the professional education and development of tribal leaders. Similarly, through the Institute in Nonprofit Management, PA faculty assist in developing the next generation of local leaders in communities of color. As another example, one member holds a secondary appointment at a Mexican University and has fluent Spanish language skills and a cross-national scholarly agenda. Others have been employed or consulted with the UN, other international institutions, and with organizations in other countries. An important issue for the PSU MPA program is meeting the expectations of public service administration in a global political economy and the demand for professional education from international students. A dramatic realization for the Public Administration faculty was a posting of locations in the world they have completed professional work. With the exception of Sub-Saharan West Africa, the PA Division faculty has extensive and long established relationships across the nation and around the globe. Taken together these changes in diversity represent a dramatic difference in the last seven years.

Programmatic diversity is also important to a Division that is large in size and increasingly complex in specialization offerings. Four formalized specialty curriculum concentrations: public sector personnel administration and labor relations, non-profit management, natural resources policy and administration and health management and policy are led by core faculty members and supported by other core faculty and affiliated and adjunct faculty. The table below (Table 5.1 A1) makes this point.

Another issue for a program undergoing retirement related faculty transition is that of maintaining or improving coverage in the commonly required core elements of the curriculum. With retirement of faculty with competencies in health policy and administration (Dr. Dowd) and growing student demand in health and nonprofit areas, the first two replacement hires targeted these specializations (Dr. Gelles and Dr. Wallace). With the retirement of Dr. Ron Cease, Dr. Henry (Budd) Kass, Dr. Dan O'Toole and Dr. Walter Ellis, more recent hires were targeted at replacing core competencies in public personnel management, state & local government, ethics, budget & finance. Most importantly a key goal of the last search was to recruit a senior faculty member with national standing in the primary field of public administration, per se. This was sparked by faculty concern regarding the retirement

TABLE 5.1 A1: Faculty Coverage of Formal Specialization Areas

Formal Area of Specialization	Core Faculty	Affiliated Faculty	Adjunct Faculty
Public Sector Personnel Admin. & Labor Relations	3		3
Non Profit Management	2	1	15
Natural Resource Policy & Admin.	2	1	7
Health Management & Policy	3	4	
* Global Management	5	3	3
General Admin. (State & Local and Federal)	10	2	10

* Global Management is a specialization under development and subject to approval in the next academic year (2005-06) by the PA Division.

of four such people in recent years. Dr. Phillip Cooper was hired in the senior faculty search. Dr. G.L.A. Harris was hired in a junior faculty position with competencies in human resource management and performance management. Recent hires, administrators taking appointment in the PA Division (Drs. Rhodes, Ketcheson, Wollner and now Desrochers) and affiliation of faculty have largely accomplished these goals.

In summary, of the 18 faculty to be considered in the nucleus 14 have their primary employment assignment within the PA Division and four have administrative appointments within Portland State University with academic appointment in the division (Table 5.1B). Of the 18, fourteen have tenure track appointments, three have fixed term appointments and one has appointment as an academic professional. All contribute to the effective governance and operation of the Division through participation in faculty meetings, service on Division Committees, task teams and curriculum teams, and regularly teach in the program. Ten faculty members are affiliated and contribute to specific areas of Division activities (Table 5.1 C). Nucleus faculty deliver approximately fifty-five to sixty percent of curriculum instruction and approximately seventy percent of the common or CORE curriculum. The faculty nucleus will be review below by name, rank & title, tenure status, administrative unit and degree. The faculty nucleus will also be reviewed by teaching fields in the last several years and teaching load and release time. Affiliated faculty are then similarly reviewed.

TABLE 5.1 A2: Change in PA Division Faculty and Status. 1998 to 2005

Name	Date of Hire/Retire	Degree Field	Teaching Areas
Ronald P. Dowd	Retired 2000	D.P.H., Public Health	Health, Strategic Plan, Evaluation,
Ronald C. Cease	Retired 2002 Emeritus	PhD, Political Science	PA, Ethics, policy process
Henry D. Kass	Retired 2002 Emeritus	PhD, Political Science	PA, Org Theory, Ethics, HRM
Walter G. Ellis	Retired 2003 Emeritus	PhD, Political Science	Public Personnel, Org theory, labor relations, health
Daniel E. O'Toole	Retired 2004 Emeritus	PhD Public Administration	Pa, OD, Supervision, HRM, Budget& Finance
Erna Gelles	Hired 1998 Tenure track	PhD Public Administration & Policy	PA, Nonprofits, Org Theory, evaluation
Neal Wallace	Hired 2000 Tenure track	PhD Health Economics	Health policy, economics, evaluation
Sharon Noone	Hired 2000 Fixed Term	PhD Workforce Education	HRM, OD, Public Safety, Supervision,
Masami Nishishiba	Hired 2003 Fixed Term	PhD Public Administration & Policy	Data Analysis, Communications, Diversity Mtg, Org Behavior, Research Methods
Marcus Ingle	Hired 2003 Fixed Term	PhD, Social Sciences	Global Mgt, Performance Mgt, Org. Change
Phillip Cooper	Hired 2004 Tenured	PhD Political Science	PA, Public Law, Contracts, State & Local Gov't Public Policy, Sustainability
G.L.A. Harris	Hired 2004 Tenure track	PhD Public Administration	HRM, OD, Org. Behavior, Strategic Plan, Performance Mgt., Supervision

B. Faculty Nucleus as of June 2005

TABLE 5.1 B

Name	Rank & Title	Tenure Status	Degree & Field
Phillip Cooper	Professor	Tenured	Ph.D. Political Science
John G. Corbett	Associate Professor	Tenured	Ph.D. Political Science
* Lindsay A. Desrochers	Professor and Vice President FDAM	Tenured	Ph.D. Political Science
Suzanne Feeney	Associate Professor & Director INPM	Tenured	Ph.D. Educational Policy & Administration
Erna Gelles	Assistant Professor	Tenure track	Ph.D. Public Administration & Policy
Sherril Gelmon	Professor	Tenured	Dr. P.H. Public Health
G.L.H. Harris	Assistant Professor	Tenure track	Ph.D. Public Administration
Marcus Ingle	Professor	Fixed Term	Ph.D. Social Sciences
Kathi Ketcheson	Asst. Professor and Director OIRP	Administrative Appt w/o tenure	Ph.D. Urban Studies & Planning
Douglas Morgan	Professor & Director ELI	Tenured	Ph.D. Political Science
Masami Nishishiba	Assistant Professor	Fixed Term	Ph.D. Public Administration & Policy
Sharon Noone	Associate Professor	Fixed Term	Ph.D. Workforce Education
Theresa Julnes Rapida	Associate Professor	Tenured	Ph.D. Public and Health Administration
Terrel Rhodes	Professor and Vice Provost PSU	Tenured	Ph.D. Political Science
Craig W. Shinn	Associate Professor & Chair	Tenured	Ph.D. Forest Management (Policy)
Brian Stipak	Professor	Tenured	Ph.D. Political Science
Neal Wallace	Assistant Professor	Tenure track	Ph.D. Health Economics
Craig Wollner	Professor and Asso. Dean, CUPA	Tenure	Ph.D. History

* Dr. Lindsay Ann Desrochers returns to PSU as Vice President for Finance and Administration effective Fall 2005. Dr. Desrochers was VP- FADM and Asso. Prof. of PA from 1991 to 1995.

TABLE 5.1 B2: Public Administration Emeritus Faculty 2004-05

Name	Rank & Title	Appointment	Degree & Field
Ronald C. Cease	Emeritus Professor, (PA Founding Chair and Director of Hatfield School)	2002	Ph.D. Political Science
Walter G. Ellis	Emeritus Professor, (PA Chair, Assoc. Dean CUPA)	2004	Ph.D. Political Science
Henry (Budd) Kass	Emeritus Professor (Director, PAP PhD Program)	2003	Ph.D. Political Science
Daniel E. O'Toole	Emeritus Professor (Former Chair PA)	2005	Ph.D. Public Administration

C. Affiliated Faculty as of June 2005

TABLE 5.1 C

Name	Rank& Title	Tenure Status	Primary Appointment	Degree & Field
Stephanie Bernell	Assistant Professor	Tenure Track PH, OSU	Dept of Public Health, Oregon State Univ	Ph.D. Health Economics
Chunhuei Chi	Associate Professor	Tenured in DPH at OSU	Dept of Public Health, Oregon State Univ.	Sc.D. Health Policy & Management
Leonard Friedman	Adjunct Associate Professor	Non-Tenure Appt.	Dept of Nutrition & Food Mgt., OSU	PhD. Public Administration - Health
Ronald Geason	Associate Professor & Chief Operating Officer	Non-Tenure Appoint.	Maseeh College of Engineering and Computer Science	Ph.D. Public Policy & Administration
Barbara Holland	Associate Professor	Non Tenure	PA Division	Ph.D. Higher Education Policy
Jay Kenton	Professor and Vice Chancellor for Finance & Administration	Non Tenure Appoint	Oregon University System	Ph.D. Public Administration & Policy
Bowen McBeath	Assistant Professor	Tenure track	Grad School of Social Work	Ph.D. Social Policy
Pramod Parajuli	Professor	Fixed Term	Graduate School of Education and PA Division	Ph.D. International Development Education
George Pernstiener	Professor and Interim Chancellor	Non tenure Appoint	Oregon University System	M.P.A. Public Administration
Claudia Vargas	Associate Professor	Non Tenure	PA Division	Ph.D. Education
Anthony Veltri	Associate Professor	Tenured in DPH, OSU	Dept Public Health, OSU	Ed.D. Health Education
Dilafruz Williams	Professor and Chair Educational Policy, Foundations and Administration	Tenured in GSE	Graduate School of Education	Ph.D. Public Administration

D. Teaching Assignments

TABLE 5.1D Teaching Assignments by Faculty Member 2004-05

Name	Academic Year	Course Number	Course Credits	Title
Phillip Cooper	2004-5	PA 534	3	Administrative Law and Policy Implementation
		PA 510 (2)	3	Public Contract Management
		PA 510	3	Sustainable Development Implementation
		PA 533 (2)	3	Public Policy: Origins and Processes
John G. Corbett	2004-05	PA 510	3	Health and Society in Mexico
		PA 510	3	Social Dimensions of Transnational Migration
		PA 529 (2)	3	Oaxaca, Mexico Field Study
		PA 533 (2)	3	Public Policy: Origins and Processes
		PA 510	3	Politics/Policy Canada
		PA 534	3	Administrative Law and Policy Implementation
Suzanne Feeney	2004-05	PA 509 (4)	6	Organizational Experience
		PA 510	3	Introduction to NGOs
		PA 543	3	Creating Collaborative Communities
Erna Gelles	2004-05	PA 540	3	Administrative Theory and Behavior
		PA 555	3	Program Evaluation and Management
		PA 511	3	Public Administration
		PA 521	3	History and Foundations of the Nonprofit Sector
Sherril Gelmon	2004-05	PA 509 (4)	6	Organizational Experience (Health)
		PA 541	3	Organizational Behavior in Health Service Organizations
		PA 574	3	Health Systems Organization
		PA 578	3	Continual Improvement in Health Care
		PA 588	3	Program Evaluation and Management in Health Services
		PA 510	3	Leadership and Governance in Health Care Organizations
Georgia Harris	2004-05	PA 573	3	Values and Ethics in Health
		PA 590 (4)	3	Human Resource Management in the Public Sector
		PA 546	3	Supervision in the Public Sector
Marcus Ingle	2004-05	PA 536	3	Strategic Planning
		PA 510	3	Global Leadership And Management
		PA 510	3	Managing Public Projects
		PA 510	3	Global Governance
		PA 510	3	Globalization and Sustainability

		PA 540	3	Administrative Theory & Behavior
Douglas Morgan	2004-05	PA 511	3	Public Administration
		PA 513 (2)	3	Administrative Ethics and Values
		PA 534 (2)	3	Administrative Law and Policy Implementation
Masami Nishishiba	2004-05	PA 511	3	Public Administration
		PA 551	3	Analytic Methods in Public Administration I
		PA 552	3	Analytic Methods in Public Administration II
		PA 510	3	Research Design for Dissertation and Thesis
Sharon Noone	2004-05	PA 510	3	Employee Development and Training
		PA 517	3	Leadership and Development in Public Organizations
		PA 545 (2)	3	Organization Development
		PA 510	3	Cross-Cultural Leadership
		PA 540 (2)	3	Administrative Theory and Behavior
		PA 590	3	Human Resource Management in the Public Sector
		PA 546 (1)	3	Supervision in the Public Sector
		PA 591 (2)	3	Policy Issues in Public Human Resource Management
Theresa Julnes Rapida	2004-05	PA 511 (4)	3	Public Administration
		PA 545 (2)	3	Organization Development
		PA 540	3	Administrative Theory and Behavior
		PA 571	3	Health Policy
		PA 570	3	Health Administration
Terrel Rhodes	2004-05	PA 512	3	Case Analysis
Craig W. Shinn	2004-05	PA 510	3	Public Participation Theory and Practice
		PA 539	3	National Policy Process
		PA 565	3	Natural Resource Policy and Administration
		PA 510	3	Watersheds and Clean Water
		PA 512	3	Case Analysis
		PA 533	3	Public Policy: Origins and Processes
		PA 610	3	Organizational Theory and Behavior
Brian Stipak	2004-05			
Neal Wallace	2004-05	PA 571	3	Health Policy
		PA 586 (2)	3	Introduction to Health Economics
		PA 510	3	Advanced Health Policy
		PA 579	3	Health Care Information Systems Management

E. Teaching Assignments

TABLE 5.1E Teaching Assignments by Faculty Member 2003-04

Name	Academic Year	Course Number	Course Credits	Course Title
John (Jack) Corbett	2003-04	PA 510	3	Social Dimensions of Transnational Migration
		PA 529 (2)	3/6	Oaxaca Field Study
		PA 533 (3)	3	Public Policy: Origins and Processes
		PA 534	3	Administrative Law and Policy Implementation
		PA 510	3	Conflict and Change in Mexico
		PA 510	3	Politics and Policy in Canada
Suzanne Feeney	2003-04	PA 528	3	Organizational Leadership and Decision Making in Nonprofit Organizations
		PA 540 (2)	3	Administrative Theory and Behavior
		PA 543	3	Creating Collaborative Communities
		PA 509	6	Organizational Experience
Erna Gelles	2003-04			(Personal Leave)
Sherril Gelmon	2003-04	PA 509 (4)	6	Organizational Experience (Health)
		PA 541	3	Organizational Behavior in Health Service Organizations
		PA 574	3	Health Systems Organization
		PA 578	3	Continual Improvement in Health Care
		PA 588	3	Program Evaluation and Management in Health Services
		PA 510	3	Leadership and Governance in Health Care Organizations
		PA 573	3	Values and Ethics in Health
Marcus Ingle	2003-04	PA 510	3	International Management and Leadership
		PA 540 (2)	3	Administrative Theory and Behavior
		PA 533 (2)	3	Public Policy: Origins and Processes
		PA 510	3	Project Management Concepts and Theory
Douglas Morgan	2003-04	PA 534 (2)	3	Administrative Law and Policy Implementation
Douglas Morgan cont.	2003-04	PA 511	3	Public Administration
		PA 518	3	Leading Public Organizations
		PA 516 (2)	3	Current Issues in Public Management
Masami Nishishiba	2003-04	PA 551	3	Analytic Methods in Public Administration I
		PA 552	3	Analytic Methods in Public Administration II

		PA 510/610	3	Research Design for Dissertation and Thesis
Sharon Noone	2003-04	PA 545	3	Organization Development
		PA 517 (2)	3	Leadership Development for Public Organizations
		PA 590 (2)	3	Human Resource Management in the Public Sector
		PA 591	3	Policy Issues in Public Human Resources Management
Daniel O'Toole	2003-04	PA 509 (4)	6	Organizational Experience
		PA 536	3	Strategic Planning
		PA 545 (2)	3	Organization Development
		PA 582 (2)	3	Public Budgeting
Theresa Julnes Rapida	2003-04	PA 511 (4)	3	Public Administration
		PA 572	3	Health Politics
		PA 571	3	Health Policy
		PA 570	3	Health Administration
Terrel Rhodes	2003-04	PA 512	3	Case Analysis
Craig W. Shinn*	2003-04	PA 511	3	Public Administration
		PA 539	3	National Policy Process
		PA 565	3	Natural Resource Policy and Administration
		PA 610	3	Organization Theory and Behavior
Brian Stipak	2003-04	PA 551 (2)	3	Analytic Methods in Public Administration I
		PA 552 (2)	3	Analytic Methods in Public Administration II
		PA 555 (2)	3	Program Evaluation and Management
		PA 557	3	Operations Research in Public Administration
Neal Wallace	2003-04	PA 571	3	Health Policy
		PA 586 (2)	3	Introduction to Health Economics
		PA 587	3	Financial Management of Health Services
		PA 574	3	Health Systems Organization
		PA 510	3	Advanced Health Policy

* Shinn was on half leave in 2003-04

F. Faculty Load and Releases

All MPA faculty carry teaching responsibilities, albeit the load varies depending on individual responsibilities and basis of appointment. The normal number of courses taught by tenure and tenure track faculty in the MPA graduate program is seven three credit course (21 credit hours) per academic year. Summer teaching is in excess of this and voluntary for additional compensation. Fixed term faculty load is calculated at the functional equivalent of eleven 3 credit courses. Release from normal teaching load is possible for administrative responsibilities, research buy-out, institute obligations and by agreement with new or pre-tenure faculty.

TABLE 5.1 F Faculty Load and Releases 2004-2005

Name	Administrative Title	Faculty FTE	Teaching Load	Course Release Equivalents	Term of Office
Phillip Cooper	Professor	100%	6 courses	1 course, new faculty	Tenured, 1 yr
John G. Corbett	Assoc. Professor	100%	5	2 Courses, Fulbright	Tenured, 1 yr
Suzanne Feeney	Assoc. Professor and Director INPM	100% (49%INPM)	6 Course equivalents	1 course, Director	Tenured Unlimited
Erna Gelles	Asst. Professor and Asst. Director INPM	100%	6 course equivalents	1 course, buy out	Tenure track
Sherril Gelmon	Professor	100%	6 course equivalents	1 course release Univ. accreditation and 1 course stipend, Health advising	Tenured Unlimited
GLA Harris	Asst. Professor	100%	5 courses	2 courses, new junior faculty	1 st year (5) 2 nd year (6)
Marcus Ingle	Professor & Director Global Programs ELI	100% (82%ELI)	2courses		Fixed Term, Annual appt.
Kathi Ketcheson	Director, Institutional Research & Planning	0%	1 courses		Unlimited
Douglas Morgan	Professor & Director Exec Leadership Inst	100% (49%ELI)	6 course equivalents	1 course, Director	Tenured, unlimited
Masami Nishishiba	Asst. Professor	100% (73% ELI)	3 course equivalents		Fixed Term Annual appt.
Sharon Noone	Assoc. Prof. & Director Public Safety Program.	100% (82% ELI)	2 courses		Fixed Term Annual appt.
Theresa Julnes Rapida	Associate Professor	100%	7 courses		Tenured Unlimited
Terrel Rhodes	Prof. & Vice-Provost	0%	1 course		Tenured Unlimited
Craig W. Shinn	Assoc Prof, Chair and Assoc Director ELI	100%	6 course equivalents	1 course Chair	Tenured, 3 year term
Brian Stipak	Professor	100%	0 courses	7 courses, Sabbatical	1 year
Neal Wallace	Asst. Professor	100%	6 courses	1 course, research	1 year
Craig Wollner	Professor, Assoc. Dean CUPA	0%	0 Courses	1 course, new position, Assoc Dean	1st year (0), thereafter (1)

* Note: Professors Morgan, Shinn, Cooper and Ingle taught one course primarily or exclusively for Public Administration & Policy Ph.D. students.

5.2 Professional Qualifications.

All eighteen nucleus faculty (100%) have earned doctoral degrees in fields relevant to their responsibilities. All affiliated faculty but one (over 90%) have appropriate doctoral degrees for the purposes of their affiliation with the PA Division. The one affiliated faculty member without a doctoral degree has an MPA and is Interim Chancellor for the Oregon University System. He has served in executive academic appointments in Universities in Oregon and California for many years. Adjunct qualifications will be reviewed in section 5.3. Another category of faculty instructing courses within the Division are recently retired, now emeritus faculty. While such teaching seldom has exceeded 6 courses over the curriculum in any given year, they include common core (required courses) and electives and doctoral seminars. It is

the policy of the Division to attract and involve academically qualified practitioners in instructional roles to deliver about a third of courses offered. These are typically courses in specialty areas (Curriculum Area IV) or in skill development (Curriculum Area II). There are occasions where adjuncts teach in common core areas to meet sabbatical or other short term needs. For example, a recent Hatfield School doctoral graduate was hired on an adjunct basis to teach sections of public budgeting in the 2004-2005 academic year. This was predicated on the retirement of Dr. O'Toole and the employment transition of affiliated faculty.

5.3 Practitioner Involvement

The Public Administration Division involves practitioners in several ways including classroom instruction, advisory boards, programmatic work teams, and as community partners in organizational experience placements. The deep commitment of Portland State University to community-based learning underscores the commitment of the PA Division and the Hatfield School to practitioner involvement. Beyond classroom based involvement, the practitioner community is engaged through related public service institutes like the Institute for Nonprofit Management and the Executive Leadership Institute. Both formal evaluations and informal feedback guide the appropriate use of practitioners in Division activities.

A. Instruction by Practitioners

Please see Tables [5.3 A1A](#) and [5.3 A1B](#) for a breakdown of common (core) and elective (skill development and specialization courses) classes taught by part-time faculty and practitioners during the self study year 2004-2005 and the previous school year 2003-04. There is some variation in the specific courses taught and some change in who is teaching. These variations are largely explained by retirement and replacement hiring and sabbatical leaves by core faculty. [Table 5.3 A2](#) reviews instruction by practitioners in the last two years and includes both professional affiliation and terminal degree. Practitioners who teach are subject to teaching evaluations similar to permanent faculty. These evaluations are available to instructors and are reviewed both by the Division Chair and faculty responsible for related specializations.

Table 5.3 A1A: Number and Percent of Required and Elective Courses for Program Taught by Practitioners in Academic Years 2004-05

	Total Sections	Sections Taught by Core Faculty	% Taught by Core Faculty	Sections Taught by Practitioners	% Taught by Practitioners
Overall	365	212	.58%	153	.42%
Common Classes	52	35	.67%	17	.33%
Additional Electives	313	177	.57%	136	.43%

Table 5.3 A1B: Number and Percent of Required and Elective Courses for Program Taught by Practitioners in Academic Years 2003-04

	Total Sections	Sections Taught by Core Faculty	% Taught by Core Faculty	Sections Taught by Practitioners	% Taught by Part-time and Practitioners
Overall	409	227	.56%	182	.44%
Common Classes	48	35	.73%	13	.27%
Additional Electives	361	192	.53%	169	.47%

Table 5.3 A2: Instruction by Practitioners in Academic Years 2004-05 and 2003-04 with Professional Position and Terminal Degree

Name	2004-05 Course Titles	2003-04 Course Titles	Job Title/ Affiliation	Degree & Field
Jennifer Allen	PA 510: Sustainability Policy and Practice	PA 510: Sustainability Policy and Practice	Assoc. Program Director & Research Assoc. Professor, PSU	PhD Public Policy & Environmental Science
Timothy Baker	PA 551: Analytic Methods in Public Administration I	PA 511: Public Administration	Associate Professor Health Sciences, Linfield College, Portland Campus	PhD Public Administration & Policy
	PA 552: Analytic Methods in Public Administration II	PA 551: Analytic Methods in Public Administration I		
		PA 552: Analytic Methods in Public Administration II		
George Beard	PA 550: Managing Information Resources (2)	PA 510: E-Government	President, Government Wise Link	MPA
		PA 550: Managing Information Resources		
Mark Bonanno	PA 577: Health Care Law and Regulation	PA 577: Health Care Law and Regulation	Law Offices of Mark A. Bonanno, LLC	J.D.; MPH
Gerry Brown	PA 615 Admin. Process PA 511 Public Admin.		Organizational and Development Management Consultant	PhD Public Affairs

David Corey		PA 540: Administrative Theory and Behavior	Clinical Psychologist, retired	PhD Psychology
C. David Crumpton	PA 582: Public Budgeting		Chief Cost Analyst & Researcher, NPC Research	M.P.A., ABD Public Administration & Policy
Laura Dellinger	PA 510: Marketing and Corporate Sponsorship of Nonprofits	PA 510: Marketing and Corporate Sponsorship of Nonprofits	Executive Vice President/Principal, Metropolitan Group	B.S in Public Group & Interpersonal Communication
Barbara Dudley	PA 510: Advocacy and Political Participation for Nonprofits	PA 510: Advocacy and Political Participation for Nonprofits	At-Large Activist, Retired E.D. of various nonprofits, labor lawyer	J.D. Law
	PA 510: Globalization of Civil Society	PA 510: Globalization of Civil Society		
Anna Foucek	PA 555: Program Evaluation and Management		Foucek & Assoc.; Evaluation Specialists	MPA
Miriam Feuerle	PA 510: Arts Administration	PA 510: Arts Administration	Social Venture Partnership	MA Social Science
Linda Golaszewski	PA 522: Governance of Nonprofit Organizations (2)	PA 522: Governance of Nonprofit Organizations (2)	Principal/Partner	The Planning Group
	PA 510: Starting and Running a Nonprofit	PA 510: Starting and Running a Nonprofit		
Jeffrey Hammarlund	PA 567: Energy Resources Policy and Administration	PA 539: National Policy Process (2)	Consultant, NW Energy Associates	MS; MPP (ABA PhD) Political Science
		PA 567: Energy Resources Policy and Administration		
Russell Harding		PA 511: Public Administration	Program Manager, Oregon Dept. of Environmental Quality	PhD Political Economy
		PA 513: Administrative Ethics and Values (2)		
Henry Kass (Emeritus)	PA 513: Administrative Ethics and Values (2)	PA 513: Administrative Ethics and Values	Retired, PSU PA Division Professor	PhD Political Science
	PA 540:	PA 540:		

	Administrative Theory and Behavior	Administrative Theory and Behavior		
Alison Kelley	PA 511: Public Administration (2)	PA 511: Public Administration	Principal, Conflict Management Strategies	J.D.
	PA 536: Strategic Planning	PA 536: Strategic Planning		
	PA 547: Interpersonal Communications in the Public Sector	PA 543: Creating Collaborative Communities (2)		
Deborah Krause	PA 510: Grantwriting (4)	PA 510: Grantwriting (4)	President, Claro! LLC	M.S. Preventative Medicine
Peter Lavigne	PA 566: Water Resources Policy and Administration	PA 566: Water Resources Policy and Administration	President, Rivers Foundation of the Americas	J.D.; MSEL (Environmental Law & Policy)
		PA 510: Watersheds and the Clean Water Act		
		PA 510: Watershed Strategic Planning		
Gregory Lee	PA 570: Health Administration	PA 570: Health Administration	Director, Behavioral Health	Kaiser Permanente, NW Region
	PA 576: Strategic Planning in Health Services	PA 576: Strategic Planning in Health Services		
	PA 574: Health Systems Organization	PA 510: Clinical Practice Management		
Barbara Mackay	PA 510: Facilitative Leadership		Principal, North Star Facilitators	M.S., CFO
Kevin Matheny	PA 526: Fundamentals of Fundraising in Nonprofit Organizations	PA 526: Fundamentals of Fundraising in Nonprofit Organizations	Regional Director, Providence Foundations	M.S.
	PA 510: Contemporary Issues in Fundraising			
John Meisenhelder	PA 547: Interpersonal Communication in the Public Sector (3)	PA 547: Interpersonal Communication in the Public Sector (2)	Founder, Cascade Academic Services	MPA

	PA 549: Cross-cultural Communication in the Public Sector	PA 549: Cross-cultural Communication in the Public Sector (2)		
Claudia Moorad		PA 592: Volunteerism and Volunteer Management	Consultant, Organization Consulting	M.S. (in process)
Candace Morgan	PA 554: Policy Analysis Research (3)	PA 554: Policy Analysis Research (3)	Associate Director, Community Service, Fort Vancouver Library	MLS, MPA
Dennis Morrow	PA 520: Introduction to Nonprofit Management (2)	PA 520: Introduction to Nonprofit Management (2)	Executive Director, Janus Youth Programs, Inc.	M.A. Ed.; MBA
	PA 598: Values-based Management	PA 598: Values-based Management		
Kent Robinson	PA 582: Public Budgeting (3)		Assistant Professor, Seattle University	Ph.D. Public Admin. & Policy
Marc Smiley	PA 536: Strategic Planning		Consultant	Marc Smiley Consulting
Kathleen Sohl	PA 524: Financial Management in Nonprofit Organizations	PA 524: Financial Management in Nonprofit Organizations	Executive Director, TACS	M.A.T
Dennis Strachota	PA 585: Financial Management in the Public Sector (2)	PA 585: Financial Management in the Public Sector (2)	Chief Financial Officer, Oregon Department of Transportation	MPA
		PA 582: Public Budgeting		
Michael Wells	PA 525: Grantwriting for Nonprofit Organizations (4)	PA 525: Grantwriting for Nonprofit Organizations (4)	Grants Northwest	M.A. (Humanities) CFRE (Certified Fund Raising Exec.)
Anthony White	PA 551: Analytic Methods in Public Administration I (2)	PA 590: Human Resource Management in the Public Sector	Secretary to the U.S. Enity, Columbia River Treaty	Ph.D. Public Admin. & Policy
	PA 552: Analytic Methods in Public Administration II (2)			
Timothy Williams	PA 595: Public Sector Collective Bargaining: The Legal Framework	PA 595: Public Sector Collective Bargaining: The Legal Framework	Mediator; with Northwest Resolutions	Ph.D.

	PA 596: Public Sector Collective Bargaining: Negotiations and Impasse Resolution	PA 596: Public Sector Collective Bargaining: Negotiations and Impasse Resolution		
	PA 597: Public Sector Collective Bargaining: Administering the Agreement	PA 597: Public Sector Collective Bargaining: Administering the Agreement		
	PA 548: Advocacy Roles in Public Management			

B. Practitioner Involvement

Public service professionals, those practicing what we teach, are deeply involved with the Public Administration Division. From the earliest part of the history of the public administration program, practitioners have played critical roles in shaping the program, our curriculum and supporting Divisional activities. In 1975 practitioners were instrumental in calling for professional education for public service administrators in the Portland area. Both Portland State University and Lewis & Clark College responded. The novel shared missions between the two schools sowed the seeds of merger twenty years later. Practitioners were important in helping shape the missions, establish cooperative agreements, set program objectives and design curriculum. Since then practitioners have been involved in every area of program development, including building the concentration in nonprofit management and assisting in the establishment of the Institute for Nonprofit Management, guiding the focus on health administration (MPA/HA) and the creation of the Oregon MPH, shaping the labor relations/ public personnel concentration and teaching critical elective courses, soliciting professional development services in natural resource policy & administration and supporting the graduate specialization that followed, and demanding delivery of the basic masters degree in geographically remote locations and supporting the establishment, recruitment and maintenance of cohorts in those areas.

The Division and the Hatfield School have a history of formally and less formally involving practitioners in such activities as designing and reviewing curriculum, guiding and reviewing strategic planning, and assessing and evaluating student preparation. Formal mechanisms include the use of practitioners on Advisory Boards, responding to survey and evaluation requests and participation as members of ad hoc committees and task teams. Advisory Boards associated with the Public Administration Division include those related to the Executive Leadership Institute and the Institute for Nonprofit Management; those related to the Oregon MPH and the School of Government. The Public Administration Division has an advisory board that has been inactive for the last several years. Its reactivation is slated for the 2005-06 year. Less formal involvement includes face to face meetings, guest lecturing, attending program events and responding to faculty requests to assist in

recruiting adjuncts, reviewing draft proposals, and placing student interns. This enumeration barely suffices. Individual faculty members, the PA Division, related Institutes and the Hatfield School have many long established relationships with practitioners and faculty participate in a variety of ways in the community of practice. Many programmatic relationships are long lasting – now fifteen to twenty years.

The Public Administration Division understands the enormous contributions practitioners make to the program. We celebrate such contributions by inclusion in program events, awards for adjuncts and professional service to the program, and by recognition at appropriate events, i.e. speaking functions, partnership events, program kick offs or conclusions. Whenever Division functions are held, fall orientation, quarterly wine & cheese gatherings, our end of the year awards social and other special programs, practitioners are invited, included and recognized. Often practitioners related to the program are invited to speak or make presentations. From listening meetings, The Division can do more to integrate adjuncts in key aspects of program activity including curriculum discussions.

Adjunct instruction is a special category of practitioner involvement. Typically adjuncts are “engaged” in a variety of activities beyond the narrow responsibilities of classroom teaching. Engagement often includes serving on advisory boards, participating in curriculum task teams, and providing feedback on program administration. For many adjuncts the relationship has been long standing. In every area where we use adjuncts to deliver courses, we can identify adjuncts that have served for over ten years. In some cases we have individuals that have been involved for significantly longer than ten years. Even as we recruit new adjuncts we have “old hands” who return to adjunct teaching based on the dynamics of their professional careers.

The Public Administration Division consistently draws on 25-30 practitioners as adjuncts each academic year. Depending on qualifications, they are appointed to ranks of Adjunct Professor, Adjunct Associate Professor, Adjunct Assistant Professor and Adjunct Lecturer. These ranks parallel those for regular fixed-term and tenure track faculty. Part-time faculty are recruited by Division faculty with substantive responsibility for the instructional area and by the Division Chair. They are vetted by the Division Chair, Director of the Hatfield School and Dean of the College as a part of the hiring process. We look for both academic qualifications and professional experience in basing decisions about hiring adjuncts. We also look for evidence of their ability to be successful in the classroom. As a matter of university-union agreement, a notice of interest is issued each year to adjuncts that have been regularly involved with a request for such individuals to make their teaching interests known for the following year. This is not a significant issue for most related adjuncts as they are closely involved and as they expect to be involved in teaching the same courses at about the same times each year. However, the Division is working to develop three-year-forward scheduling which will aid adjuncts and the Division in planning their involvement with the program. Such forward planning will also assist in planning the recruitment of new adjuncts from the practitioner community.

The quality of those teaching as adjuncts is high. As a group they are leading professionals in the areas in which they instruct, appropriately qualified academically

and well regarded in the classroom. Over the last two years (self-study year and previous) of the 31 adjuncts engaged, 13 or about 45 percent have the Ph.D. degree or other appropriate terminal degrees. All others have at least a master's degree in related fields. In the self-study year adjuncts taught 17 sections of common core or required courses. This is higher than desired but understandable. There are several reasons for this. In one case, a person was hired on an adjunct basis to fill teaching load and area shortfalls from retirement and replacement dynamics. This person had recently completed a doctoral degree in public administration and policy from the Hatfield School, had extensive professional experience at the federal and local government levels in the area of budget and finance and recently co-authored a book chapter on the Oregon budget process. Also, the Division has used adjuncts to meet sabbatical leave load replacement demands. The Public Administration Division is a large program and almost every year has core faculty on some degree of leave status. The dynamic effect of leaves has been hard to predict when associated with retirement of core faculty. Leaves have often been less than full-time. Newly hired faculty typically have reduced loads and new faculty have modestly different areas of expertise requiring load adjustments among residual faculty. Using adjuncts has become a default strategy. This will change as demographically related dynamics settle down and three-year-forward planning is established. It is expected that fewer sections of common core courses will be taught by adjuncts in the future and the use of adjuncts will be more closely related to skill development and specialization courses. As stated earlier in this report, reflective practice and the praxis of theory and practice naturally emerge for the Division's mission. Practitioner involvement, including their roles as faculty, contributes to a vibrant learning community.

5.4 Faculty Quality

The Public Administration Division has a highly qualified, deeply engaged, committed faculty. Please see Volume II for details regarding the individual qualifications of Division faculty. The faculty as a whole will be reviewed in the section that follows. The areas of accreditation concern are roughly equivalent to those captured in the Division's guidelines for promotion and tenure guidelines.

A. Faculty Data Sheets

(Please see Volume II)

B. Promotion and Tenure

Departmental policies and procedures for the evaluation of faculty for tenure, promotion and merit increases conform to University guidelines for Promotion and Tenure. Hatfield School P&T guidelines are operative at the Division level and approved by the Dean (college) and Provost (university). Current guidelines were the subject of a major university review and revision in 1996 with subsequent development of Divisional and School guidelines. The operative guidelines were the product of significant deliberation and faculty approval. In the next year (2005-06), Dr. Gelles and Dr. Wallace will be reviewed for indefinite tenure and are eligible for promotion. Doctors Corbett, Julnes-Rapida, Feeney and Shinn are eligible for promotion review to the rank of full professor. Dr. Harris will be reviewed at only the Division level in preparation for her three-year assessment in 2006-07. All tenured

faculty are now subject to post-tenure review as a matter of university-union contract. The time of such post-tenure review is voluntary within three year periods. Those undertaking post-tenure review qualify for set-aside research grants. Such post-tenure review processes were established at the College level in 2004-05. Fixed term faculty are subject to annual reviews as determined by Divisional guidelines developed in 2003-04. All reviews will be conducted according to Divisional P&T guidelines.

Divisional guidelines set forth processes and criteria for evaluation that are consistent with the academic mission. All faculty have a responsibility to conduct scholarly work on teaching, research and community outreach (the application of one's professional competence to the community and profession) in ways that contribute to the body of knowledge in their field(s). Effectiveness in these areas must reach an acceptable standard when it is a part of the faculty member's responsibility. Finally, each faculty member is expected to contribute to the governance and professionally-related services of the University (University Promotion and Tenure Guidelines, p.4). The guidelines established in 1996 broaden the definition of scholarship beyond research to include scholarship of teaching and scholarship of community outreach. Scholarship is defined in four dimensions (Discovery, Integration, Interpretation, and Application) applying to all areas: research, teaching and community outreach. Faculty may engage in any dimension(s) of scholarship. A faculty member is now required to demonstrate excellence in two of the three areas of scholarship. Selection of areas is at the discretion of the individual faculty member in cooperation with the divisional chair to reflect the unit's mission and priorities.

Responsibility for implementing both formative and evaluative procedures for promotion and tenure (P&T) rests mainly with the department (Division). The primary vehicle for guiding faculty development and ensuring faculty quality is a Scholarship Portfolio that articulates a scholarly agenda and the evidence associated with effectiveness in accomplishing that agenda. Each faculty member regardless of rank is responsible for planning their own career and for articulating their own evolving scholarly agenda. Details are available on line in the Office of Academic Affairs and in Division reference files.

Normally promotion to Associate Professor and granting of indefinite tenure are considered concurrently in the sixth year in rank as a tenure track Assistant Professor. Promotion to Professor (full) can be considered after four years in rank as associate. Tenure track faculty are formally assessed during their third year of appointment with feedback provided by a panel of peers as a means of preparation for sixth year tenure and promotion review. Governance of the P&T process is at the departmental (Division) level. Prior to fall term, all faculty eligible for or required to undergo P&T review are notified. At the begin of the academic year (fall term), the Division Chair nominates a P&T Committee of no less than five people. Membership includes one enrolled student in the Division, four full-time appropriately ranked faculty members, three from the Division and one from a different department or program. The Committee chair is a full professor from the Division. The Committee is elected by a majority vote of the Division faculty. When duly constituted, the Divisional P&T Committee acts for the Hatfield School of Government.

Faculty undergoing review notify the Chair. At that time the faculty member compiles their record: vitae, evidence of scholarship (sample publications, research reports, grants and awards), teaching evaluations, and recommendations. The faculty member also identifies potential outside reviewers. Three letters of evaluation by outside referees are required, one selected by the P&T Committee. The P&T Committee completes its deliberations and issues a formal report of recommendation to the Division Chairperson. He or she writes their own recommendation based on the factual record and recommendation offered by the P&T Committee. This recommendation is reviewed by the School Director for concurrence and sent forward to the Dean, College of Urban & Public Affairs. At that level a Dean's advisory committee consisting of students and faculty from across the College reviews the recommendation(s) and renders a report. The report submitted to the Dean can concur or disagree with department (Division) recommendations. The Dean formulates his own recommendation and transmits the recommendation and record to the Office of Academic Affairs where the Provost, as Chief Academic Officer, reviews the record, prepares a recommendation, notifies the person under review, and, if there is not a request for reconsideration, forwards the recommendation and record to the President. The President makes final promotion and tenure decisions. Adverse rulings by the President can be appealed according to specified procedures.

While P&T procedures are the formal means by which we ensure faculty quality, the development of a scholarly agenda has the promise of ongoing dialogue among peers about what faculty are engaged in relative to mission and program purpose and the effectiveness of individuals in achieving their articulated scholarly agenda. Periodic formal review is no substitute for ongoing discussion among faculty peers and between Chair and faculty regarding the quality of effort and the cogency of direction. Similarly, questions of quality are not simply matters among faculty but include all members of the learning community, i.e. students and professional and academic peers. The goal of post tenure review and pre-tenure assessment is to provide guidance that can improve the effectiveness and quality of the primary resource of the program: faculty.

5.4.1 Instruction

The Public Administration Division takes pride in the quality of instruction provided to its students. Overall, the quality has been consistently high. This evaluation is born out directly by comments from students and various assessments. The Division uses course evaluations, student and alumni surveys, direct feedback in focus groups and other meetings with students, alums and community partners. We often hear from students and former students as they exit the program or return to engage at Division socials or when they make gifts to the Division or School. There is general agreement among students, faculty and community partners on the importance of placing a high value on teaching quality.

A. Quality of Instruction

There are regular efforts to improve instruction and maintain the standard of consistent high quality of teaching among PA faculty. Efforts to improve the instructional program begin with course evaluations. Course evaluations are

completed for all courses for all instructors – regular faculty and adjuncts. The evaluations ask for feedback in areas of curriculum design including content sufficiency, clarity of expectations, teaching methods and evaluation methods. Students are also asked to comment on instructor preparation, competency and quality. More general questions probe students' general satisfaction and offer the opportunity for students to enumerate undirected feedback comments. Data are not publicly shared. However, evaluations are available to instructors and all evaluations are reviewed by the Chair. If evaluations suggest that there are problems or opportunities for improvement, the faculty member in question quite often initiates change. Also if the problems or opportunities are significant the Chair has the responsibility to meet with the faculty person in question to discuss the problem(s) and design a corrective course of action. This is a tradition with long standing. For core faculty, evaluations of teaching are periodically summarized for promotion & tenure and post-tenure review. This allows faculty to reflect on their teaching quality and peers to weigh in on the evidence regarding teaching quality.

A special word is appropriate regarding the integration of new faculty given the current dynamic of faculty turn over. New junior faculty are given a reduced teaching load in their first year depending on their experience and teaching preparation. All new junior faculty are supported by senior faculty mentors in their primary areas of expertise. In one case this included recruiting an emeritus faculty member to provide special support. New faculty are also offered an appropriate sequencing of course offerings to allow the members to balance new preparations with developed courses. For example, a recent new hire was offered a reduced load of five courses from the standard of seven. One course was developed for fall term. It was repeated with a new preparation in the winter term. The spring term load included two courses, one a new preparation. In all cases of new faculty, both senior and junior, existing faculty with overlapping substantive interests and expertise are asked to aid in developing course design appropriate to this institution, our mission, strategic goals, and culture.

Maintaining and improving the quality of adjunct instruction is also taken seriously. Adjunct instructed courses are subject to student evaluation. In these cases often the Chair identifies teaching issues and then brings them to the attention of faculty associated with the specialization with the goal of peer to peer intervention. Core faculty mentoring of new adjuncts through coaching or team teaching is an important aspect of success. If there are sufficient issues with a particular instructor, it may lead to not rehiring that adjunct instructor. Overall instructional quality of the adjunct pool is also a matter for faculty meeting discussion and discussion by oversight teams in specialization areas. Many long-serving adjuncts take teaching seriously and are consistently looking for ways to improve instructional quality. In fact, a common theme in a recent "listening meeting" (focus groups) with adjuncts was an interest in being more involved in domain related curriculum review, better access to teaching support services, and better meeting spaces for non-classroom student advising on course related matters.

Beyond the Division, the University has a high commitment to instructional quality. The University maintains a Center for Academic Excellence in support of faculty with a mission of improving instructional quality. Center services are available to all

instructional faculty, including adjuncts. The Center offers a menu of services including periodic workshops, seminars and lectures related to curriculum design, teaching and evaluation methods and the use of instructional technology. There are regular means for less formal interaction, i.e. list serves, mentor contacts, special topics postings, on many aspects of pedagogy. The Center also has special services available including mid-term third party evaluation and advisement. A special focus of the Center over the last decade has been the integration of new classroom technologies. The Center has also been a leading force in the use of community-based learning (CBL) strategies, on the evaluation of the efficacy of CBL and in coordinating scholarship in this area. Public Administration faculty regularly take advantage of Center support and are also among those individuals invited to lecture on teaching practices, deliver seminars on research results, and facilitate workshops on best practices.

B. Advising

Faculty-student advising offers another avenue of improving instruction. First, as a large program we offer multiple sections of common core classes during most terms and over the course of the year. Helping match student learning needs with instructional faculty background and approach is one important step in improving instruction. For example, four or five faculty members regularly teach the core course PA 540: Administrative Theory & Behavior. One person has substantive interests in natural resource policy and administration, another in health management and policy, yet another in nonprofits. While all teach to the center of a common theory domain and meet the curriculum expectations for the course, each of the above instructors is likely to use different case applications and a modestly different course outline. This provides students the opportunity to match learning goals and learning styles. Secondly, advisors are often the first to hear from students unhappy with a course or their progress in a course. Often this allows immediate opportunities to intervene in ways that improve the overall experience of students in the class as well as meeting the particular needs of students. Third, students work with their faculty advisor in specifying their specialization (Area IV), skill development courses (Area II) and designing their integrative experience (Area III). This is essentially half the degree program for the MPA and just less than half for the MPA/HA. During these advising sessions, faculty have an opportunity to understand directly how the overall curriculum is working for students. It is from just such understanding that PA faculty recently modified Area II requirements and decided to invest in reform and revision of the PA 509 Organizational Experience during the 2004-05 academic year. Finally, all students are required to meet with their advisor for review of graduation application materials. This provides a wonderful opportunity to review the strengths and weaknesses of various curriculum aspects, specific course content, and instructor quality. Such feedback is an important source of information for improving instructional quality.

Student advising is an ongoing area of concern within the PA Division. Because many MPA and MPA/HA students are mid-career and extend their studies beyond the minimum two year, there are issues with regularity of advising and adequacy of advising. The advising system is an annual topic of discussion among faculty. All

students are assigned a faculty advisor in their letter of acceptance. The assignment is made on the basis of student expressed interest, balancing faculty advising loads and student preference when such requests are made. Students are free to change advisors subject to notification of current advisor and a written record for Divisional files. Students are encouraged to meet with advisors prior to beginning course work to design a program of study and are encouraged to meet with their advisor regularly once engaged in the program. Pre-service students seem to be better at taking advantage of advising. Students are expected to meet with advisors to specify their choice of skill development course, specialization and integrative experience. The specialization and integrative experience option 2 require an advisors signature. Students also require advisor signatures on any waivers, appeals or mid-term course changes. Similarly, graduation documents are first signed by advisors before Division and University review. All faculty are required to post regular office hours. The Division also has the benefit of a half-time internship coordinator who provides a variety of career advice, support for the organizational experience and opportunities for professional experience. The Division manages a general division wide list serve and list serves for various specializations, i.e. nonprofit, health, etc. These list serves provide information sharing, current event alerts and electronic copies of announcements. The Division maintains a webpage, the University maintains web based access to a variety of resources and many faculty have web based access to course related materials and curriculum resources. A fall orientation is used to introduce new or recently admitted students to program resources and provides an opportunity for basic advising.

C. Course and Curricula Development

The Public Administration Division completely redesigned the MPA and modified the MPA/HA curriculums upon the merger of the programs from Lewis & Clark College with Portland State University. We used teams of faculty, students and professionals for each area of the curriculum. For example, a team reviewed the introductory or foundations course. Another team reviewed data analysis sequence and related courses. Other teams reviewed policy process and policy making and policy implementation, and administrative law, etc. This was necessary because of the merger of the two different curriculums, similar in intent but one based on academic semesters and one on quarters. While we have operated the curriculum for about ten years, and regularly affirm the general structure, the Division also regularly selects areas for periodic review, evaluation and redesign. Such reviews are stimulated by a number of events: student feedback, faculty concerns, community partner comments, balance among curriculum elements and development of other curricular options. The process is the same. We create a “disappearing work team” to take on the issues at hand, provide recommendations to the full faculty and then pursue any necessary other departmental coordination or any required University review.

Modifying the Area II Skill Development requirement and revision of the PA 509 course provide recent examples of how this works. In the first instance faculty concerns stemming from comments by students in advising caused faculty to act. There was evidence that faculty provided different advice on the set of courses from

which students could select courses to meet the Area II requirement. At issue was a list of courses under Area II in the published curriculum. The question was how complete or how limiting the list was. A team took this on and recommended a modest change. The change suggested and accepted was to offer parallel language in the MPA with that of the MPA/HA degree. Following the list of recommended courses for Area II is an annotation that suggests other courses can be substituted subject to approval by advisor. This modest change created common policy, maintained the intent of the curriculum design and recognized the growing range of interest among students.

The revision of the PA 509 Organizational Experience is the latest in an ongoing effort to improve the effectiveness of the course. Faculty implementing the course expressed frustration in accomplishing the complex purposes of the course. Students complained of the ambiguity they found in approaching the course. Community partners were unsure about expectations from students and the program. At the same time, the accreditation review process for the Oregon MPH degree created a recommendation to revise the organizational experience related to that degree. In sum, the faculty undertook revision of PA 509 last academic year. A “disappearing task force” was assigned and worked on all aspects of the course from establishing consistent learning objectives, redesigning evaluation methods, instituting a formal case presentation, to improving process guidelines for students, discussing expectations of faculty, and restructuring website materials. This course was under redesign even as changes were approved by faculty and were being implemented. The year ended with the first 509 case presentation “fair.” This was a high profile event where students, their community partners, faculty and others joined in hearing about the significant work of students.

In the self study year, similar teams have worked on curriculum innovation, i.e. creation of a global management specialization, curriculum collaboration, i.e. establishment of a campus wide graduate specialization in sustainability, curriculum review, i.e. the PIIECL program and curriculum development, i.e. a Master of Public Policy and an Executive MPA.

5.4.2 Research

This section summarizes the combined scholarly efforts of the PA faculty. Individual accomplishments are provided in Volume II. Curriculum Vitae in Volume II and a faculty survey of recent accomplishments underscore the diversity, programmatic nature and significance of this faculty’s research. All nucleus faculty possess doctoral degrees. Many engage in significant research. In the last seven years the faculty has produced over 100 books, book chapters and refereed articles, over 100 final reports and evaluation studies, and presented over 200 conference or invited papers. It is appropriate to underscore the range of research efforts undertaken by this faculty. These examples by no means exhaust the evidence, but individual faculty have been extremely productive. A list of individual productivity must start with Dr. Cooper, who is well known among public administration scholars and is a fellow of the National Academy of Public Administration. While new to the PSU faculty in 2004-05, he not only brings his substantial history of scholarship but has added to it with a journal article, a revision of his Public Law and Administration text

and a new book on post-conflict sustainability. He is not alone. Others, c.f. Dr. Gelmon, Dr. Wallace and Dr. Nishishiba, approach this same level of productivity. Another example of research productivity is in programmatic research efforts that are intended to integrate efforts of work. One such example is in the area of civic engagement. Eight years ago, the Civic Capacity Research Group, an open group of faculty from across the University hosted by the PA Division, began a pro-seminar, a research initiative and other efforts to capture the substantial independent efforts in this domain. One result was a symposium volume of *Administrative Theory & Praxis* (Volume 21, Number 1, 1999) predicated on papers by members of this group. This volume has the distinction of being the *Praxis* volume most commonly requested for reprints. Interestingly, many of the papers represent collaborations among faculty and graduate students or faculty and professional practitioners.

Several streams of research began from this work and other initiatives within the University. Drs Morgan and Williams and Drs. Shinn and Nishishiba were the principals of a project looking at the contributions curriculum design makes to civic engagement among students and the civic capacity within in communities. This research resulted in a continuing stream of published work (three papers published, another accepted for *J-PAE* in August of 2005); eight conference papers, three workshops and two panels ((for example, ASPA 2004, regional social science conferences (Pacific Sociological Association Meeting 2002), the International Conference on Civic Education Research 2003)), doctoral dissertations (Banyan, 2003), and invitations to participate in larger research efforts. Independently, Drs. Gelmon and Holland have contributed a similar stream of research on community-based learning and PSU's leading initiatives in this area (more than a dozen articles, papers, books and chapters). These efforts are no small part of the growing reputation PSU has gained as a center of practice and scholarship in the area of civic engagement and community-based learning. This is just one area where faculty have lead research efforts with such programmatic effects and significant results. It is tempting to underscore the commitment of the Division to enabling junior faculty in establishing their research agendas, to inculcating good scholarly habits among doctoral students, and to providing applied research services to the practitioner community by enumerating products. However, such commitment can be surmised through the scrutiny of individual C.V.'s.

It is appropriate to underscore the scholarship and deep engagement of this faculty in the world of practice. This faculty is often called on to lead efforts in the community that result in substantial scholarly contributions. For example, Dr. Shinn co-managed the Oregon State of the Environment Report 2000, the first Oregon independent state-wide assessment of the environment. This report resulted in new benchmarks for Oregon's Progress Board and was the catalyst for state government initiatives in sustainability. Similar examples are easy to identify in the nonprofit and health areas. Similarly, doctoral students working under the direction of PA faculty evaluated diversity management plans for Multnomah County, studied public service motivation in Washington County and described the process by which complex policy outcomes are achieved in natural resources (Federal Energy Regulatory Commission hydro dam re-licensing and Wild & Scenic River plan). Master's students have been involved in research related to NAPA's SCOPE project, developing library resources

for nonprofit scholars, and evaluation projects of many kinds (Portland Homeless Youth Continuum Project, Catholic Charities VAWA Immigration Project, and the Leadership Fellows Program).

The related public service institutes regularly engage in applied research; they have generated over a million dollars in each of the last 3 years in grants, contracts, workshops and short-courses. The Public Administration faculty have generated close to five million dollars in research related grants and contracts over the last 7 years. While this public administration program has a long standing reputation as a top teaching and professional education institution, its research productivity has increased, the significance of the resulting research is increasing and the impact of such research is expanding.

Table 5.4.2 A

Faculty Productivity by Number of Publications in Various Categories

Year	Books	Book Chapters	Referred Articles	Presented Papers	Other (Final Reports, Grants, Evaluations, etc.)
2004-05	6 *	6	10	30	6
2003-04	2	1	10	42	11
2002-03	3	3	8	52	18
2001-02	2	3	7	36	7
2000-01	2	4	8	21	13
1999-00	3	3	8	18	6
1989-99	2	5	8	18	6

* 3 books are forthcoming in 2005 or are planned for production in 2006.

5.4.3 Experience and Service

As would be expected by our mission statement and prominent public service institutes, the faculty of the Public Administration Division are involved in a variety of experiences, committed to public service and deeply engaged in community outreach. While there is a decided northwest orientation to these engagements, they include all levels of government, federal, state and local; types of governments, i.e. tribal, international; and sectors of the political economy, public, private, nonprofit and special districts. Individual vitae included in Volume II provide examples of such experience and service. Here the focus will be on the Division’s corporate engagement with examples that illustrate the range of individual engagements.

The Executive Leadership Institute and the Institute for Nonprofit Management are primary vehicles for public service involvement. ELI provides supervisory and leadership and executive professional education, training and development. ELI

provides state certified supervisory and managerial training for local and state public safety officials, leadership development for the US Army Corps of Engineers, policy and policy process education for the Bonneville Power Administration (a quasi-government corporation), co-designed county managers training for Washington County, and executive leadership development for natural resources organizations in the region among other programs. The last example is the Executive Seminar Program and participants include executives and senior managers from the USDI Fish & Wildlife Service, the Commerce Department's NOAA Fisheries, USDA Resource Conservation Service, Environmental Protection Agency, US Army Corps of Engineers, USDI Bureau of Land Management, the USDA Forest Service, Oregon Department of Fish & Wildlife, Oregon Department of Forestry, Washington Department of Natural Resources, Oregon Forest Industry Council, Boise Cascade, Weyerhaeuser Company, NW Natural, Columbia River Intertribal Fish Commission, among others. The Executive Seminar Program has been ongoing for 25 years.

ELI also is engaged in partnerships with the Hatfield School's Policy Consensus Center and the Toulan School of Urban Studies & Planning to provide training in sustainability to two different ministries of Chinese government, and maintains a partnership with the Tokyo Foundation and Wasada University to provide professional development education to a new class of mezzo-level government Japanese officials. In just the past year, ELI has engaged over 75 agencies, organizations, and governments through various programs.

Similarly, the Institute for Nonprofit Management engages a wide variety of organizations, primarily nonprofit, through its programs. Several key programs include certificate programs for applied nonprofit management, the Annual Northwest Nonprofit Symposium, and the Leadership Fellows Program. The first program balances with the MPA graduate program offerings in nonprofit management to serve the needs of those who are interested only in applied practice and are not interested in graduate degree credit. The Northwest Symposium is a gathering of foundations and nonprofits, grantors and grantees in the region, to meet, develop understanding and build bridges. The Leadership Fellows Program is a first in the nation collaboration of INPM with the local community of nonprofits that serve diverse ethnic communities. This program annually selects about twenty fellows for participation in a year-long program. Partnering organizations include: Albina Ministerial Alliance, Black United Front, Friends of the Children, House of Umoja, Morrison Center, Oregon Council for Hispanic Advancement, Self Enhancement Inc., Street Vision and many more. This program has as its purpose to develop the next generation of leaders for community organizations serving Portland's Communities of Color.

Another corporate pathway of engagement is through the integrative experience required in the MPA and MPA/HA curriculum. Both options require deep connection between a community partner organization, graduate student and PA faculty member. Gretchen Kafoury, former City of Portland Commissioner, state legislator and MPA alum, is a half time internship coordinator working with community organizations and governments to create opportunities for students. Of course, many opportunities are generated by faculty or students as a result of their engagements. Still the list of organizations that become partners with the PA Division is impressive.

Virtually all local governments have had PA students participate in projects. Many local nonprofit organizations and most local public health organizations and agencies have had students engaged in project-based work. In 2004-2005 the list includes:

Oregon Council for Hispanic Advancement
Salem Police Department
Multnomah County District Attorney
Mount Hood National Forest
Tigard/Tualatin School District
Northwest Education Loan Association (NELA)
Community Nonprofit Resources Group (CNRG)
Executive Leadership Institute (Division of Public Administration, PSU)
Volunteers of America Oregon (Youth Foster Care Program)
Tualatin Hills Park and Recreation District
Presidents Day Tournament Committee
Serve Idaho (Governor's Commission of Service and Volunteerism)
Pierce-Arrow Foundation Inc.
Education Abroad (Office of International Affairs, PSU)
Washington County Administrative Office
Girls Inc. of Northwest Oregon
GLOBIO
Cogan Owens Cogan Consultants
Watoto Wa Dunia Cowlitz-Wahkiakum Council of Governments
City of Portland Auditor's Office
City of Gresham
Northwest Medical Teams
Portland Veterans Affairs Medical Center
Planned Parenthood
Ada County Highway District
Autism Medical Treatment Foundation J
Oregon Fusion Voting and Third Party Development project
FR Foundation & Concepts in Community Living
Northwest Medical County Administrative Office.

Individual faculty experience in public service in the last seven years ranges from elected office as a State Senator to consultation with the Vietnamese government on watershed restoration and from service as a Melcom Baldrige reviewer to service on the local water board. Founding Chair Ron Cease had a long and distinguished career as a state elected official, with service in both the Oregon House and the Oregon Senate. Marcus Ingle in collaboration with the Policy Consensus Center led an ELI team of faculty, students and staff to Vietnam to provide training in collaborative governance and strategic project management. Sherril Gelmon is a Senior Examiner for the Baldrige National Quality Program. Douglas Morgan and Dilafruz Williams were both elected to the Portland School Board in 2003 for four year terms. In April 2005, Craig Shinn was asked to chair the Oregon Board of Forestry Advisory Committee on Sustainability. This is barely an example of the

leadership roles PA faculty are regularly asked to fill in the community. The list of formal and informal consultancies is ever more extensive. As importantly, members of the PA faculty are habitual volunteers supporting with time, expertise and money a wide range of community needs: housing, energy, watershed health; hunger, kids on the street, and cancer; health access, youth sports and reading programs in schools. Faculty are actively engaged politically from filling appointed and elected positions to supporting policy institutes and serving as public intellectuals and from campaigning for individuals or causes to supporting public issue dialogues and get out the vote efforts. These are personal commitments that open the window on the nature of our faculty. By any measure, this is an engaged faculty with a high commitment to public service.

5.5 Faculty Diversity

The nucleus faculty of the Public Administration Division is gender balanced and growing in representation of minorities and persons with disabilities. Diversity with respect to professional interests and competencies is covered above. Here the focus will be on the commitment, status and strategic actions regarding diversity within the Division. This section is largely based on the work of a graduate student team that reviewed these issues in a paper entitled “Challenges in Building and Utilizing a Diverse Faculty (and Diversity Plan) in the Mark O. Hatfield School of Government’s Division of Public Administration¹” (Boario et al. July 2005). This paper was a team project and report for PA 590, Human Resource Management, instructed by Professor G.L.H. Harris. The report concludes that “the Division has made great strides in valuing and enabling diversity and now they must take concerted action to manage it.” The report notes that while the strategic actions of the Division have dramatically changed the profile of the Division and clearly support University level initiatives, the Division needs to devise its own concrete diversity plan to capitalize on the efforts to date.

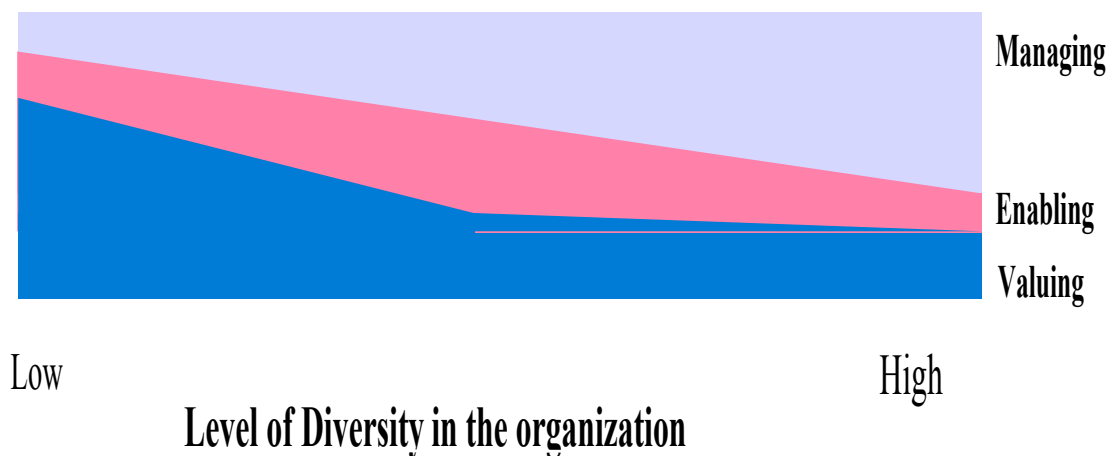
A. Diversity Plans and Actions

The Public Administration Division is committed to improving the diversity of its faculty and ensuring full contributions of a diverse faculty. While the Division does not yet have an independent plan for achieving these goals, the Division does subscribe to the robust university-wide plan - the Diversity Initiative launched by PSU President Daniel Bernstine - as demonstrated by its strategic actions born out, in part, by the data in section 5.5 B and 5.5 C. Despite the Division’s record of going beyond legal federal and state requirements, minimum standards of affirmative action policies, and policies to ensure a work environment free of sexual harassment, we are committed to constant improvement and an independent diversity plan would facilitate our effort. Our student researchers, inspired by the work of PA professor Masami Nishishiba, provide a roadmap to develop our plan.

¹ Report on file with Dr. Shinn in the Hatfield School of Government. Boario, Sara, Michelle Bowden, Brent Carreau, Meghan Dewey, and Tyler Warne. “Challenges in Building and Utilizing a Diverse Faculty (and Diversity Plan) in the Mark O. Hatfield School of Government’s Division of Public Administration.” Report to the Division of Public Administration, Mark O. Hatfield School of Government, Portland State University. July 13, 2005. (PA 590: Human Resource Management; Summer Term I, Dr. Harris.)

Professor Nishishiba developed the following model (still in-progress) after discovering that many organizations were implementing the wrong solutions in their attempts to address issues related to diversity and tolerance in the workplace. Dr. Nishishiba’s model is a simple way to illustrate to organizations that before moving ahead with solutions, they must first diagnose their diversity status.

“Leading Diversity Efforts” Model

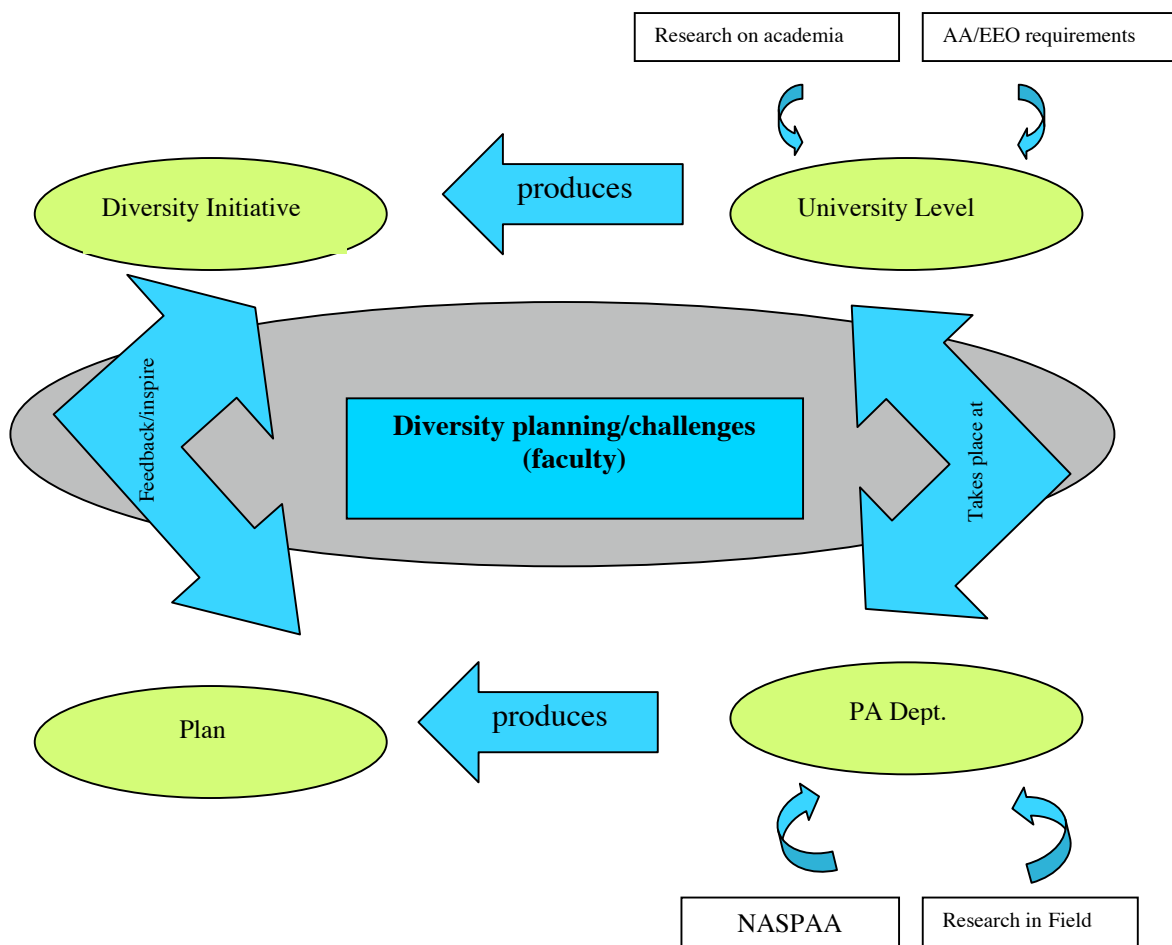


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Our student researchers utilized this diagnostic in their analysis of the Division of Public Administration. Through a review of both demographic data in the Division and the community-at-large, as well as an extensive literature review guided by the following concept map, Boario and her colleagues were able to diagnose the Division’s diversity status and offer concrete and actionable recommendations for the development of a diversity plan.

As the conceptual map below shows, diversity planning takes place at the departmental level *and* at the university level. A literature review, therefore, must consider not only the research that informs ideas and actions on faculty diversity in academia, but also must take into consideration the history, research, and unique values that guide the field of public administration in its approach to diversity in *general*. Ultimately, the department and the university are connected and their individual efforts and unique perspectives should guide and inspire each other.

Figure 5.5A1: A Conceptual Map of Diversity Planning (Boario, et al, 2005)



The students concluded that while the Division clearly values diversity and has taken impressive steps, particularly through faculty recruitment, we can be more focused in managing diversity in order to consciously harness the organizational benefits of diversity. This includes, for example, curriculum effectiveness, improved student advising and mentoring, and outreach to local minority communities and practitioners. A focused diversity plan for the Division is essential to achieve progress.

The students advised that the Division’s diversity plan be developed by a joint committee of students and faculty. For immediate consideration by the committee would be topics such as diversifying search committees to avoid what the literature has defined as “homosocial reproduction; developing a formal divisional mentor system for new faculty; creating a formal student mentor system targeted at minority and international students; articulating strategies for increasing diversity among adjunct faculty and outreach into the community of minority practitioners; and, reviewing how the Division’s own Ph.D. program can address what has come to be known as the “limited pipeline argument,” which argues (and not without opposition), that the disproportionately low number of minorities ascending through the professorial ranks is, in part, attributable to similarly low numbers in Ph.D. programs.

B. Diversity Data

The Division has made substantial progress in balancing gender within the nucleus faculty over the last twenty years. Dramatic changes are evident in the last seven years. Diversity in historically under represented classes in less balanced but still demonstrates aggressive strategic action and a high level of commitment to make progress in this area. In the area of disabilities, we have one current faculty members who qualifies in this category. Another faculty member with disabilities retired recently. The progress in diversity is evident in the data reported periodically to NASPAA regarding the nucleus faculty.

1983: Five white males, tenured

1991: Six white males, tenured; one Native American female, tenure track

1998: Ten white males, seven tenured, 2 fixed term; two white females, one tenured, one fixed term; one Native American female, tenured

2005: Seven white males, tenured; one white male, tenure track; one white male, fixed term; four white females, tenured; one Native American female, tenured; one white female, tenure track; one black female, tenure track; one Asian female, fixed term; one white female, fixed term; one white female, (administrative professional w/o tenure).

TABLE 5.5 B: Nucleus Faculty Diversity 2004-05

Faculty	Diversity Category	Rank	Tenure Status
A	White Male	Professor	Tenured
B	White Male	Associate Professor	Tenured
C	White Female	Professor	Tenured
D	White Female	Associate Professor	Tenured
E	White Female	Assistant Professor	Tenure Track
F	White Female	Professor	Tenured
G	Black Female	Assistant Professor	Tenure Track
H	White Male	Professor	Fixed Term
I	White Female	Associate Professor	Non Tenured
J	White Male	Professor	Tenure
K	Asian/Pacific Islander Female	Assistant Professor	Fixed Term
L	White Female	Associate Professor	Fixed Term
M	Native American Female	Associate Professor	Tenured
N	White Male	Professor	Tenured
O	White Male	Associate Professor	Tenured
P	White Male	Professor	Tenured
Q	White Male	Assistant Professor	Tenure Track
R	White Male	Professor	Tenured

Beyond the nucleus faculty, the eleven affiliated faculty include four females and three people of under represented classes. Our adjunct faculty is approximately 90% white and 40% female. These data suggest there is room for structural improvement in diversity regarding gender in affiliated faculty and adjunct faculty and particularly

with under represented classes in all faculty categories, especially adjuncts. The data for nucleus faculty for gender and ethnicity roughly reflect background statistics in the Portland Metropolitan area. While these data suggest significant accomplishment, it is not sufficient to lead in creating a welcoming community within our profession or in the larger civic community of which we are a part. More specific efforts to capitalize on the diversity that is represented among faculty and continuous strategic action to enhance diversity are necessary.

C. Recent Faculty Searches

Data regarding the most recent faculty searches suggest a significant effort to attract a diverse pool, interview diverse candidates and recruit diverse faculty members. One search reflected in these data was for a senior faculty member, the other for a junior position. The data suggests what we know within the profession. While our field is changing with respect to diversity, the senior ranks are less diverse than the junior ranks and that we still have work to do in our own and related Ph.D. programs to generate potential candidates of color and of female gender.

TABLE 5.5.C: Search Data for Most Recent Faculty Searches

Search 1

Pool Size	White Male	White Female	Hispanic Male	Asian/PI Male	Black Male	Black Female	Unknown
43	13.5	6	2	4.5	1	1	15

Invited to interview: two white males, one white female, one black female
 Job offered to: Black/non Hispanic Female (accepted)

Search 2

Pool Size	White Male	White Female	Am. Indian/ AK Male	Asian/ PI Male	Black Male	Unknown
14	3	1	1	1	1	7

Invited to interview: Three white males, one white female
 Job Offered: white female (did not accept); white male (accepted)

STANDARD 6.0 ADMISSION OF STUDENTS

6.1 Admission Goals and Standards

A. Mission, Assessment and Guiding Performance

The Public Administration Division is dedicated to *“preparing individuals for the exercise of competent and effective policy and administrative leadership”* (from PA Mission) in public service organizations. The Division focuses on public, non-profit and health organizations and serves students interested in all levels of government. The mission statement does not make direct reference to the process for or standards of admission to degree programs. However the belief statements accompanying the mission statement provide clear direction for the kind of world the Division expects graduates to operate in and for the methods of preparing individuals to become competent to lead in such a world. The Division believes public service leadership is essential to society. It believes career administrators must learn the problematic political nature of the environment in which public service administrators lead and the processes of democratic governance that guide action in such a world. The Division is committed to marrying theory and practice and actively involving community partners in the preparation of public service administrators. And finally, the Division expects to meet the life-long learning needs of career public servants. Taken together these values provide direction to the Division to guide the recruitment, admission, and support of MPA and MPA/HA graduate students.

Similarly, the mission of the Hatfield School, *“to attract, prepare, and renew leaders and managers for public and nonprofit service”* and the values underlying the mission: *“the importance of public service, the pursuit of social justice, and the quest for effective innovation in service delivery”* contribute guiding direction to the Division. The Hatfield School and the Public Administration Division have been committed to a number of objectives, like becoming a regional and extra-regionally recognized center for meeting the needs of public service leaders in health, nonprofit and natural resource areas. (See objectives in Standard 2). Finally, the Division is a leader in University initiatives to improve community-based learning, internationalization and diversity. In summary, the mission, objectives, beliefs, values and programmatic initiatives of the University, College, and Hatfield School and of the Public Administration Division provide guiding direction to the recruiting, admission and support of graduate students in the MPA and MPA/HA programs.

From such guiding values expect the Division to have admission processes that are as open as possible to accommodate potential students with a range of preparation and backgrounds, a variety of career interests consistent with Divisional competency, a diversity of characteristics at least representative of the region we serve. It is also reasonable to expect that the Division have high standards for student performance consistent with the importance the Division places on public service leadership to society. Consistent with this direction, the Division should continue its focus on meeting the needs of local public service leaders and pursue opportunities to serve regional leader needs. It is consistent with the objectives of the Division that public service institutes play a significant role in recruitment and

support of graduate students in the MPA and MPA/HA programs and linking with community partners. Finally, it is reasonable to expect that the competency of the Division faculty, staff and programs would contribute to the attraction of students to the program and to their success in the program.

B. Admission Process

The Admission process for the MPA and MPA/HA degrees are the same. Administration of the process is governed by the Division, supported by the Hatfield School and College of Urban & Public Affairs and overseen by the University's Office of Admission and Office of Graduate Studies and Research. The admissions process and materials are available online at http://www.hatfieldschool.pdx.edu/students/apps_reqs.php#pa. Students build an admissions file working with the PA Division Office Coordinator. The file includes an application, letter, undergraduate and any graduate transcripts, a personal essay, three references, and a resume. International students must also submit evidence of English language proficiency (TOEFL score of 550 is the standard). The personal essay is expected to provide information on the student's plans for study (full/part time and duration or rate of progress) and relate personal career goals and their interest in the masters program. The references are expected to assess the ability of the applicant to perform graduate level work and their potential for a career of public service leadership. The Division asks for references from a mix of people familiar with an applicant's academic and work history. The resume allows a review of public service related work roles as well as general background.

Once the file is complete, the PA Division staff calculates undergraduate cumulative G.P.A and G.P.A. for any graduate work. The file is then reviewed by Division faculty serving as the Admissions Committee. If the reviewing faculty are in agreement on acceptance then the file is returned to the Office Coordinator and acceptance letters are prepared. The Chair then reviews the file and signs letters of offer. If the reviewing faculty are in disagreement or the recommendation is for a less than full admission, the Chair reviews the file and discusses recommendations with relevant faculty. The Chair, with advice from the faculty, then decides on the applicant. Appropriate letters are then prepared. Letters of offer and admission are conditional on review by the University. The university review is a limited review verifying the undergraduate degree is from an accredited college or university and confirming G.P.A. For international students, the university also reviews the TOEFL score and any other international student requirements.

The Division makes no distinction between full or part-time admissions or formally between pre-service or mid-career applicants. Special consideration is given to the whole profile presented by applicants. For example, faculty take note of mid-career applicants with undistinguished undergraduate records but outstanding public service records and try to ensure that the potential for graduate study is not limited by outdated evidence of academic potential. There are not separate categories of admission for women, minorities or other underrepresented classes. Strategies to recruit such applicants are discussed below. Accommodations for such students are much the same as those for mid-career students with a low GPA. The Division has the ability to admit students on a probationary basis. The categories include:

regular status (students meeting all University and Divisional/ School requirements), Conditional Status (students who do not meet GPA requirements, but meet all other requirements and are admitted to the Division on a probational basis (9 graduate credits at 3.00 or better), Qualified Status (students eligible for University admission, but admitted to the Division additional requirements, i.e. pre-requisites, GPA or other requirements). The Division has made use of all of these categories but typically admits to regular or conditional status. Students who don't qualify based on GPA have the possibility of registering as post-baccalaureate students, completing twelve graded credits of relevant course work and then applying for admission. For University requirements, the graduate GPA record supersedes the undergraduate record in these cases.

C. Representation

As described earlier, the Division is committed to recruiting and retaining a diverse student population to meet the public leadership needs of the communities we serve. The Division does not have a plan to target recruitment. However the Division's efforts on diversity recruitment occur primarily through the associated public service institutes and other specific programmatic initiatives which do target specific under represented populations of potential students for graduate studies. For example, Theresa Julnes Rapida was awarded a FISPE grant in August 1998 to develop outreach programs based on the MPA to Native Americans, specifically working with tribes in the Northwest region. As another example, the Institute for Non-Profit Management has a Leadership Fellows program that began in 1999 specifically targeting people of color in the greater Portland area. The Leadership Fellows (INPM) program is a stand-alone program developing the next generation of leaders for area nonprofit organizations in communities of color. However, this program serves as a conduit for individuals entering the masters programs. Similarly, the Executive Leadership Institute (ELI) has a Legacy Leadership Program targeted for state and local leaders. It has been directed by former Oregon Governor Barbara Roberts, a nationally respected spokesperson for encouraging women and people of color. Gov. Roberts, whose husband was a PSU faculty member, a long serving member of the Oregon Legislature and who was wheel chair bound for the last years of his life, began her political career over the lack of appropriate educational opportunities for her autistic son. She is particularly sensitive to providing access and support for people interested in public life who are disabled, of color or female and so has worked hard to recruit appropriate and diverse participants and presenters to the Legacy Program. ELI and INPM have other programs that serve to connect public service leaders in under represented categories to graduate studies, i.e. the Latino Network, certificate and training programs.

The Hatfield School has an Institute for Tribal Government and hosts the New Leadership Oregon program. The Institute for Tribal Government, Directed by former Congresswoman Elizabeth Furse, works with tribes across the country to develop leaders and improve governance. New Leadership Oregon, Directed by Melody Rose-Lewis, targets college women in their last years or just after their last year of undergraduate studies with a program designed to encourage young women

to consider a life of public service. Graduate students from the PA Division have been involved with running this program and the former governmental officials associated with the School, Gov. Roberts, Rep. Furse, Commissioner Kafoury, etc. also work closely with this program. Finally, the Division has been successful in attracting and retaining women, people of color and with disabilities to the faculty. This is an important part of recruiting and retaining diverse students.

In summary, there is more that the Division can do to recruit and retain nontraditional students, transfers, minorities, women and individuals with disabilities. See Standard 5 for recommendations, plans and data on faculty, adjunct and some student aspects of diversity management. There is significant evidence of both faculty and programmatic commitment to serve such populations.

6.2 Baccalaureate Requirement

The Division and the University require a baccalaureate degree from a regionally accredited institution or equivalent for admission to the MPA and MPA/HA degree programs. There are few and rare exceptions. The University has a process for individuals whose undergraduate records have been lost, destroyed or are unavailable and for exceptional cases where the student does not have an undergraduate degree. Though seldom, the Division has supported students taking advantage of these processes. In one case the student was a refugee and lacked records. In other cases, transcripts were not available because of constraints in the applicants country of origin but there was evidence of equivalent degree completion. In summary, there is a process for the occasions that merit an exception to the baccalaureate rule, but it is seldom used.

6.3 Admission Factors

As reported above, the Division governs admissions standards for student applying to the MPA and MPA/HA degree programs. While standards are established by policy and that policy is recorded annually in the University Bulletin, the admission of applicants in a matter of judgment made by Divisional faculty serving as the Admission Committee.

A. Admission Factors

The Division uses all elements of the application file to render a judgment on admission and admission status. The file includes an application, letter, undergraduate and any graduate transcripts, a personal essay, three references, and a resume. International students must also submit evidence of English language proficiency (TOEFL score of 550 is the standard). In the personal essay the applicant provides information on their plans for study and discusses the relationship of their career goals to their interest in the masters program. Information on the plans for study helps reviewers understand the student's degree interest and substantive specialization interest as well as their plans to study on a part-time or full-time basis. The letter is also where faculty reviewers expect to find an explanation of any extenuating circumstances in the application file. The essay is also evaluated for evidence of their professional experience and aspirations and for writing quality. References assess the ability of the applicant to perform

graduate level work and their potential for a career of public service leadership. The Division asks for references from people who have an understanding of the applicant's academic history and their professional work experience. The references are reviewed for evidence about the quality of the applicant and particularly for their potential to be good public servants. Letters of reference are also important in helping faculty reviewers' judge exceptions in the applicants' profile. The resume allows a review of public service related work roles as well as general background.

Standards are a minimum 3.0 GPA in undergraduate coursework for regular admission and typically a 2.75 GPA for conditional admission. All students for which English is not a first language must demonstrate language proficiency by a recent TOEFL score of 550. This can be waived if the applicant has completed a graduate degree at an English language based university. The Divisional faculty place great weight on letters of reference, especially for mid-career applicants and non-traditional applicants.

In general, the faculty reviewers look for reasons to admit qualified applicants to the program. This is consistent with the values and beliefs and mission and objectives of the Division, School, and University. The question of selection pressure rises periodically. The program is of sufficient size and complexity that there are good reasons to consider revisions in the admissions process, standards and the application of the standards. For example, the Division has an increasing number of international students consistent with mission and goals. However, a significant number of international students require curriculum design and student support accommodations. How many and which international students to admit is a matter of concern among faculty. Similarly, in the last three years class size has grown, especially in Core introductory courses (Area I). The Division has been working to address class size by managing the schedule and sequence of offerings. Students, faculty and staff are concerned about the ability to manage class sizes in this manner leading to discussion about how many students should be admitted, which students should be admitted and when students should be admitted.

The Division currently uses an open admission process where applicants are considered when their files are complete. This is consistent with mission and values of service learner needs. Also, the program is large enough that sections of all core courses are offered each term. So there is no structural reason to admit only once a year. In fact, year round admission allows the Division to balance course offerings over the year. However, as the faculty and staff have discussed creating greater selection pressure on the applicant pool, the faculty see obvious challenges with an open admission process. This is a matter that the Division will take up in the course of faculty meetings and committee work in the 2005-06 year.

Students, through alumni survey, listening meetings, etc., have also expressed concern about the selection pressure, the use of conditional admission status and the range of students in classes. The mix of pre-service and in-service students makes selecting classroom methods a challenge. Similarly, a growing number of full-time, extra regional students influence the way students and faculty experience students of different abilities. The evidence is that by the end of the program of

study students rise to similar standards of performance regardless of their status of admission. This suggests the program is meeting the goal of wide access at the front end and high competency at the back end of the program. It does not address the way faculty and other students experience classroom variation. These are issues of the moment and ones that will be taken up in the coming year.

Consistent with a large, complex and comprehensive school status and a mission of developing public service leaders, the Division is exploring other degree offerings that might help students select different curriculum pathways. For example, an Executive MPA limited to mid-career professionals with significant experience and with a curriculum designed specifically to take advantage of that experience might reasonably be expected to attract these kinds of students. This might “thin the mix” of such students in other degree or course offerings. Similarly, the Division is preparing to offer an MPP that targets full-time students with most of the Core courses offered in the day. This structure could be expected to attract another segment of students currently enrolled in the MPA and MPA/HA degree programs. Again, this may thin the mix of such students in existing early Core PA courses rebalancing the experience for students and faculty in those courses. The Division is keenly aware of the pluses and minuses that growing size offers for increasing specialization.

B. Admission Record

TABLE 6.3 B 1 Admissions History and Attrition Record 2004-05

	Minority			White, Non-Hispanic			Female			Male			Total		
	Male	Female	Tot.	Male	Female	Tot.	FT	PT	Tot.	FT	PT	Tot.	FT	PT	Tot.
(1)Applicants	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	N/A
(2a)Regular Admitees	19	10	29	23	54	77	26	31	68	15	21	48	41	52	116
(2b)Probationary Admitees	2	5	7	11	8	19	4	10	17	7	4	15	11	14	32
(3)Registrants	14	9	23	25	55	80	n/a	n/a	71	n/a	n/a	47	52	67	118
(4)Active Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	240
(5)Graduates	n/a	n/a	18	n/a	n/a	57	n/a	n/a	53	n/a	n/a	22	n/a	n/a	75

“Total” numbers may differ slightly from sub-category numbers due to small numbers of students declining to respond to questions concerning race and gender. For example:

- Unknown/Decline to Respond Race (Registrants): 14

Likewise, not all students clearly fall into (or report) a full-time or part-time category/status.

TABLE 6.3 B 2 Admissions History and Attrition Record 2003-04

	Minority			White, Non-Hispanic			Female			Male			Total		
	Male	Female	Tot.	Male	Female	Tot.	FT	PT	Tot.	FT	PT	Tot.	FT	PT	Tot.
(1)Applicants	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	N/A
(2a)Regular Admitees	14	16	30	35	58	93	31	34	78	15	26	51	46	60	129
(2b)Probationary/conditional Admitees	0	0	0	4	7	12	2	3	7	1	2	5	3	7	14
(3)Registrants	10	13	23	31	53	86	n/a	n/a	70	n/a	n/a	44	49	67	116
(4)Active Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	N/A
(5)Graduates	n/a	n/a	19	n/a	n/a	44	n/a	n/a	34	n/a	n/a	29	n/a	n/a	63

Unknown/Decline to Respond Gender (Registrants): 2

Unknown/Decline to Respond Race (Registrants): 7

TABLE 6.3 B3 Admissions History and Attrition Record 2002-03

	Minority			White, Non-Hispanic			Female			Male			Total		
	Male	Female	Tot.	Male	Female	Tot.	FT	PT	Tot.	FT	PT	Tot.	FT	PT	Tot.
(1)Applicants	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	N/A
(2a)Regular Admitees	8	8	16	40	44	84	25	22	47	20	23	43	45	45	90
(2b)Probationary/conditional Admitees	5	5	10	5	6	11	2	2	4	1	3	4	3	5	8
(3)Registrants	8	10	18	35	39	74	n/a	n/a	52	n/a	n/a	46	48	50	98
(4)Active Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	N/A
(5)Graduates	n/a	n/a	16	n/a	n/a	38	n/a	n/a	33	n/a	n/a	21	n/a	n/a	54

Unknown/Decline to Respond Race (Registrants): 6

TABLE 6.3 B4 Admissions History and Attrition Record 2001-02

	Minority			White, Non-Hispanic			Female			Male			Total		
	Male	Female	Tot.	Male	Female	Tot.	FT	PT	Tot.	FT	PT	Tot.	FT	PT	Tot.
(1)Applicants	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	N/A
(2a)Regular Admitees	11	17	28	21	36	57	21	27	48	12	15	27	33	42	75
(2b)Probationary/conditional Admitees	2	5	7	3	13	16	3	6	9	2	2	4	5	8	13
(3)Registrants	9	16	25	20	39	59	n/a	n/a	56	n/a	n/a	31	37	50	87
(4)Active Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	N/A
(5)Graduates	n/a	n/a	19	n/a	n/a	34	n/a	n/a	33	n/a	n/a	20	n/a	n/a	53

Unknown/Decline to Respond Race (Registrants): 3

Data for the above tables and the lists below have been developed on the best information available. We have difficulty in tracking some of requested categories of information in our old database. We have a redesigned database scheduled to come on line in August 2005 to address many of these and other program management issues. For example, while we can track the exact date of application, our current data system does not report the exact term for which the potential student is applying. This is further complicated by our policy of rolling admissions. However, we do have the raw number of applicants for the following calendar years (not broken down by school year).

2005: 126 applicants (still in process)
 2004: 153 applicants
 2003: 146 applicants
 2002: 137 applicants
 2001: 117 applicants

Regarding attrition, students have seven years to finish the program. We track a student's last term of attendance to determine if they have left the program without completing the degree. We cannot yet determine if students who entered and began the program between 2001 and 2005 (and have not pursued the degree continuously) have left our program. However, the following chart, demonstrates how we track this population:

Students entering/ beginning between Fall 2001 and Spring 2005 (without continuous study):

Last Term of Study	Female	Male	Minority	White, Non-Hispanic	Total
Fall 2001-02	1	0	1	0	1
Winter 2001-02	3	1	0	4	4
Spring 2001-02	2	3	3	2	5
Summer 01-02	1	1	0	2	2
Fall 2002-03	7	2	2	7	9
Winter 2002-03*	5	4	2	4	9
Spring 2003-03*	4	5	4	3	9
Fall 2003-04	4	4	4	3	8
Winter 2003-04	5	5	0	9	10
Spring 2003-04	4	5	1	9	10
Summer 2003-04	1	3	1	3	4
Fall 2004-05	5	4	1	6	9
Winter 2004-05	4	4	0	7	8
Totals	46	41	19	59	88

* Winter 2002-03: Decline to Respond (Race): 2
 Spring 2002-03: Decline to Respond (Race): 1
 Fall 2003-04: Decline to Respond (Race): 1
 Winter 2003-04: Decline to Respond (Race): 1
 Spring 2003-04: Decline to Respond (Gender): 1
 Fall 2004-05: Decline to Respond (Race): 2
 Winter 2004-05: Decline to Respond (Race): 1

C. Probationary Student Assessment

Students admitted with conditional or qualified status are tracked by the University. The Division is notified of student lack of progress. The Division then responds through the students advisor or Division Chair. The database being installed will allow faculty to have limited access to student records for advising. This will improve the ability of faculty to monitor probationary student progress on a course by course or term by term basis.

D. Enrollment and Size of Program

TABLE 6.3 D PROGRAM SIZE as a function of fall enrollment

Year	Full-time	Part-time	Minority	Female
2004-05	28	29	5	29
2003-04	34	33	16	38
2002-03	29	25	11	27
2001-02	23	27	17	36

2004-05: Decline to respond (race): 9

2003-04: Decline to respond (race): 4

2002-03: Decline to respond (race): 4

2001-02: Decline to respond (race): 0

STANDARD 7.0 STUDENT SERVICES

Serving students in basic ways, advising, tracking progress, and creating career opportunities is an important part of making graduate school a success for students. Student success is an objective of the Division. Knowing the importance of advising, letters offering admission to the degree programs identify faculty advisors and suggest an early meeting. This does not ensure such a meeting. The Division is acutely aware of the promise of advising and as aware of the need to continuously work to narrow the gaps between student and faculty expectations regarding advising. Students and faculty both speak to advising and students and faculty point to strengths and weaknesses of current advising (Listening sessions 2004-05, Alumni Survey 2005). There is agreement that more students should take advantage of advising early in their student careers and seek advising more often. There is agreement that more forward planning of courses would aid advising, perhaps a three-year tentative course schedule in deference to the one-year currently available. There continues to be concern among students about the availability of faculty for advising. Finally, students report rather uniformly that when they do meet with faculty advisors, the sessions are very useful. The downside of a faculty highly engaged in the community of practice is a lack of regular time in the office. In response to this, the Division faculty has agreed to post and keep regular office hours and commit to meetings by arrangement. Students, faculty and staff agree there are ways to improve the advising system and ways to help students take advantage of the deep and broad professional connections Divisional faculty have in the practitioner community locally, regionally, nationally and internationally. This section will review advising and placement services available to students.

7.1 Advisement and Appraisal

In the PA Division, advising often begins prior to student admission and often continues well into a student's professional career. An "urban legend" suggests that a prospective student meeting face-to-face with a faculty member always "closes the deal." That is, the student applies to the program. In feed back sessions with students, it is clear that this legend has legs. Students find faculty engaging, competent and well connected to a world of practice and deeply committed to beliefs and values supporting the Division's mission. Students find faculty believe that we can improve public service through the teaching, research and outreach aspects of our mission – especially teaching. So often an entering student already has a relationship with a faculty member on admission to the program.

The formal advising system begins at admission. An advisor is assigned to every admitted student. This assignment is included in the letter of offer with a recommendation that the student contact the advisor immediately on acceptance. A copy of this letter of offer is sent to the faculty advisor. Assignments are made on a number of criteria: student expressed substantive interests, i.e. non-profit management, health policy & administration, natural resources, etc. (usually taken from application materials), specific requests from the student, i.e.

preadmission contact with faculty or reputation preference, and faculty advising and work load. Students are free to change advisors for personal or career reasons. It is the responsibility of the student to make the request and formally notify the Division Office, old and new advisors.

Initial meetings with students may be informed by new student orientation sessions, but typically begin with reviewing the general expectations of the student and the requirements for the degree. A study plan is then developed with the student ultimately responsible for the plan and plan tracking. Advising pre-service students and mid-career students takes a different flavor at this point. The goal of initial conversations with pre-service students is to help them understand the non-course based opportunities they have to explore their prospective professional career. In faculty meetings in 2004-05, there was an explicit review of how to help pre-service students become engaged through informational interviews, voluntary internships, and then prospecting for an integrative experience setting (PA 509: Organizational Experience requires a community partner). Initial conversations with mid-career students often point out the broadening opportunities for networking among students, faculty, and new community partners. Also, for both pre-service and mid-career students, advising meetings stress the need for balancing school, professional practice and personal life.

Subsequent meetings track progress. Students are responsible for setting advising meeting times. However, the Division does send out periodic (about quarterly) lists of advisees to each faculty member to prompt faculty to check in with students they haven't seen in a while. As students approach the completion of CORE required courses it is important for faculty / student advising to review plans for specializations (Area IV) and skill development (Area II). The Area IV Specialization requires a signed Divisional document describing the substantive specialization and the five (minimum) courses to be taken by the student. The MPA/HA like other formalized specializations in nonprofit management and environmental and natural resources has less discretion than a student designed specialization. Specialization plans can be modified by mutual agreement, but must be submitted to the student's file for record. At this point it is appropriate to review a student's plans for their Area IV Integrative Experience (PA 509: Organizational Experience or PA 512: Case Analysis). PA 512 requires a student to have significant managerial experience (three plus years with supervisory responsibilities) and must be approved by the advisor. PA 509 students should begin to pay attention to closure plans when they have completed about half the course work.

PA 509 cannot be taken before 40 credit hours (2/3rds of the program of study). However, students need to review 509 materials and begin to work with advisors or the Division's internship coordinator to find a suitable community partner. More on 509 will be covered below. PA509 has faculty assigned to the course but student advisors have an important role in helping students choose the right time in their plan of study to complete the 509. Usually as students begin working on PA 509, they meet with their advisor to check their progress and plan for

completion. This is usually an “audit” with the advisor checking official records. A program completion review (we have worksheets available) allows both student and faculty advisor to have confidence that all the course work and administrative work for graduation can and will be completed.

The last formal step in the advising system is a meeting to complete and sign graduation papers. This requires application for graduation, a “GO-12” which is summary of completed course work and a review of any exceptional actions or requirements. The student’s file is then reviewed for completeness. The GO-12 is first signed by the faculty advisor and the forms with file are forwarded to the PA Division Office Coordinator. The Division Coordinator prepares a “GO-17” form that is the official certifying document for degree completion. The Coordinator reviews the student file, official transcript and forms and either returns the file to the advisor or forwards the file for signature first by the Division Chair and then by others with oversight in the university (School Director, Office of Graduate Studies, etc.). As a note, requests for Division or University rule or requirement waivers start with a signature and memo from the student and the student’s advisor. Grievances have a different pathway (See Hatfield School Policies & Procedures, on file with Division). Seldom does advising end at graduation. Faculty are routinely called regarding career options, professional development advice, and partnership opportunities.

7.2 Placement Service

The Division of Public Administration does not have a placement service of its own *per se*. However, the Division in collaboration with Hatfield School does provide significant services for graduate student career development -- formally and informally. Also, the University maintains placement and career services.

First, as reported above, students in the Division are assigned an advisor on admission to the program usually with substantive interests aligned with the student. The Division faculty are highly engaged with professional practitioners, public service organizations and governments. In short, a clear intent of the Division is to have advisors be a front line of career development support for students.

Second, the Division and the Hatfield School of Government regularly receive announcements of openings and competitively filled public service opportunities. These are printed and posted on the Division bulletin board, which is very accessible to students. Announcements that are received electronically are circulated to appropriate list serves. Inclusion on email listservs are voluntary but highly recommended.

Third, the Division and the Hatfield School employ Gretchen Kafoury as Internship Coordinator. Gretchen Kafoury, an alum of the PA Division (MPA), retired from a 20-year public service career. She served as Portland City Commissioner (1990-98), Multnomah County Commissioner (1985-1990) and Oregon State Representative (1977-1983). In Portland government, a commission form, four commissioners and the Mayor share administrative responsibility for city agencies. Gretchen Kafoury brings a formidable resume, a

wealth of knowledge, and many well-developed relationships to her role as Internship Coordinator. She is a significant resource for pre-service students interested in public service jobs.

Gretchen Kafoury works with faculty assigned to the PA 509: Organizational Experience option of Area III Integrative Experience. Typically two faculty are assigned course responsibility for 509. When approached well, PA 509 is a significant career development opportunity. Community partners commit to working with a student to complete a placement experience. The placement usually includes completion of a significant policy or administrative undertaking. If this does not lead directly to a job offer, it often leads to one indirectly or provides the high profile evidence that improves the competitive position of the student for open positions. Further, when students perform well in the placement, they have a variety of people who can serve as career references, if not a new employer.

The Institutes, Centers and special programs associated with the Public Administration Division provide many opportunities for students to create working relationships with community partners. The Executive Leadership Institute and the Institute for Nonprofit Management use graduate students to staff and support projects and programs with community partners. Similarly well-developed relationships with health organizations such as the Oregon Office of Health Plan Policy & Research ensure regular opportunities for graduate students to gain hands on experience with organizations they might be interested in working for in the future.

The Hatfield School has a number of special programs providing structured opportunities for students like the Oregon Performance Internship and NEW Leadership Oregon. The ***Oregon Performance Internship*** is a national program developed by the Hatfield School and the Oregon Business Council to attract superior student from the top schools of public policy and public administration to spend a summer in Oregon helping improve the performance of state, city, county, special district and nonprofit agencies. ***NEW (National Education for Women's) Leadership Oregon*** is a nationally recognized program to find, mentor and train future women leaders. The Oregon chapter was formed in 2003 and affiliated with the Hatfield School of Government. NEW Leadership Oregon creates and hosts a six-day training program at Portland State University every summer to introduce college women to public leadership. Those chosen are taught and mentored by past and current women officeholders. The program is patterned after a project created at the Center for American Women and Politics (CAWP) at Rutgers University in New Jersey in 1991.

The Division, the Hatfield School and the College of Urban & Public Affairs have established relationships with a number of public sector internship opportunities, i.e. federal cooperative education positions with the Army Corps of Engineers, final year internships with Veterans Administration, management fellows programs with regional HMO's, and the Community Environmental Services program with the City of Portland. For selected students, these are outstanding career development opportunities. The Public Administration Division has been

very successful in placing students in competitive federal fellowships. In the last several years, the PA Division has had numerous Presidential Management Fellowship (Internship) finalists (two in 2004-05) and placed students in the Congressional Research Service and General Accounting Office as summer interns. In the last three years, The Division has placed three students at the Veterans Administration in management internships and all were subsequently hired. Again for select students these are special opportunities.

The University's Career Center offers assistance to all PSU students and alumni. The Career Center also hosts a Nonprofit Career Fair for which the Institute for Nonprofit Management provides support. Peace Corps, Federal Work Study Community Service and similar opportunities are coordinated through the Career Center. (See detail on line at <http://www.career.pdx.edu/studentsandalumni.htm>). Specific services provided by the Career Center include:

- Career Decision Making Resources
- Job Search Resources
- Resumes and Cover Letter Support
- Interviewing Training
- Drop-in Counseling
- PAS Career Center Library

In summary, the Division does not have a placement service *per se*, but does serve the career development needs of current and former students.

7.3 Financial Assistance

The Division of Public Administration has limited opportunities to support graduate students financially. PA Division students are eligible for general scholarship support and financial aid. These processes are managed at the College or University level. A number of scholarship programs provide target assistance beyond loans. For example, the state has the Oregon Laurels Tuition Remission program. In any year between 6 and 10 Divisional graduate students are offered such scholarships. These are determined based on academic merit, with some consideration of need.

The Division of Public Administration is able to offer some assistance to a number of students. While not coming close to serving the demand for financial assistance the Division has been able to regularly offer Graduate Assistantships to 3-5 students through state allocated funding and to 2-4 students a year through enterprise funds (faculty generated research, grants and contracts, Center and Institute programs, and University competitive grant funds).

A special word is warranted about the Cease Founder's Fund Fellowship. On retiring, former Division Chair and Hatfield School Director, Ronald Cease created an endowment in the Division's Foundation account for student fellowships. Through the generosity of Ron and his wife, Jane Cease, who had a long career of elected and appointed public service, the fund has been able to award fellowships to selected students while the endowment is being built. Faculty, alumni, friends and community partners continue to contribute to the

Founder’s Fund for the purpose of these graduate student scholarships. In the last three years, the Division has been able to make four awards. The first award includes a significant stipend and a Graduate Assistantship (includes tuition remission). A second significant cash award has been made each of the last two years and two smaller cash awards. These Cease Founder’s Fellows are competitively selected based on academic merit, an active engagement in public life and a commitment to a career in public service.

B. Number of Graduates

Table 7.4: Program Graduates by Year

Year	Total Graduates	Minority Graduates	Female Graduates	Graduates w/ Disabilities
2001-02	53	19	33	n/a
2002-03	54	16	33	n/a
2003-04	63	19	34	n/a
2004-05	75	18	53	n/a

C. Follow-Up of Graduates

The Public Administration has active alumni that often become community partners and serve in advisory roles within the Division and School. The web of past students in the region is impressive and alums report discovering common PA Division roots among public service professionals they most enjoy working with as they build their careers. It is not uncommon to hear from students who completed the program years apart who in collaborating on a project elsewhere in the state or region discover a common way of thinking causing them to explore their roots. In doing so, they find a common PA Division experience in their past. The history of the program in graduating public service professionals ensures wide spread word of support for the Division. However, the PA Division Alumni Association is inactive. Un-fortuitously, the three active leaders of the alumni group moved on to other foci in their lives at about the same time the Division was changing leadership and staff. There is interest in revitalizing the group and that is likely to happen in the near future.

Table 7.4C1 Alumni Employment Status

The Division does maintain contact information for alumni and regularly invites alumni to Divisional functions. A recent survey of those who graduates in the self-study and three preceding years found:

Employment Status	Percentage of Sample
Employed Full-Time	72.1%
Employed Full-Time, Seeking New Position	2.3%
Employed Part=Time By Choice	11.6%
Unemployed, Seeking	7%
Unemployed, Not Seeking	2.3%
Other	2.3%

7.4C2 – Employment of Program Alumni

Employing Organizations	Percentage of Sample
State Agency/Legislature	15.8%
Nonprofit/Third Sector Organization	15.8%
City Government	13.2%
Consulting: Primary Government/Nonprofit	10.5%
College/University	10.5%
Health Care or Hospital	10.5%
Other (Education K-12)	7.9%
US/Federal Government Agency/Congress	7.9%
County Government	5.3%
Law Firm	2.6%

PA Division graduates with the MPA or MPA/HA degrees work in a wide variety of public service organizations. Below is a sampling of where Division graduates from the self-study and three preceding years can be found:

City Controller, City of Portland
 Director, Criminal Justice Information Services, Oregon State Police
 Rehabilitation Program Manager, Salem Hospital
 Self-employed Nonprofit Consultant
 Development Director, California Budget Project
 Communications Officer, State of Oregon Department of Human Services
 Director of Public Safety, Beaverton School District
 District Representative, Office of Congressman David Wu
 City Administrator, City of Madras, OR.
 Presidential Management Fellow (Management Program Specialist), US
 Citizenship and Immigration Services, Department of Homeland
 Security
 Physician/Independent Contractor, United Indian Health Services, Inc./
 Northcoast Emergency Physicians
 Planning and Development Specialist to the President, Chemeketa
 Community College
 Lead Auditor, Oregon Secretary of State/Audits Division
 Inspector, Oregon Liquor Control Commission (OLCC)
 Program Manager, Providence Newberg Hospital
 Director of Development, SUNY New Paltz
 Registered Nurse, Oregon Health Sciences University (OHSU)
 Senior Manager, MAXIMUS
 Administrative Services Manager, City of Hillsboro
 Medical Director of Outreach, Outside In Clinic (Portland Homeless
 Youth Nonprofit)
 Office Administrator, Volunteers of America, Oregon
 Child Welfare Program Manager for Coos and Curry Counties, State of
 Oregon, Department of Human Services

Administrative Services Manager, City of Dallas
 Program Manager, State of Oregon
 Project Manager, Oregon Community Health Information Network
 Project Analyst, Research Into Action
 Senior Research Associate, Oregon Health and Sciences University
 (OHSU)
 Principal Engineer, Washington County
 Principal Evaluator, Evaluation Specialists
 Parole and Probation Officer II, Washington County
 Supervisory Park Ranger/Volunteer and Special Events Program
 Manager, National Park Service

Survey Respondent Information:

Female	Male	White, Non-Hispanic	Minority
58.1%	41.9%	93%	7%

STANDARD 8.0 SUPPORTIVE SERVICES AND FACILITIES

Critical to success in accomplishing the mission of the PA Division related to the MPA and MPA/HA programs are adequate support services and facilities. In this regard, the Division is fortunate to be a part of the Hatfield School of Government in the College of Urban & Public Affairs (CUPA). In the fall of 2000, the College dedicated a new building, the Urban Center –complete with new offices, classroom and student facilities. A plaza with public spaces, a ring of courtyard stores – office shops, transportation center and the PSU University Bookstore create a new front door to the University. A surface streetcar system running through the plaza adds to the connectivity of the Urban Center and the rest of Portland. The PA Division, along with other components of the School and College, moved into new facilities in the award winning Urban Building in the spring and summer of 2000.

Budget, support staff and library services all will be addressed with detail in this standard. What is clear is that the Division has been part of a rapid growth of the University, College and School. In general, services and facilities are adequate or more than adequate to allow the Division to pursue its mission accomplish goals and objectives and act on its beliefs. The University and consequently the Division has suffered from a general decline in Oregon State general fund support. This has serious consequences for the Division but over the last seven years the Division has been successful in funding its programs, faculty and staff. Support from the Director of the Hatfield School and Dean of the College has been essential to the Division's success. Office, classroom and meeting spaces are a mix of old and new. The new spaces are leading edge facilities in academic architecture and design.

8.1 Budget

The Division has an independent budget adequate to support its stated objectives. As a state university, the Hatfield School and hence the Division has a mix of general fund dollars and self-generated funds (grants, contracts, and self-support courses). This budget section will review the PA Division's budget process, the sufficiency of the current budget and faculty salary support.

A. Budget Process

The Public Administration prepares a budget as a part of the Hatfield School of Government. The Hatfield School is the budgetary unit for the University. The Division has individual accounts for its budgets. In general, preliminary budget requests are developed in the spring in collaboration with the School Director and his Assistant. These requests are then forwarded to the Dean of the College and so forth to build a University budget. The Division has little discretionary budget. The School and the College have more discretion, and consider requests from the Division at anytime of the year. Augmentation is usually handled by request from the Chair and usually reflects modest requests for additional support for adjuncts, faculty travel and supplies.

There are four basic categories in the Division's budget. These are unclassified (faculty) salaries, classified salaries, other payroll expenses (OPE) and services & supplies. (S&S). Division support for regular travel (faculty travel, administrative travel costs, etc.) support comes out of services & supplies, as do equipment and office supplies. Faculty are eligible for travel support and support for other enterprises by grant application to university funds and through their own grants and contracts. Both the principal faculty and self-funded institutes associated with the Division receive some of the overhead associated with entrepreneurial efforts. Such funds provide additional discretionary resources. Still, the Division has few discretionary reserves with most of the budget related to relatively fixed costs of salaries and expenses.

B. Budget Sufficiency

Budget sufficiency can be measured in several ways. First, is the Division able to support activities vital to the program? Second, is the budget trend tracking with the increasing size of the program? Third, is there support for new initiatives to meet the emerging needs of students and community partners as guided by mission and core beliefs? First, the Division has been able to meet the budgetary needs vital to the program. The Division like other units in the university has been stressed by a business model that is dependent on enrollments to capture state funding. The Division lost one nucleus position over the last seven years through retirement, but has added three term faculty and been fortunate to have had three senior academic administrators hired with their appointment in Public Administration. The Division has been able to maintain tenure track positions in retirement transitions and been allowed to conduct national searches. In the most recent searches the University and College have supported requests to hire at the upper ends of respective scales to attract the most desirable candidates. Second, the Division's budget and the Hatfield School's budget has tracked well from year to year given the constraints of the business model and the dramatic decline of state general fund support for higher education. There is considerable strength in the combined Hatfield School budget as a result of the mix of three academic units and five enterprise centers and institutes. There is a noticeable increase in funded research and contracts for services over the last seven years. This has had a positive effect on the budget situation, especially discretionary funding. Third, the Division and its associated institutes have been able to initiate new courses, programs and activities to meet the emerging needs of students and community partners. These efforts are largely supported through faculty enterprise (grants and contracts) combined with support from the School Director or the Dean. PA Faculty have been successful in tapping University special grant funding for such initiatives as well (i.e. civic capacity, community-based learning, diversity, faculty development funds, etc.) The budget summaries below show three years of Division and School data.

PA Division Budget 2004-05

Account	Year End Budget	Funding Sources	Trend (from last year)
Unclassified Salaries	\$1,104,465.00	GF; Contracts; Grants	+ 8%
Classified Salaries	\$66,795.00	GF; Grants	- 3%
Graduate Assistant	\$46,893.00	GF	+ 40%
Student Pay	\$3,654.00	GF	NA
Other Personnel Expenses	\$369,304.00	GF; Contracts; Grants	+ 12%
Total Labor	\$1,591,111.00	GF; Contract; Grants	+ 10%
Service & Supplies	\$198,415.00	GF; Grants; Contracts	+ 22%
Equipment	\$8,950.00	GF; Grants	+ 15%
Total General Expenses	\$207,365.00		+ 22%
Net Expenditures	\$1,798,476.00	GF; Grants; Contracts; Gifts	+ 11%

PA Division Budget 2003-04

Account	Year End Budget	Funding Sources	Trend (from last year)
Unclassified Salaries	\$1,012,236.00	GF; Grants; Contracts	+ 9%
Classified Salaries	\$68,878.00	GF; Grants	+ 9%
Graduate Assistant	\$28,219.00	GF	- 2%
Student Pay	0		NA
Other Personnel Expenses	325,699.00	GF; Grants; Contracts	+ 3%
Total Labor	\$1,435,032.00		+ 7%
Service & Supplies	\$153,965.00	GF; Grants; Contracts	+ 4%
Equipment	\$7,599.00	GF	NA
Total General Expenses	\$161,564.00	GF; Grants, Contracts	+ 9%
Net Expenditures	\$1,596,596.00	GF; Grants; Contracts; Gifts	+ 7%

PA Division Budget 2002-03

Account	Year End Budget	Funding Sources	Trend (from last year)
Unclassified Salaries	\$918,189.00	GF; Grants; Contracts	
Classified Salaries	\$62,681.00	GF, Grants; Contracts	
Graduate Assistant	\$34,232.00	GF	
Student Pay	0		
Other Personnel Expenses	\$315,625.00	GF; Grants; Contracts	
Total Labor	\$1,330,727.00		
Service & Supplies	\$147,208.00	GF; Grants; Contracts	
Equipment	0		
Total General Expenses	\$147,208.00	GF; Grants, Contracts	
Net Expenditures	\$1,477,935.00	GF; Grants; Contracts; Gifts	

GF= General Funding

C. Salary Information

Faculty Salary Data

Rank	Number*	Mean	Median
Professor	5	77206	74043
Associate	5	58648	57924
Assistant	4	47961	47415
Instructor	0		
Adjunct	24	3896	3855

* These numbers reflect those individuals with their primary employment in the Public Administration Division.

8.2 Library Services.

The Branford P. Millar library is primary library serving Portland State University. The College of Urban & Public Affairs has a library holding mostly gray literature and periodical series related to various substantive policy emphases important to the College. It is through the Millar library that students and faculty have primary access to the PSU 1,350,000 volumes, over 10,000 periodical series and extensive electronic collections as well as supporting services. The Millar library is open to accommodate an urban, 24-7 student population. Its hours vary weekday to weekend and by season. During the fall, winter and spring terms hours are typically 7:30am-11pm weekdays, Friday to 7:00 pm, Saturday 10am – 11pm, Sunday 11 am – 11pm. Summer hours are modestly shorter than fall, winter and spring terms (7:30am-9pm weekdays, Friday to 6:00 pm, Saturday 10am – 6pm, Sunday noon-4pm). Intersession hours are more restricted with summer intersession the most restrictive (Summer intersession, weekdays 8am – 6pm, no weekends). The CUPA Library is open during the open business hours of the building.

Libraries are among the most rapidly changing parts of universities. On-line search, retrieval, and exchange technologies as well as electronic repositories and materials are changing the landscape. Portland State University is a part of this. Beyond PSU's collection, the university provides access to regional library collections, key regional university and college collections, government reserve documents and a wide variety of electronic resources. The University is a key facility in the Portland Area Library System (PORTAL's) and collaborates widely to create access for PSU scholars. In response to work groups, planning initiatives and library strategic planning, the Library has developed an emphasis in providing professional support for information retrieval. This is generally available through the new Research and Learning Center. The library retains the services of reference librarians. It has added a Graduate Student Consultation Service available to meet the needs of graduate students needing specialized assistance with dissertation, theses or major research project. The Millar Library is constrained in terms of collection space but is completing a \$2.8 million dollar renovation and reorganizing the collection to better serve scholars. A new library budget allocation model, more adequately reflecting institutional enrollment and use patterns, will lift the PA library allocation approximately twenty percent in the 2005-2006 year.

Beyond the scholarly work of faculty, staff and students, the Library has collaborated in initiatives of particular importance to the PA Division. The library acquires new material in a deliberative decision process by identifying a portion of the acquisition to intellectual domains in the university and by polling relevant faculty. This provides direct input from the Public Administration Division to the library collection over time. The PA Division works collaboratively with the Library to develop appropriate resources for students, faculty and community partners. The library has just updated the *Nonprofit Research and Resources Guide* providing online access to critical information for those in the nonprofit field. (Available at <http://www.lib.pdx.edu/resources/pathfinders/NonprofitResearchGuide.html>). This guide was first developed by Carrie Munn a graduate student in the Institute for Nonprofit Management and then maintained and updated by Millar Library staff. Also, the Millar library is, and has been for decades, a regional repository for government documents (Federal Depository Library Program) providing critically relevant materials to those scholars associated with the Division. The Library recently added Westlaw access in response to faculty, students and other scholars' interests. Recently the library agreed to an innovative project: the Oregon Sustainable Community Digital Library (OSCDL) The framework for the Oregon Sustainable Community Digital Library was created by College of Urban and Public Affairs Professor Carl Abbott, in a paper, "Planning a Sustainable Portland: A Digital Library for Local, Regional, and State Planning and Policy Documents," with additional guidance from the Memorandum of Understanding signed between METRO regional government and Portland State University on July 21, 2005. The OSCDL project will provide researchers, practitioners, students, policymakers and citizens with electronic access to detailed information from participating agencies via a searchable Web-based database hosted by PSU. The goal is to expand the reach of the project to appropriate agencies throughout the state of Oregon. The OSCDL is supported by a two-year, \$127,000 Library Services and Technology Act grant from the Institute of Museum and Library Services, an independent federal grant-making agency. The Millar Library also provides consulting services to the College of Urban and Public Affairs on the development and maintenance of its library. Such collaboration provides strong support for MPA and MPA/HA students in their scholarly endeavors.

8.3 Supportive Personnel

Administrative, secretarial and clerical personnel adequately support the Public Administration Division. The mission of the PA Division requires that support staff interact with a range of people, students and community partners. These people range from college seniors exploring graduate schools and inquiries from the general public about public policy and government to heads of agencies and high profile elected officials. Most importantly, the staff needs to support both pre-service and mid-career students. The current staff is able to do this well. The supporting personnel are organized to meet the needs of the Public Administration Division and the Hatfield School of Government. The PA Division is served well by the collaborative arrangements of the Hatfield School. The staff reports directly to the Assistant to the Director as senior and supervising staff. Betty Lewis has been associated with the Public Administration Division for about twenty years. She was

the staff member to serve the program prior to the creation of the School of Government in 1996. She is deeply knowledgeable of all aspects of the MPA and MPA/HA programs. Each Division has an Office Coordinator assign with primary responsibility for the Division. In this role, Rebecca Fidler, PA Office Coordinator, develops a personal relationship with students through managing their application files, handling informational questions, auditing files for graduation, and managing the administrative aspects of special requests (i.e. tracking petitions to the Graduate Council). Similarly, she builds relationships with faculty and other staff to serve the Division. Office Coordinators for the other two Divisions provide collaborative support, i.e. office coverage for walk-ins, familiarity with record keeping and files, etc. In addition to full-time office support, the PA Division has between two and three graduate assistants supporting general Division administration. Typically, one GA is assigned to support the Office Coordinator and one GA is responsible for a newsletter and alumni affairs. Together, the full-time administrative support personnel and the GA's provide 8am to 6:30 pm office coverage. This is important as the PA Division runs most of its classes in the late afternoon and evening but must maintain business hour access for community partners and University administration. The office is typically not covered on weekends.

Beyond administrative support for the Division, both the Institute for Nonprofit Management and Executive Leadership Institute have program and administrative support staff. In fact all the centers and institutes associated with the Hatfield School have support staff. Staff does cooperating in ensuring PA Division programs and Hatfield School programs are well supported. Finally, a number of GA's are assigned to individual faculty to support particular research and outreach programs. These individuals though assigned to individual faculty often work on projects related to the Division's mission.

8.4 Instructional Equipment

Program faculty and students have access to appropriate equipment for coursework and research, including computer facilities and visual aid devices. In recent listening sessions with adjunct faculty, it is clear that they do not feel well connected to the technology support services available to them. However, Portland State University has invested heavily in instructional technology and created an Office of Information Technologies to support faculty, students and community partners in using campus technologies (<http://www.oit.pdx.edu/>). Nucleus faculty all have computers in their offices. Adjuncts, other affiliated faculty and students have computer accounts available to them through the university. These accounts make available a wide range of web-based technologies. Computers are available to associated faculty and graduate assistants in workspaces in the Hatfield School. Computer labs are available in the Urban Center Building and across the campus at six locations plus the library. PSU has invested in wireless technologies and much of the campus is "hot" allowing faculty and students with wireless equipment to access many basic services online from unwired campus sites.

Classroom technology support for instructional purposes ranges from state of the art (3 sites, i.e. at the adjacent Distant Learning Center and the Native American Center), to high and mid-tech classrooms (22 sites and 51 sites respectively) (Please

go to page 33 of the on-line Faculty Service Guide for a full list classrooms with technology support at <http://www.oit.pdx.edu/fsg>). Hi-technology rooms have all instructional technologies hard wired into central instructional pod and wired ports at student learning locations, i.e. desks, lab benches, seminar tables. Mid-tech rooms have some mix of permanent instructional technology and portable equipment. For example, a mid-tech classroom might have a ceiling mounted in-focus projector but require a cart-mounted video/ DVD player or a table-mounted overhead projector. The University maintains a centrally located (Smith Center) Audio/Visual Check-Out Center where all mobile instructional technologies are available including video, in-focus and speaker/conference phone. The Hatfield School and associated institutes and centers have three in-focus projects, laptops, multiple overhead projectors, speaker and conference phones and other instructional technologies. Such equipment is readily available for classroom and seminar room use by all faculty and appropriately designated graduate students.

8.5 Faculty Offices

All full-time faculty have high quality office space of approximately 130 square feet. The Urban Center, completed in 2000, was designed as a state of the art university facility. PA faculty were involved in identifying design criteria, i.e. bookshelf, file storage and room arrangements. In addition to adequate space, equipment and technology, faculty offices are attractive with opening windows. The Public Administration Division primarily occupies the 670 wing of the sixth floor of the Urban Center. Associated institutes and centers are located on the seventh floor as well as the sixth floor. The Hatfield School occupies space on the fifth, sixth and seventh floors for the various faculty, staff and graduate students associated with the school.

Affiliated, adjunct and visiting faculty typically do not have individual offices. Adjuncts requesting office space by labor contract are entitled to space. Divisional adjuncts are usually on campus one night a week. The most common arrangement is to assign a number (3-6) of adjuncts to a space. The preference is to provide teaching faculty with private space. However, even with a rather new building space is limited. Some adjuncts are assigned workstations in multi-person areas. In response to meeting with adjuncts in the 2004-05 year, we have made a small seminar room available for private sessions with students or for other purposes. All workstations are equipped with networked computers and phones. Affiliated faculty each have a different set of requirements and so office arrangements are made individual by individual. Graduate students with assistantships are assigned workstations. In some cases where students have a GA with modest (.15 FTE) work requirement they are assigned shared workspaces. Doctoral students and .49 FTE GA's typically have individually assigned workspaces. The Division, working with the Hatfield School, tries to maintain some office space for visiting faculty or senior public service professionals. The School and the College are working to address the growing need for office space. The School is converting an open area to offices this summer to help with space on the margins. In summary, the quality of office space for faculty, staff and related individuals is very high. The currently available quantity of office space is barely adequate and fully subscribed.

8.6 Classrooms

Classrooms are available for the courses being offered. The Division has no control over classroom or meeting space. However, the Hatfield School does have priority over three large (14-20 people) and three small (8-12) seminar rooms. The College has priority in the Urban Center over a number of high quality classrooms that handle up to 30 – 75 people. Most classroom scheduling is managed centrally by the University. The University has a variety of classroom space available that ranges from poor to state of the art in quality. The University is constantly upgrading classroom space and adding to the inventory of high quality space through new construction. With the exception of a few older buildings, the campus is now accessible to the physically impaired. The Division is sensitive to the issue of accessibility and has made special arrangements for highly accessible spaces, i.e., Urban Center, Native American Center, and Broadway Housing Building as appropriate. As reported in Section 8.4, most classrooms are well equipped with learning technologies. Still there are classrooms that are inadequate and classrooms that are not accessible. Students and faculty notice when such rooms are assigned. Division staff make change requests when faculty find that assigned space does not meet the needs of our students. Often, but not always, requests can be fulfilled.

8.7 Meeting Area

The Division has a high degree of access to appropriate rooms and areas for meeting. Small seminar rooms on the sixth floor of the Urban Center are most typically used. PA Divisional faculty meetings are typically held in the Seventh Floor Conference Room. The University has other meeting spaces available by arrangement. Students are welcome to schedule Urban Center seminar rooms for group use, but often meet in less formal areas, i.e. coffee shop in Urban Plaza, in sitting areas on each floor of Urban Center, etc. The College of Urban & Public Affairs also has priority in scheduling use of the Urban Center second floor gallery, an expandable space that can be set up for a variety of purposes. The Public Administration Division uses this space for student orientations, wine & cheese socials, speaker and panel presentations and student PA: 509 Organizational Experience presentations. In summary, in the Urban Center and across campus there is adequate space to meet the needs of faculty, students and community partners.

STANDARD 9.0 OFF-CAMPUS AND DISTANCE EDUCATION

Off-campus and certificate programs are an integral part of the Division of Public Administration's mission of meeting the learning needs of public service leaders. One dynamic of the merging the former Lewis & Clark program with the PSU Public Administration program was an explicit and intentional commitment to provide educational services to professional practitioners at sites beyond the Portland Metropolitan area. As evidence, language was removed from the pre-1998 mission statement regarding a program focus in the Portland Metropolitan area. As integral offerings and initiatives of the Division, this standard should be read as a supplement to other section of this accreditation report as the other sections apply to off-campus and distance educational offerings as well as those that are campus based.

The Public Administration Division currently is engaged in four different kinds of off-campus and distance educational activities. First, the Division offers its MPA degree at off-campus sites, notably in Salem, Oregon, the state capital and in Bend, Oregon, in central Oregon. Secondly, the Division offers or makes use of courses at geographically remote sites. Some of these courses take advantage of cooperative agreements, i.e. health related courses at Oregon Health Sciences University. Some courses are offered as a part of professional educational and development programs, i.e. leadership, supervision or substantive policy courses or as field-based seminars, i.e. national policy process seminar in Washington, D.C. or comparative policy process in Salem, Oregon, Olympia, Washington and Victoria, B.C. Third, the PA Division offers specifically designed programs, courses and certificates in cooperation with other Universities, in other countries, i.e. the Japanese Mid-Career Public Administrators Training program or the Non profit Field Study seminar in Oaxaca, Mexico. Finally, the PA Division offers some courses that use distance learning technologies for a significant portion of course delivery. This section will attend to all off-campus and distance education activities but focus on the areas of primary accreditation concern, degree offerings at remote sites or distance education offerings.

9.0A. Off-Site Degree Programs

The Public Administration Division offers its MPA degree in Salem, Oregon, the state Capital approximately 50 miles south of Portland and in Bend, Oregon, about 150 miles southeast of Portland over the Cascade Mountains in Central Oregon. The Bend program is offered in cooperation with the Central Oregon Higher Educational Consortium at Central Oregon Community College and the state designated provider of higher educational service, Oregon State University. The Salem program is undertaken in cooperation with Portland State University's Salem Center located on the Chemeketa Community College campus. The programs at both sites were acquired by Portland State in the merger with Lewis & Clark College. The highest levels of the university and state Board of Higher Education scrutinized the merger agreement and the programs associated with the merger. PSU offers two other professional programs in Bend to meet the needs of geographically remote professionals, the Masters of Business Administration (MBA) and the Masters of Social Work (MSW).

Offsite: 9.2 Mission

The purpose of offering the degree programs at these two sites is to meet the needs of public service leaders. Salem, the state capital of Oregon, is the headquarters of many state agencies. While the 50-mile distance is commutable, the Salem site is a convenient way for public service professionals to continue their education. The Bend site is a regional center for the eastern part of Oregon. The three accredited MPA programs in Oregon (at PSU, Willamette University and U of Oregon) are all in the Willamette Valley. Particularly in the winter months the “across the mountains” location of these programs limit the participation by mid-career professionals. Both programs have a long history being offered in a similar form for over fifteen years.

Offsite: 9.3 Jurisdiction, 9.5 Faculty, 9.7 Student Services and 9.8 Support

In every way except the range of course offerings in any term, the off campus sites compare favorably with the degree programs offered on the Portland campus. In both locations there are supporting educational services, i.e. classrooms, computer services, and services for special needs students, and many PSU main campus resources, i.e. library, registration, and PA Division coordination, are available to students electronically. A site coordinator is recruited at each location to assist the cohort members with logistics, solicit feedback, perform evaluations, facilitate advising, interact with community partners and recruit participants. Alums in each location provide advise, counsel and oversight regarding the programs. Core faculty teaching at each site advise students so that advising is similar. The Executive Leadership Institute on behalf of the PA Division administers the off-site programs. Dr. Douglas Morgan coordinates the offsite programs for the Division. ELI assigns a program coordinator for these programs who works with the PA Divisional Office Coordinator on administrative matters and with the faculty coordinator on substantive matters. ELI is directed by senior faculty member Douglas Morgan and PA Divisional Chair, Craig Shinn ensuring a similar quality of oversight and commitment to the overall PA Division Mission and values. All significant decisions, i.e. curriculum design, admission standards, faculty review and degree governance are handled as a part of standard divisional procedures.

Offsite: 9.4 Curriculum, 9.5 Faculty and 9.6 Admissions

Both sites recruit a cohort of 12-20 practitioners who proceed through the degree together with courses offered in series. Students are admitted using the same standard and process as all other students admitted to the MPA and MPA/HA degrees. In general a greater proportion of mid-career students are admitted to the cohorts and so classes in Salem and Bend tend to have more experienced practitioners. Courses are offered on an intensive format meeting Friday evening and all day Saturday about monthly. This is a format that is used for a portion of courses on the main campus, too. While these courses are scheduled and designed to meet the needs of the cohort recruited at each site, the courses are open to all qualified graduate students. Students do “mix and match.” The MPA and MPA/HA curriculum requirements are the same as those offered on the main campus. Summer Institutes are offered at the Portland Campus to encourage Bend & Salem students to attend the main campus at least once a year. Although not required, all

students at off-site locations participate in on-campus courses while completing their degrees. Courses are taught by a mix of core and adjunct faculty roughly equivalent in proportion to that of the main campus with many of the same instructors. The quality of students and of their work is as high or higher among students recruited to the off campus sites as on the parent campus.

Table 9A1 Offsite Programs: Summary Comparison of Courses Taught by Nucleus Faculty and Adjuncts among Degree Sites (Combined 2003-04 and 2004- 05 Academic Years)

	Nucleus Faculty	Adjunct Faculty
Salem	6 60%	4 40%
Bend	4 100%	0
Parent Campus	57%	43%

Table 9A2 Offsite Programs: Summary Comparison Grade Point Average for Students Among Degree Sites (Combined 2003-04 and 2004- 05 Academic Years)

	GPA for Admission	Graduate GPA to date
Salem	NA**	3.57
Bend	NA**	3.68
Parent Campus	(~3.2)	(3.56)

* Randomly selected students ** Current tracking system does not record this data.

In summary, the off-campus programs are an essential part of the PA Division program. The ability to deliver the MPA and MPA/HA degrees in geographically remote sites is critical to meeting the educational needs of public service leaders. In considering purpose, curriculum, faculty, student services, or student performance, the evidence is that the programs offered at remote sites are of similar or greater quality to that offered at the parent campus.

9.0B. Geographically Remote Courses

The Division offers courses at geographically remote sites and takes advantage of courses offered at remote sites. **(9.1)** Some of these courses take advantage of cooperative agreements, i.e. health related courses at Oregon Health Sciences University. Others are offered as a part of the off-campus programs **(9A)**. Others are offered as a part of professional educational and development programs, i.e. leadership, supervision or substantive policy courses or as field-based seminars, i.e. national policy process seminar in Washington, D.C. or comparative policy process in Salem, Oregon, Olympia, Washington and Victoria, B.C. There are two general categories of geographically remote courses. Courses that are offered in remote locations as a part of other programs are generally governed as a part of those programs. **(9.2 and 9.3)** In the case of MPA and MPA/HA off-campus programs, these are governed as a part of the parent campus program and therefore the

courses are entirely consistent with accreditation standards. Courses that are a part of the Oregon MPH at remote sites are governed under the joint program of which the PA Division at PSU is a collaborator. As a reminder, emeritus faculty member Walter Ellis was critical in the founding of the Oregon MPH and Dr. Sherril Gelmon, a PA Division nucleus faculty member, directed the Oregon MPH for three years and remains deeply involved in all aspects of that degree. Changes in the Oregon MPH relating to the Health Policy and Management track, the track of the MPH degree offered by the PA Division, are brought to PA Division faculty for decision-making. In both cases, while geographically remote, these courses are under the direct oversight of the PA Division and its faculty. Faculty teaching in these programs are the same or similar to those that MPA and MPA/HA students would take at the parent campus.

Courses offered by the Division in remote locations, i.e. Washington DC or elsewhere, are designed to meet specific learning goals consistent with the mission and values of the Division. **(Geographically remote courses: 9.4 Curriculum and 9.5 Faculty.)** The courses undergo curriculum review in the developmental stage, which includes review by the Division Curriculum Committee and the faculty as a whole. Courses are designed by nucleus faculty and instructed by a mix of nucleus and adjunct faculty common to the program as a whole. **(9.6 Remote Course Admissions.)** All students in the program are free to enroll in such remotely offered courses consistent with their program of study. Courses qualify because of general faculty oversight of the curriculum and appropriateness of such a course for a particular student is a consideration for the student and their advisor. **(9.7 Student Services and 9.8 Support.)** Because these are offered as individual courses, the general concerns about student services and supporting facilities don't apply. However, special care is taken to ensure that all students can participate in these offerings. Accessibility is a primary concern and has been attended to in ways that meet the needs of special students. Clearance and visa status limitations on occasion constrain participation by some students. This is a more significant matter for international students since 2001. However, concerted efforts are made to accommodate such students to the full extent of the law.

9.0C. Cooperative Programs

The PA Division offers specifically designed programs, courses and certificates in cooperation with community partners, other Universities, and in other countries. Specially designed programs, certificates and courses are periodically developed to meet the needs of particular clients or community partners. For example, a leadership development program has been designed in cooperation with the US Army Corps of Engineers Portland District to meet the needs of emerging leaders. This program offers participants three graduate level courses. Similarly, Public Administration faculty working through the Institute of Nonprofit Management and external partners, the Southwest Center of International Studies and the Instituto Tecnológico de Oaxaca, have developed PA 529, a field study seminar in Mexico. This two-week intensive seminar provides an opportunity for U.S.-based service providers to explore the cultural grounding of attitudes and behaviors of Mexican immigrants to the Pacific Northwest.

Courses developed with such community partners are governed by the same rules as other new courses. Faculty develop proposals, the PA curriculum committee reviews the proposal, the PA faculty decide on the proposal and it is then reviewed elsewhere in the university. Such courses are often taught by nucleus faculty, as is the case with both of the above examples, or by appropriately qualified adjuncts. These courses are available for graduate credit and can be included in the MPA or MPA/HA degree if proposed by a student and agreed to by a student's advisor. Such courses allow the Division to meet specific aspects of its mission and act on its core beliefs of meeting the on-going learning needs of public service professionals.

9.0D. Distance Learning

The PA Division offers courses that use distance learning technologies for a significant portion of course delivery. It does not and does not plan to offer complete degree programs via distance learning technologies. **(9.1 Definition and Scope)** In general, the PA Division uses distance-learning technologies in three ways: distance-learning technology assisted courses, distance learning technology-integrated courses and technology based courses. Most faculty use distance learning technology, email list serves, electronic library reserve, web-based materials, etc. in their courses. A growing number of courses remain primarily face-to-face for instructional purposes but actively integrate distance-learning technologies as a significant contribution to course methods, i.e. budgeting courses with interactive budget models, courses using web-CT, or policy research courses with electronic data retrieval requirements. Included in this category are eGovernment courses designed to develop the capacity of administrators to use computer and other interactive technologies in policy making and implementation. All of these courses remain fundamentally face-to-face in instructional mode.

9.0D.1 and 2 Technology Assisted & Integrated Courses

Both of these ways of using distance-learning technology enhance the ability of the Division to meet its mission and objectives. **(9.2 Mission and Assessment.)** Students would like greater use of distance learning technologies to support more traditional instructional mode. **(9.4 Curriculum.)** The growing ease with which each generation of students approach electronic learning technologies and with which citizens approach technology make greater inclusion of technology a key objective of the division. **(9.5 Faculty.)** To this end the Division has encouraged faculty to take advantage of opportunities to learn the technologies and encourages the use of them in courses. The Division also has recruited adjunct faculty with special interests in eGovernment and electronically based data retrieval to support growing demands of students and community partners in this area. The Division takes advantage of other technology-based courses, i.e. geographic information systems, offered elsewhere in the university to meet the needs of particular students. **(9.7 Student Services and 9.8 Support Services.)** The College of Urban & Public Affairs, when constructing its new building (2000) included a variety of distance learning technologies in classrooms and collaborated in a Distance Learning Lab that is physically adjacent and connected to the Urban Building. These facilities provide up to date technologies to support distance learning as it is used in PA Division programs.

9.0D3.Distance-Learning Technology Based Courses

The third way distance-learning technology is used in the PA Division is in courses based on such technology. **(9.1 Definition and Scope.)** The Division has actively explored and Division's faculty has debated appropriate use of distance learning in classes and in the program. Technology assisted classes are widely embraced by the faculty. Our foray into on-line courses is more circumspect. A number of faculty; Theresa Julnes- Rapida, Sharron Noone, and Marcus Ingle, in particular; have experimented with delivering courses largely on-line using web-based technologies. All of these faculty are PA Division nucleus faculty. A number of other faculty have worked with University support staff to train on distance technologies and prepared curriculum units for on-line teaching. Still the number of courses offered on-line is small, one or two per term, currently; one per term in previous years.

(9.2 Mission and Guidance, 9.4 Curriculum and 9.5 Faculty.)

Exploring on-line delivery of courses is consistent and appropriate to the mission and beliefs of the PA Division. Meeting the learning needs of public service professionals in a large state with few PA programs requires invention. Off-campus cohorts are one model. Distance learning technologies provide an additional tool. Over the last seven years (last accreditation review), the Division has explored distance learning. In one case, this was as a part of program to deliver courses to tribes at remote locations in the region, which made distance learning an integral part of the effort. (See Standard 2.3B Program Changes for a description of the Tribal Administration Program.) Even in this program, the goal was to have a mix of distance and face-to-face learning. The model was using video casts of parallel classroom lectures at remote sites and with web-TC support between lectures. The faculty involved with this program were similar to the over-all mix of faculty in the division (nucleus faculty and adjuncts). As a part of the FIPSE grant associated with this project, tribal sites were identified and at these selected sites distance-learning technologies were developed sufficient to the needs. The TAP program provided special student support and facilitated services from the parent program (PA Division and University). The TAP program was discontinued as a result of the cessation of federal funding. The program did provided an opportunity for PA faculty to consider the appropriate inclusion of distance learning to meet program missions and pursue our goals and objectives.

Current distance learning courses are more typically on-line where students complete work rather independently and interact with the instructor via web- based technologies. Courses offered via these technologies are part of the Divisions effort through Executive Leadership Institute to meet the needs of learners in geographically remote locations. Sharron Noone teaches Supervision and Marcus Ingle teaches Global Management on-line. Both are nucleus faculty members. These offerings are experimental in nature and include a mix of meetings face-to-face with the remainder on-line. The goal is to expand the number and frequency of courses offered in cohort locations. ELI provides direct oversight of these offerings. As reported earlier in the section of this standard regarding off campus degree programs **(9.3 Jurisdiction, 9.6 Admission, 9.8 Support Services and Facilities)**, all aspects of governance, curriculum development, faculty, and student admission are similar

and student services and supporting facilities are comparable for students associated with the remotely offered courses. These same qualifications apply to the limited number of on-line, distance-learning technology based courses offered.

In summary, the Public Administration Division has been exploring the use of distance learning technology to meet the needs of some learners. Clearly using technologies compatible with and essential to delivery of public services now and increasingly in the future is consistent with the mission of division. If anything, the Division needs to accelerate the use of such technologies in the classroom. Using distance-learning technologies to enhance the educational experience of students in face-to-face based classes is consistent with mission and values. While the Division has had and continues to have opportunities to explore delivering courses using distance-learning technologies, such offerings are the exception, not the rule and represent experimentation. The Division does not now and does not expect to deliver either the MPA or MPA/ HA degree using solely (on-line) distance learning technologies. The Division does expect to continue to explore the appropriate increased use of all distance-learning technologies to meet the mission of the Division and meet the learning needs of its increasingly diverse clientele.