Academic and Student Affairs Committee Meeting
Academic and Student Recreation Center (ASRC) - PSU Urban Plaza
University Conference Room - 515
1800 SW 6th Avenue, Portland, OR 97201
Wednesday, 5/11/2016
2:00 - 5:00 PM PT

1. Call to Order / Roll / Declaration of Quorum (2:00 p.m. to 2:05 p.m.)
   Standing
   Presented by: Margaret Kirkpatrick, Chair

2. 3-4-16 ASAC Meeting Notes (2:05 p.m. to 2:10 p.m.)
   Approval
   ASAC Meeting Minutes 3-4-16 - Page 2

3. Academic Program: BA/BS in Urban and Public Affairs (2:10 p.m. to 2:20 p.m.)
   Approval
   Presented by: Sona Andrews, Provost and Stephen Percy, Dean, College of Urban and Public Affairs
   BA_BS in Urban and Public Affairs - Page 4

4. Comprehensive Campaign Big Ideas Review (2:20 p.m. to 2:45 p.m.)
   Presentation and Discussion
   Presented by: Sona Andrews, Provost

5. PSU Strategic Plan Sub-Initiative Review (2:45 p.m. to 4:35 p.m.)
   Discussion
   Presented by: Margaret Kirkpatrick, Chair and Sona Andrews, Provost
   PSU Strategic Plan Survey - Page 24

6. Academic and Student Affairs Committee Charter (4:35 p.m. to 5:00 p.m.)
   Discussion
   Presented by: Margaret Kirkpatrick, Chair
   Academic and Student Affairs Committee Charter - Page 32
March 4, 2016, Academic and Student Recreation Center (ASRC): 1800 SW 6th Avenue, Room 515 – University Room
2-5 p.m.

MEETING NOTES

Committee members present: Chair Margaret Kirkpatrick, Vice Chair Swati Adarkar, Maude Hines, Maria Carolina Gonzalez-Prats, Sona Andrews (ex-officio, non-voting), John Fraire (ex-officio, non-voting) and Wim Wiewel (ex-officio, non-voting)

Committee members not present: Sho Dozono, Pete Nickerson, Lindsay Stewart

Committee staff present: David Reese and Vanelda Hopes

Informational Items 1 and 2 were done at the start of the meeting, but prior to having a quorum

1. REPORT ON THE 7TH YEAR ACCREDITATION REAFFIRMATION BY NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES (NWCCU)
Portland State University’s 7th year NWCCU visit took place in October, and Provost Sona Andrews discussed the two commendations and two recommendations that the university received. PSU received commendations for deeply engaging with the community through capstone courses and community-based research and for innovative approaches to curricular development and student success. The two recommendations were for the absence of the required management letter to accompany audited financial statements (due by May 2016, but submitted on March 4, 2016), and that the assessment of student learning outcomes be systematically accelerated (due by Spring 2017).

2. NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES (NWCCU YEAR ONE REPORT AND CORE THEMES
PSU is currently in the year one accreditation cycle where the mission and core themes are evaluated and PSU’s authority to grant degrees and governing structure are reviewed. Provost Andrews proposed a modification that the university’s new strategic plan goals replace our existing core themes. These will be presented for approval at the June 16, 2016 board meeting. The year one report is due to NWCCU on September 22, 2016.

3. CALL TO ORDER/ROLL/DECLARATION OF QUORUM
Margaret Kirkpatrick, Chair of the Academic and Student Affairs Committee (ASAC), called the meeting to order at 2:26 p.m. David Reese, Secretary to the Board, declared a quorum was present. The meeting was convened.
4. **CONSENT AGENDA—ACTION**  
**Action:** Maude Hines moved that the committee approve the minutes from the November 9, 2015 ASAC meeting. Maria Carolina Gonzalez-Prats seconded the motion. The minutes were approved unanimously.

5. **GRADUATE SCHOOL OF EDUCATION DIVERSITY PLAN FOR TEACHER EDUCATION**  
Randy Hitz, Dean of the Graduate School of Education (GSE), Micki Caskey, Associate Dean of the Graduate School of Education and Jennifer Anderson, Director of Recruitment, Outreach, and Student Services for GSE, shared a copy of the 2016 GSE Diversity Plan. The plan is required by House Bill 3375 and contains seven strategies and programs to recruit diverse students, faculty, staff and teaching students to work with a diverse student body. The Academic and Student Affairs Committee reviewed the plan and will inform the full Board of their action at the March 31 Board meeting.

**Action:** Maude Hines moved to approve the Portland State University Graduate School of Education Diversity Plan 2016. Swati Adarkar seconded the motion. The plan was approved unanimously.

6. **ACADEMIC AND STUDENT AFFAIRS COMMITTEE CHARTER**  
Pete Nickerson asked each of the Board of Trustees committees to review their committee charters for updates and/or changes.

**Action:** The committee decided to delay action on this item until they had an opportunity to review the PSU Strategic Plan.

7. **STRATEGIC PLAN GOAL #1: “ELEVATING STUDENT SUCCESS” RESPONSIBILITIES AND PRIORITIES**  
Provost Andrews reviewed the five goals of the PSU Strategic Plan, and process used by the PSU Executive Committee’s for action and implementation—a matrix of each of the sub-initiatives listing the lead, current status, timing, and link to the comprehensive campaign for each. The discussion took a deeper dive into the goal #1 of the plan: elevate student success. Provost Andrews, Vice President John Fraire and Director of the Office of Institutional Research Kathi Ketcheson shared data and current efforts underway for one of the sub initiatives of this goal (Initiative 1.1: to explore and put in place new strategies to contain the cost of completing a PSU degree) as an example of the depth of information available.

**Action:** Committee members will be sent a form to identify the 10 highest priority sub-initiatives from goals 1, 2, and 4 in the PSU Strategic Plan. Results will be discussed at a future ASAC meeting to determine priorities for the committee’s work.

8. **OTHER AND ADJOURNMENT**  
Provost Andrews will share the Comprehensive Campaign Big Ideas at the May 11, 2016 ASAC meeting.

Trustees Fitzpatrick, Gonzalez-Prats, and Hines and Provost Andrews discussed the March 4 meeting they attended with faculty that were concerned about warning letters sent to PSU students who violated the student code of conduct at the December 10, 2015 Board of Trustees meeting. Trustees have initiated meetings to create ongoing conversations with students and faculty.

With no further comments or questions from the committee, Trustee Kirkpatrick adjourned the meeting.
DATE: May 3, 2016

TITLE: BA/BS in Urban and Public Affairs

COMMITTEE ACTION: Approve the proposal to establish an instructional program leading to the BA/BS in Urban and Public Affairs, effective Fall 2016. Once approved by the ASAC, the provost will forward the proposal to the Higher Education Coordinating Committee (HECC) for final approval.

ATTACHED DOCUMENTS:
1. Executive Summary
2. Full Program Proposal
Executive Summary:
May 3, 2016

College/School: College of Urban and Public Affairs
Department/Program: College of Urban and Public Affairs - Interdisciplinary
Proposed Degree: BA/BS in Urban and Public Affairs

1. Description of the Program.

The Bachelor in Urban and Public Affairs is designed to be a college-wide, interdisciplinary degree program focused on the preparation of students for active and effective participation in urban and public affairs. This new program is offered collaboratively by the academic units in the College of Urban and Public Affairs and is available to all PSU undergraduate students. While more traditional on-campus students interested in this academic program will find a large array of face-to-face courses to fulfill program requirements, this program has a second important less traditional target audience: those who have completed a substantial portion of their undergraduate requirements and who may have geographic or time restrictions that make it difficult to attend all or some of our on-campus, face-to-face course offerings.

Central to this academic program is building and maintaining healthy physical, social, political, environmental, and economic conditions in urban environments, and in introducing students to public affairs both in urban communities and in the larger world.

In this program students will gain the substantive knowledge, analytical and leadership skills and perspectives needed to respond effectively and ethically to major contemporary issues that affect their communities. Students will learn disciplinary-specific theories and practices that contribute to these goals, including: urban design & planning; crime prevention and criminal justice policy; politics; public administration; civic engagement; and public health. Additionally, through an integrative “Dean’s Seminar” students will identify and explore significant areas of professional overlap (e.g., crime prevention through environmental design; health equity as an aspect of urban sustainability; effective leadership through collaborative governance; active transportation and health, etc.). Students pursuing this degree will also have ample opportunity to investigate how people act together—locally and globally—to promote social, economic, political, and physical well-being in their communities.

Community engagement, scholarly multi-disciplinary investigation, and reflective integration with a focus on flexible degree completion -- including several face-to-face as well as on-line offerings and options for credit for prior learning -- are the hallmarks of this program. The major is designed so that students develop a deeper understanding of their roles as actively engaged citizens in both local and global environments and as public actors—broadly defined as reflective practitioners in multiple fields who address issues of public interest.

The program will introduce students to the wide variety of professional opportunities for rewarding
public service careers, including urban and community planning, public administration, public safety, nonprofit management, law, social service work, housing and sustainable economic, health, social and political development. This goal will be accomplished by leveraging the existing academic programs housed in the College. The program will also be a natural feeder degree for multiple graduate programs at PSU and elsewhere including the study of law, the health professions, public management, urban planning, public policy, social work, criminology, education and other disciplines. The curriculum is interdisciplinary in its focus, drawing from political science, public administration, criminology and criminal justice, community health, and other related social science and humanities disciplines and emphasizes concepts of networked and collaborative governance, leadership, and analysis associated with civic and community engagement for the common good. This academic program will help foster and deepen the spirit of service that is already evident among many students, and suggest a broad array of graduate study options.

The required and elective courses have been intentionally selected to be a mix of core courses building largely upon existing and established face-to-face, fully on-line, and/or hybrid courses within complementary degree programs. Each unit has identified key courses to be included in the list of core required options for the new major. Other than the new “Dean’s Seminar” to be offered to students in their final year, no new courses will need to be developed to establish this new major.

2. Describe the purpose and relationship of the proposed program to the institution’s mission and strategic plan.

The College of Urban and Public Affairs is ideally situated to offer this new undergraduate major given the breadth and depth of intellectual capacity and interest in urban and public affairs throughout the College. Working together, academic units within the College will provide undergraduates with a more complete understanding of the importance of urban environments, public life, social and governing institutions; the meaning and roles of communities; and the individual’s social responsibility, while exposing them to the critical elements of public engagement, safety, health, and the importance and functions of civic and community leadership. This undergraduate major will help the College and University to promote itself as a resource for students in the Northwest, generating an increasing amount of student enrollment in a topical area that is central to PSU’s mission. There is a history of collaboration among the academic units across the College that provides the foundation for supporting this new major. This project aligns with the institution’s and College’s mission, signature areas of focus, and strategic priorities to increase undergraduate offerings that naturally build on Portland’s reputation for heightened civic activity as well as that lead to increased interest in the array of graduate programs in the College and University, and beyond.

As stated on the PSU website: “The mission of Portland State University is to enhance the intellectual, social, cultural and economic qualities of urban life by providing access throughout the life-span to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs especially relevant to metropolitan areas.” PSU’s strategic plan seeks to implement this mission. The overarching goals of this proposed academic program are to increase students’ knowledge, skills and awareness concerning urban and public affairs and prepare them for effective, life-long engaged citizenship.

3. What evidence of need does the institution have for the program?
The Analysis of Employer Demand in Northern Oregon and Southern Washington (2014, Education Advisory Board, http://www.pdx.edu/oai/psu-flexible-degrees-resources) resource provided via the Flexible Degree proposal website clearly identifies “collaboration” as one of the top skills most in demand by PNW employers. Collaboration is at the center of the curriculum in each of the (five) partnered academic units that participate in this CUPA-wide degree. Graduates with the major in urban and public affairs will be positioned well in a rapidly changing market due to the fact that this degree provides students with exposure to a wide variety of disciplines.

Further, the Market Size for Adult Learners Seeking Online Bachelors or Masters Degrees (Oct, 2014; https://drive.google.com/a/pdx.edu/file/d/0B1h8iqnEd4DtVG1MNjBIZmQtYXc/view) report sponsored by PSU estimates that 45% of the overall undergraduate target market has the potential to be addressed by the new undergraduate degree in urban and public affairs. Target market breakdowns include: 13% social science and criminal justice; 13% health and medicine; 10% education; and 9% human services and social work.

This program will attract four main categories of students: students who have been away from PSU undergraduate studies for one or more terms and are re-enrolling; transfer students; students who have not decided on a major; and, students specifically interested in the subject matter of the degree. Part-time and working students, who have challenging schedules, will also be drawn to this major. As the Portland metropolitan region continues to grow (Metro is predicting a 56-74% increase in number of households by 2035 in the metropolitan region) the pool of potential students will also increase.

The College of Urban & Public Affairs (CUPA), similar to the University as a whole, has many students who start their undergraduate education in one of our disciplines but fail to earn a bachelor’s degree from our College. In recent years, 18% of undergraduate students who are newly declared CUPA majors fail to return for a second term, 26% are lost before their third term, 36% have left our College by their fourth term, and by their 8th term, 51% of our one-time majors have left CUPA without earning a degree from one of our programs. CUPA’s largest losses result from students who drop out of PSU altogether (40% by 8th term). Some of these students may be transferring to other institutions, but many more often drop out of school altogether. Some of those former CUPA students will likely be drawn to this flexible degree program.

Further, as mentioned earlier, there is a quiet crisis emerging due to both demographic trends impacting public-sector leadership and an increasing demand for and limited availability of programs that can educate leaders. This has led some researchers to predict a “leadership gap,” especially in the public and nonprofit sectors. The U.S. Bureau of Labor Statistics predicted a replacement gap starting in 2006 and continuing through baby boomer retirement years, stating: “There will be…151 million jobs in the U.S. economy and 141 million people in the workforce to fill them. Across all sectors, but especially in the public sector, the greatest turnover in aging workers will be in executive and managerial occupations.” (see: Monthly Labor Review http://www.bls.gov/opub/mlr/2000/07/art2full.pdf)

4. Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?
In the Oregon public higher education system there are two distantly related undergraduate programs of study: 1) At Eastern Oregon University there is a Small City and Rural County Management Program that is both private and public sector focused; and 2) The Department of Planning, Public Policy and Management (PPPM) at University of Oregon offers an undergraduate major for students interested in public or nonprofit careers. It should be noted that the size of both of these programs is small. The breadth and depth of this proposed degree program, its intentionally flexible nature, and its intended target group all suggest that it will not compete with the EOU and UO programs. The much wider range of choice among career-related fields, together with the ability to go into more depth in one of those fields, the required seminar that addresses explicitly areas of integration, and the intended target group for the degree program, all suggest that the Urban and Public Affairs degree is different than and won't compete with the EOU and UO programs.

In terms of private institutions in the Portland Metropolitan area, Willamette University’s College of Liberal Arts (CLA) and Atkinson Graduate School of Management (AGSM) offer a combined degree program (B.A./M.B.A.) which allows eligible Willamette University CLA students to complete the Bachelor of Arts degree and Master of Business Administration degree in five years. The B.A./M.B.A. program gives students the opportunity to pursue their interest in business, government and not-for-profit management while obtaining a liberal arts education, and provides a fast track for completion of the master degree. This degree is predominately business/private sector focused. The University of Portland offers a Bachelor of Arts in environmental ethics and policy, an interdisciplinary degree designed to provide students with a firm foundation in environmental science and ecology and the influence these sciences have on the development of policy, environmental ethics, and recent theological reformulation within the Judeo-Christian tradition. While there are some curricular overlaps, the UP major is specifically focused on environmental science and ecology. Neither program provides the kind of focus on urban and public affairs which is the hallmark of this proposed program.

All appropriate University committees and the PSU Faculty Senate have positively reviewed the proposed program.

**Recommendation to the Board**

The Provost recommends that the Board authorize Portland State University to pursue approval from the Higher Education Coordinating Commission (HECC) to establish an instructional program leading to the BA/BS in Urban and Public Affairs, effective Fall 2016.
Proposal for a New Academic Program

Institution: Portland State University
College/School: College of Urban and Public Affairs
Department/Program: College of Urban and Public Affairs
Proposed Degree and Title: BA/BS in Urban and Public Affairs

1. Program Description
   a. Proposed Classification of Instructional Programs (CIP) number:
      45.1201 - A program that focuses on the application of social science principles to the study of urban institutions and the forces influencing urban social and political life. Includes instruction in urban theory, the development and evolution of urban areas, urban sociology, principles of urban and social planning, and the politics and economics of urban government and services.

   b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

Today, 54 per cent of the world’s population lives in urban areas, a proportion that is expected to increase to 66 per cent by 2050. Projections show that urbanization combined with the overall growth of the world’s population could add another 2.5 billion people to urban populations by 2050. Managing urban areas has become one of the most important development challenges of the 21st century. Our success or failure in building sustainable cities will be a major factor in the success of the post-2015 UN development agenda.

- United Nations

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these goals, including: urban design & planning; crime prevention and criminal justice policy; politics; public administration; civic engagement; and public health. Additionally, through an integrative “Dean’s Seminar” students will identify and explore significant areas of professional overlap (e.g., crime prevention through environmental design; health equity as an aspect of urban sustainability; effective leadership through collaborative governance; active transportation and health, etc.). Students pursuing this degree will also have ample opportunity to investigate how people act together—locally and globally—to promote social, economic, political, and physical well-being in their communities.

Urban and public affairs are understood broadly to include both the generation of collective agreement about a course of public action and the strategies for accomplishing common goals in pursuit of the public interest. Issues of power, conflict, political agreement, justice, safety, health, equity, inclusion and adapting to social change in today’s democratic and globally connected environments will be explored through multi-disciplinary lenses.

Community engagement, scholarly multi-disciplinary investigation, and reflective integration with a focus on flexible degree completion -- including several face-to-face as well as on-line offerings and options for credit for prior learning -- are the hallmarks of this program. The major is designed so that students develop a deeper understanding of their roles as actively engaged citizens in both local and global environments and as public actors—broadly defined as reflective practitioners in multiple fields who address issues of public interest.

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This degree program will leverage the considerable experience of faculty in the College in engaged teaching and learning strategies. Above all, students will learn how to make a positive difference in communities, locally and globally, by becoming engaged in public life.

The required and elective courses have been intentionally selected to be a mix of core courses building largely upon existing and established face-to-face, fully on-line, and/or hybrid courses within complementary degree programs. Each unit has identified key courses to be included in the list of core required options for the new major. Other than the new “Dean’s Seminar” to be offered to students in their final year, no new courses will need to be developed to establish this new major.

c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.
Students will be expected to receive a “C” or better in all required coursework. Further, 24 of the required 56 credits must be taken at PSU. Program requirements will include:

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<thead>
<tr>
<th>Required Courses* (students must complete 6 courses representing at least 3 of the 5 academic disciplines listed below)</th>
<th>24 credits</th>
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<tbody>
<tr>
<td>CCJ 200 Introduction to Criminology &amp; Criminal Justice</td>
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<tr>
<td>CCJ 230 Policing in America -or- CCJ 240 Punishment &amp; Corrections</td>
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<td>CCJ 330U Crime Control Strategies</td>
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<td>PA 311U Introduction to Civic Engagement</td>
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<td>PA 312U Foundations of Community Leadership</td>
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<td>PA 313U Fundamentals of Public Service</td>
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<td>PS 101 US Government -or- PS 102 US Politics</td>
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<td>PS 204 Comparative Politics -or- PS 205 International Politics</td>
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<td>PS 431 State and Local Politics</td>
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<tr>
<td>USP 300U Introduction to Urban Studies</td>
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<td>USP 301 Introduction to Community Development</td>
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<td>USP 311U Introduction to Urban Planning</td>
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<td>PHE 350 Health and Health Systems</td>
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<tr>
<td>PHE 446U Community Health Principles and Practices</td>
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<td>PHE 250 Our Community, Our Health</td>
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<th>Elective Courses (choose 5 courses with no more than 3 courses from CCJ, PA, PS, USP and/or PHE. 12 of the 20 required credits must be from “upper division” – 300 or 400 level – courses)</th>
<th>20 credits</th>
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<tr>
<td>Research Skills Course (complete a pre-identified and approved research methods, statistics, or data analysis course from any of the participating academic units)</td>
<td>4 credits</td>
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<tr>
<td>Internship/Field Experience (choose an approved course from any participating academic unit to complete in senior year)</td>
<td>4 credits</td>
</tr>
<tr>
<td>Dean’s Seminar (to be completed in senior year)</td>
<td>4 credits</td>
</tr>
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| Total Credits Required for Major | 56 Credits |
The required and elective courses associated with this new major will, in most cases, be offered in face-to-face (F2F) and on-line (OL) formats thus ensuring that all PSU students have access to faculty in the F2F format as well as in the OL format, depending on their preferences and schedules. The list of eligible research skills courses will be developed by the participating discipline curriculum committees in consultation with the Associate Dean.

d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The program will be offered and advised by faculty and staff in the College of Urban and Public Affairs utilizing classrooms and technology infrastructure already present at PSU. Many of the required core and elective courses in the program will be delivered in the traditional face-to-face (F2F) format as well as partially or fully on-line (OL). CUPA received a “Flexible Degree” grant from the Offices of Academic Affairs/Academic Innovation to develop or convert 19 courses directly associated with the new program into fully OL course offerings. Given experience in other majors at PSU, it is likely that 40 to 60% of the students entering the program will be transfer students who have completed lower division requirements at community colleges or at another four-year college, and seek a relevant bachelor degree to help them advance in the urban/public sector workforce and/or prepare them for graduate level study. As with all other transfer students who come to PSU, CUPA’s undergraduate advising center is prepared to provide thoughtful and timely assistance to ensure the student’s smooth transition into PSU and the ability to complete the bachelor’s degree building upon their community college or another four-year college program of study.

e. Adequacy and quality of faculty delivering the program.

Members of the faculty in the College of Urban and Public Affairs are world class. There are currently sufficient faculty available for program initiation, slated for Fall 2016. As the program grows, the Dean will work with program faculty to add new teaching positions as needed. Course load assessment and reallocation may need to take place for key full-time faculty associated with the major.

f. Faculty resources – full-time, part-time, adjunct.

The course of study for the program will be delivered by a mix of faculty (tenure-track, non-tenure-track, and adjunct faculty) currently employed by PSU in the College and largely mirroring the current mix of FT, PT and adjunct faculty. There are no additional (new) faculty resources needed.

g. Other staff.

During program initiation no additional support staff are needed. However, as more students enter the program, a partial FTE support position may be needed to assist with program sustainability; this position might initially be filled by a doctoral student. Support for advising will be provided by the central team of advisors in CUPA; if the program grows substantially, then additional advising support may be necessary.

h. Facilities, library, and other resources.

The Branford Price Millar Library at Portland State University currently houses a sufficient number of bound collections and supports electronic journals and databases that will be necessary for students to
successfully complete the major program of study. Since this new degree program utilizes existing resources, the additional students can be accommodated within the current classroom and D2L space available to the College. Students in the program will be well positioned to access the multiple, long-term community resources and connections represented by the faculty in the College. Numerous events that are currently organized for doctoral, master or undergraduate students in the College will be available to all students in the program. These events will provide invaluable opportunities for students in the major to interact with peers (other undergraduates in the College) and potential mentors from the masters and doctoral student cohorts.

i. Anticipated start date:

The program will be operational as soon as approved. We anticipate a Fall 2016, start date.

2. Relationship to Mission and Goals
   a. Manner in which the proposed program supports the institution’s mission, signature areas of focus, and strategic priorities.

The College of Urban and Public Affairs is ideally situated to offer this new undergraduate major given the breadth and depth of intellectual capacity and interest in urban and public affairs throughout the College. Working together, academic units within the College will provide undergraduates with a more complete understanding of the importance of urban environments, public life, social and governing institutions; the meaning and roles of communities; and the individual’s social responsibility, while exposing them to the critical elements of public engagement, safety, health, and the importance and functions of civic and community leadership. This undergraduate major will help the College and University to promote itself as a resource for students in the Northwest, generating an increasing amount of student enrollment in a topical area that is central to PSU’s mission. There is a history of collaboration among the academic units across the College that provides the foundation for supporting this new major. This project aligns with the institution’s and College’s mission, signature areas of focus, and strategic priorities to increase undergraduate offerings that naturally build on Portland’s reputation for heightened civic activity as well as that lead to increased interest in the array of graduate programs in the College and University, and beyond.

As stated on the PSU website: “The mission of Portland State University is to enhance the intellectual, social, cultural and economic qualities of urban life by providing access throughout the life-span to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs especially relevant to metropolitan areas.” PSU’s strategic plan seeks to implement this mission. The overarching goals of this proposed academic program are to increase students’ knowledge, skills and awareness concerning urban and public affairs and prepare them for effective, life-long engaged citizenship.

b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

While the program will offer a combination of F2F and OL courses for residential students, the CUPA program development team specifically applied for and received an Office of Academic Innovation (OAI) Flexible Degree grant to enhance or convert 19 courses associated with the program into a fully OL format. OAI staff are experts in developing quality learning environments and are, therefore,
assisting key program faculty to ensure the development and use of evidence-based, state of the art learning environments. This new academic program leverages the considerable intellectual and practical capacity extant in the College to create a program especially designed for flexible degree completion. The best current estimate is that there are thousands of students in the State of Oregon and former PSU students who are potential beneficiaries of this new program. Providing students with a flexible degree completion option supports Oregon and its communities by increasing the number of individuals with postsecondary credentials.

c. Manner in which the program meets regional or statewide needs and enhances the state’s capacity to:

i. improve educational attainment in the region and state;

The following four key strategies will improve educational attainment in the region and state:

● **Focus on engaging adult learners.** Many adult learners, especially Oregonians, have engaged with their communities at one or more points in their past. This degree will provide inclusive and inviting learning environments that capitalize on adult learners’ considerable experience by intentionally incorporating strategies to engage students while encouraging them to value their rich body of experiences.

● **Incorporate prior learning assessment.** One of the courses on the required list - USP 311U - is already going through the process of becoming eligible for credit for prior learning, and others will follow.

● **Incorporate experiential learning and internships as part of career preparedness.** Most of the current courses associated with this new major already have robust community-based learning components integrated as a standard aspect of the curriculum. Further, a 4 credit internship will be required for completion of the major. Both the community-based learning as well as internship aspects of the course of study will enhance career awareness, choice and preparedness.

● **Support student success and degree completion.** CUPA’s new undergraduate advising center is well positioned to provide timely advising for new students.

ii. respond effectively to social, economic, and environmental challenges and opportunities; and

There is a quiet crisis emerging due to both demographic trends impacting public-sector leadership and the increasing demand for and limited presence of such programs. Major demographic shifts continue to be seen in all sectors of the economy as baby boomers retire. This has led some researchers to predict a “leadership gap” especially in the public and nonprofit sectors due to projections regarding employment statistics. Furthermore, the U.S. Bureau of Labor Statistics predicted a concomitant replacement gap starting in 2006 and continuing through baby boomer retirement years, stating: “There will be…151 million jobs in the U.S. economy and 141 million people in the workforce to fill them. Across all sectors, but especially in the public sector, the greatest turnover in aging workers will be in executive and managerial occupations.” (see: Monthly Labor Review http://www.bls.gov/opub/mlr/2000/07/art2full.pdf)
An undergraduate focus in urban and public affairs will provide both a platform for students to broaden their knowledge and experience prior to entering graduate study/public sector careers and an opportunity for the university to continue to help shape the trajectory of the public sector within the region and nationwide.

iii. address civic and cultural demands of citizenship.

This program will complement and extend PSU’s mission to promote engaged student learning, research, and scholarship by actively engaging students in addressing some of the most significant and challenging issues faced today – building and sustaining healthy communities and effective democratic governance focused on the public good. Key faculty associated with the program focus on urban and public affairs issues with particular focus on civic participation, and the role of citizens in healthy communities.

3. Accreditation
   a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

There are no established accrediting bodies for an undergraduate major in the field of Urban and Public Affairs.

   b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

Not applicable – there are no relevant accrediting bodies.

   c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

Not applicable

   d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

Not applicable

4. Need
   a. Anticipated fall term headcount and FTE enrollment over each of the next five years.

<table>
<thead>
<tr>
<th>Year</th>
<th>New Students</th>
<th>Total Students</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td>10</td>
<td>0</td>
</tr>
</tbody>
</table>

7
b. Expected degrees/certificates produced over the next five years.

58 degrees

c. Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.).

While student characteristics will largely mirror those of the current PSU undergraduate student population, we anticipate a higher percentage of nontraditional, part-time students given the substantial number of fully OL courses and flexible nature of the program design.

d. Evidence of market demand.

The Analysis of Employer Demand in Northern Oregon and Southern Washington (2014, Education Advisory Board, http://www.pdx.edu/oai/psu-flexible-degrees-resources) resource provided via the Flexible Degree proposal website clearly identifies “collaboration” as one of the top skills most in demand by PNW employers. Collaboration is at the center of the curriculum in each of the (five) partnered academic units that participate in this CUPA-wide degree. Graduates with the major in urban and public affairs will be positioned well in a rapidly changing market due to the fact that this degree provides students with exposure to a wide variety of disciplines.

Further, the Market Size for Adult Learners Seeking Online Bachelors or Masters Degrees (Oct, 2014; https://drive.google.com/a/pdx.edu/file/d/0B1h8iqnEd4D1VG1MNjBlZmQtYXc/view) report sponsored by PSU estimates that 45% of the overall undergraduate target market has the potential to be addressed by the new undergraduate degree in urban and public affairs. Target market breakdowns include: 13% social science and criminal justice; 13% health and medicine; 10% education; and 9% human services and social work.

This program will attract four main categories of students: students who have been away from PSU undergraduate studies for one or more terms and are re-enrolling; transfer students; students who have not decided on a major; and, students specifically interested in the subject matter of the degree. Part-time and working students, who have challenging schedules, will also be drawn to this major. As the Portland metropolitan region continues to grow (Metro is predicting a 56-74% increase in number of households by 2035 in the metropolitan region) the pool of potential students will also increase.

The College of Urban & Public Affairs (CUPA), similar to the University as a whole, has many students who start their undergraduate education in one of our disciplines but fail to earn a bachelor’s degree from our College. In recent years, 18% of undergraduate students who are newly declared CUPA majors fail to return for a second term, 26% are lost before their third term, 36% have left our College by their
fourth term, and by their 8th term, 51% of our one-time majors have left CUPA without earning a degree from one of our programs. CUPA’s largest losses result from students who drop out of PSU altogether (40% by 8th term). Some of these students may be transferring to other institutions, but many more often drop out of school altogether. Some of those former CUPA students will likely be drawn to this flexible degree program.

Further, as mentioned earlier, there is a quiet crisis emerging due to both demographic trends impacting public-sector leadership and an increasing demand for and limited availability of programs that can educate leaders. This has led some researchers to predict a “leadership gap,” especially in the public and nonprofit sectors. The U.S. Bureau of Labor Statistics predicted a replacement gap starting in 2006 and continuing through baby boomer retirement years, stating: “There will be…151 million jobs in the U.S. economy and 141 million people in the workforce to fill them. Across all sectors, but especially in the public sector, the greatest turnover in aging workers will be in executive and managerial occupations.” (see: Monthly Labor Review [http://www.bls.gov/opub/mlr/2000/07/art2full.pdf])

e. If the program’s location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

Not applicable

f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

There are significant demographic trends that will produce a need for graduates in all sectors of the economy, and especially for public-sector leadership positions as baby boomers retire. An undergraduate focus in urban and public affairs will provide a platform for students to broaden their knowledge and experience prior to entering the workforce. Further, the program will provide an excellent foundation for students who wish to pursue a variety of graduate study options including: education; social work; criminology; urban and regional planning; community health; public affairs and public administration; business; law; and many of the social science disciplinary pathways, among others.

5. Outcomes and Quality Assessment
   a. Expected learning outcomes of the program.
   By participating in the new undergraduate major in urban and public affairs, students will:
   ● Understand public affairs both in urban communities and in the larger world;
   ● Gain the substantive knowledge, analytical and leadership skills and perspectives needed to respond effectively and ethically to major contemporary issues that affect their communities, including: urban design & planning; crime prevention and criminal justice policy; politics; public administration; civic engagement; and public health;
   ● Analyze problems impacting urban residents and develop solutions;
   ● Explore disciplinary-specific theories and practices that contribute to building and maintaining healthy physical, social, political, environmental, and economic conditions in urban environments;
   ● Increase preparation for active and effective participation in urban and public affairs;
• Explore significant areas of professional overlap (e.g., crime prevention through environmental design; effective leadership through collaborative governance; health equity as an aspect of urban sustainability, active transportation and health, etc.) via the Dean’s seminar; and
• Investigate how people act together—locally and globally—to promote social, economic, political, and physical well-being in their communities

b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

The Office of the Dean, working collaboratively with core faculty will assess program learning outcomes, using the LEAP “Principles of Excellence” as a guiding framework to ensure that the assessment generates useful information that can immediately be applied to continuously improve the curriculum. Further, formal student evaluations, instructor and field supervisor narratives, and on-line student critical reflections on key programmatic aspects such as the internship and Dean’s Seminar will be utilized. Quantitatively, we intend to monitor the number of new majors and, in collaboration with the CUPA Advising Center, track students’ progression through the program.

c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

Program faculty will be held to the same standards for research and scholarly activities as are expected of all PSU faculty at similar status and rank.

6. Program Integration and Collaboration

a. Closely related programs in this or other Oregon colleges and universities.

In the Oregon public higher education system there are two distantly related undergraduate programs of study: 1) At Eastern Oregon University there is a Small City and Rural County Management Program that is both private and public sector focused; and 2) The Department of Planning, Public Policy and Management (PPPM) at University of Oregon offers an undergraduate major for students interested in public or nonprofit careers. It should be noted that the size of both of these programs is small. The breadth and depth of this proposed degree program, its intentionally flexible nature, and its intended target group all suggest that it will not compete with the EOU and UO programs. The much wider range of choice among career-related fields, together with the ability to go into more depth in one of those fields, the required seminar that addresses explicitly areas of integration, and the intended target group for the degree program, all suggest that the Urban and Public Affairs degree is different than and won't compete with the EOU and UO programs.

In terms of private institutions in the Portland Metropolitan area, Willamette University’s College of Liberal Arts (CLA) and Atkinson Graduate School of Management (AGSM) offer a combined degree program (B.A./M.B.A.) which allows eligible Willamette University CLA students to complete the Bachelor of Arts degree and Master of Business Administration degree in five years. The B.A./M.B.A. program gives students the opportunity to pursue their interest in business, government and not-for-profit management while obtaining a liberal arts education, and provides a fast track for completion of the master degree. This degree is predominately business/private sector focused. The University of Portland offers a Bachelor of Arts in environmental ethics and policy, an interdisciplinary degree designed to provide students with a firm foundation in environmental science and ecology and the
influence these sciences have on the development of policy, environmental ethics, and recent theological reformulation within the Judeo-Christian tradition. While there are some curricular overlaps, the UP major is specifically focused on environmental science and ecology. Neither program provides the kind of focus on urban and public affairs which is the hallmark of this proposed program.

b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

There are few to no plausible opportunities to collaborate with the smaller, loosely related programs of study at other institutions noted above.

c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

See “b” above.

d. Potential impacts on other programs.

Each of the five academic units in CUPA currently offers majors and/or minors. Each of these academic units has been very actively collaborating to develop this new CUPA-wide undergraduate degree proposal for more than a year. The CUPA Associate Dean will facilitate the appointment of a curriculum committee composed of members of each of the units providing courses to the degree program for the purposes of program oversight as well as monitor closely the initial implementation and evolution of this proposed degree, study its impacts on the existing programs, and report on implementation issues and impacts at CUPA Executive Committee meetings, which are attended by representatives of all units within the College. The Associate Dean will work collaboratively with the Dean, the School Directors and Chairs to address concerns that emerge, including if or how best to adjust the program upon the exiting or entering of academic units into the College.

It's unlikely that many (if any) students currently enrolled in an existing CUPA program would choose to change to the proposed major. However, if that were to occur, the Dean has ensured all units within CUPA that they would be “held harmless” if any such changes occurred as a result of participation in this innovative, College-wide collaboration. More importantly, the proposed degree program will be marketed primarily to people who aren't any longer enrolled at Portland State but who may be close to or interested in completing their bachelor's degree. The marketing strategy will emphasize that, by design, 75% if the core required courses will be offered in the on-line format, thus facilitating the re-engagement of degree completion students. Data from the Education Advisory Board clearly indicate an untapped market for this type of flexible, degree completion program.

7. **Financial Sustainability (see Budget Outline form)**

a. Business plan (RCAT) for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.

b. Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.

c. Targeted student/faculty ratio (student FTE divided by faculty FTE).

d. Resources to be devoted to student recruitment.
8. **External Review**

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

Not applicable
## Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

**Institution:** Portland State University  
**Program:** BA/BS in Urban and Public Affairs  
**Academic Years:** 2016 - 2020

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
<th>Column D</th>
<th>Column E</th>
<th>Column F</th>
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<td>Institutional Reallocation from Other Budgetary Unit</td>
<td>From Special State Appropriation Request</td>
<td>From Federal Funds and Other Grants</td>
<td>From Fees, Sales and Other Income</td>
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<td>Faculty (Include FTE)</td>
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<td>Library/Electronic</td>
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<td>Supplies and Services</td>
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<tr>
<td>Equipment</td>
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<td>Other Expenses</td>
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<td><strong>Other Resources Subtotal</strong></td>
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<td><strong>Physical Facilities</strong></td>
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<tr>
<td>Construction</td>
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<td>Major Renovation</td>
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<tr>
<td>Other Expenses</td>
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<td><strong>Physical Facilities Subtotal</strong></td>
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### Portland State University

#### Revenue

<table>
<thead>
<tr>
<th>Fiscal Year 2015-2016 - Adopted Budget</th>
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<tbody>
<tr>
<td>Total University Revenue</td>
</tr>
<tr>
<td>Subtotal: Tuition Revenue</td>
</tr>
<tr>
<td>Tuition Revenue</td>
</tr>
<tr>
<td>University Tuition Revenue Adjustment</td>
</tr>
<tr>
<td>Tuition Revenue</td>
</tr>
<tr>
<td>Non Tuition Revenues</td>
</tr>
<tr>
<td>University Tuition Revenue Adjustment</td>
</tr>
<tr>
<td>Non Tuition Revenue</td>
</tr>
<tr>
<td>Total Subtotal: Tuition Revenue</td>
</tr>
<tr>
<td>Subtotal: Non Tuition Revenue</td>
</tr>
<tr>
<td>Tuition Revenue</td>
</tr>
<tr>
<td>Other Revenue</td>
</tr>
<tr>
<td>University Tuition Revenue Adjustment</td>
</tr>
<tr>
<td>Other Revenue</td>
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<tr>
<td>Total Subtotal: Other Revenue</td>
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<tr>
<td><strong>Total Revenue</strong></td>
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</table>

#### Cost

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<thead>
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<td>Total University Cost</td>
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<tr>
<td>University Tuition Direct Expenditures</td>
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<td>Direct Expenditures</td>
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<td>Subtotal: Indirect Expenditures</td>
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<td><strong>Total Cost</strong></td>
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**Difference**

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<th>Fiscal Year 2015-2016 - Adopted Budget</th>
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</thead>
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<td>Revenue - Cost</td>
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### Comparison to Other RCATs

#### Portland State University

<table>
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<tr>
<th>Fiscal Year 2015-2016 - Adopted Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total University Revenue</td>
</tr>
<tr>
<td>Total Expenditures per $1 of revenue</td>
</tr>
<tr>
<td>Student Services</td>
</tr>
<tr>
<td>University Tuition Remissions</td>
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<tr>
<td>Portland State University</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Subtotal: Tuition Revenue</td>
</tr>
<tr>
<td>Tuition Revenue</td>
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<tr>
<td>Tuition Revenue</td>
</tr>
<tr>
<td>Non Tuition Revenue</td>
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<tr>
<td>Total Expenditures per $1 of revenue</td>
</tr>
<tr>
<td>Student Services</td>
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<td>University Tuition Remissions</td>
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<tr>
<td>Portland State University</td>
</tr>
<tr>
<td>Maintenance</td>
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</tbody>
</table>

#### Conclusion

- The University has maintained a balanced budget, with revenues compensating for expenditures effectively.
- The maintenance budget remains consistent, indicating stable operational costs.
- Tuition revenue remains the primary source of income, suggesting a strong market for university programs.
- The Portland State University appears well-positioned compared to other RCATs, with healthy margins in expenditures and revenues.
### Portland State University
**Revenue and Cost Attribution Tool (RCAT) - Education and General Funds Only**

**Fiscal Year 2015-2016 - Adopted Budget**

<table>
<thead>
<tr>
<th>Category</th>
<th>Revenue</th>
<th>Cost</th>
<th>Net Revenue</th>
<th>2015-16 Revenue</th>
<th>2016-17 Revenue</th>
<th>Change Rate</th>
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<tbody>
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<tr>
<td>Tuition (University College)</td>
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<tr>
<td>Non-Tuition Revenue</td>
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<td>$2,117,344</td>
<td>$1,364,932</td>
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<td>$1,364,932</td>
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<tr>
<td>Total Net Tuition Revenue</td>
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<td>$21,673,110</td>
<td>$10,979,227</td>
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<td>$10,793,884</td>
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</tr>
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<td>Total Net Revenue</td>
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</tr>
</tbody>
</table>

**Revenue Targets**

- **2015-16 Budget Tuition Revenue Target**: $11,563,700
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- **2015-16 Budget Tuition Revenue Target**: $11,563,700

**Difference from 2015-16 Tuition Revenue Target**

- **Difference from 2015-16 Tuition Revenue Target**: $(158,015)
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- **Difference from 2015-16 Tuition Revenue Target**: $(158,015)

**New Direct Expenditures per $1 of Revenue**

<table>
<thead>
<tr>
<th>Category</th>
<th>Revenue Expenditure</th>
<th>Cost Expenditure</th>
<th>Net Revenue Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (University College)</td>
<td>$3,482,276</td>
<td>$2,117,344</td>
<td>$1,364,932</td>
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</tr>
</tbody>
</table>

**Comparison to Other RCATs**

- **2017 Adopted Budget Tuition Revenue Targets**
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- **2017 Adopted Budget Tuition Revenue Targets**

**Difference from 2017 Adopted Budget Tuition Revenue Targets**

<table>
<thead>
<tr>
<th>Category</th>
<th>Revenue Expenditure</th>
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</tr>
</tbody>
</table>

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* Changes since last report

The above budget attribution has been updated to reflect both reductions and reallocations of funding and is modeled similar to the RCAT 2016.
STRATEGIC GOAL #1: ELEVATE STUDENT SUCCESS  
**Objective:** Provide a quality education and graduate students who are prepared for careers and life in a global context.

### Initiative #1: Put Students First

<table>
<thead>
<tr>
<th>Objective</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Explore and put in place new strategies to contain the cost of completing a PSU degree.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>1.2 Identify and remediate administrative policies and procedures that impede student success by improving support services, programs and access to courses they need to progress towards graduation.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Undertake efforts to improve academic success by increasing the inclusion of, respect for and affirmation of all communities of students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Explore and commit to measures that improve overall student wellness, safety, food and housing security and other concerns that can become barriers to student success</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

### Initiative #2: Clarify Academic Pathways

<table>
<thead>
<tr>
<th>Objective</th>
<th>X</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Clarify and simplify university requirements.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 Help students navigate their course work and move effectively and efficiently toward graduation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3 Create programs and services in conjunction with community colleges and other institutions to ensure clear pathways for transfer students.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
STRATEGIC GOAL #1: ELEVATE STUDENT SUCCESS

Objective: *Provide a quality education and graduate students who are prepared for careers and life in a global context.*

**Initiative #3: Use Best Practices to Advance Student Retention**

<table>
<thead>
<tr>
<th>Objective</th>
<th>X</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Increase advising capacity, revitalize advising systems and improve the visibility of student support services.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2 Expand culturally responsive and culturally specific supports for students from diverse communities.</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3.3 Maximize use of advanced analytics to improve student outcomes.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Initiative #4: Design and Offer Academic Programs that Lead to Future Success**

<table>
<thead>
<tr>
<th>Objective</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Develop an academic plan with programs that prepare students for competitive advantage in life and career.</td>
<td>X</td>
</tr>
<tr>
<td>4.2 Provide flexible degrees to accommodate the diverse needs of students.</td>
<td>X</td>
</tr>
<tr>
<td>4.3 Assess opportunities for innovative academic programs that align with career paths, locally and globally.</td>
<td>X</td>
</tr>
<tr>
<td>4.4 Increase opportunities for students to participate in scholarly activities, research efforts and creative endeavors.</td>
<td></td>
</tr>
</tbody>
</table>
STRATEGIC GOAL #1: ELEVATE STUDENT SUCCESS
Objective: *Provide a quality education and graduate students who are prepared for careers and life in a global context.*

**Initiative #5: Prepare for Academic and Career Success**

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Establish orientation programs that address linguistic and cultural needs.</td>
<td></td>
</tr>
<tr>
<td>5.2</td>
<td>Increase technology training to support student learning.</td>
<td></td>
</tr>
<tr>
<td>5.3</td>
<td>Increase access to, and education about, scholarship opportunities, particularly for socio-economically disadvantaged students.</td>
<td>X, X</td>
</tr>
<tr>
<td>5.4</td>
<td>Offer additional training for financial literacy.</td>
<td></td>
</tr>
<tr>
<td>5.5</td>
<td>Improve preparation for career placement and advancement.</td>
<td></td>
</tr>
</tbody>
</table>

**Initiative #6: Enhance Graduate Student Success**

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Grow and improve scholarships to support graduate study.</td>
<td></td>
</tr>
<tr>
<td>6.2</td>
<td>Create stronger linkages between research centers and institutes that hire graduate students with graduate students seeking financial support.</td>
<td></td>
</tr>
<tr>
<td>6.3</td>
<td>Strengthen career and professional development services to support post-graduate careers.</td>
<td>X</td>
</tr>
</tbody>
</table>
STRATEGIC GOAL #1: ELEVATE STUDENT SUCCESS
Objective: *Provide a quality education and graduate students who are prepared for careers and life in a global context.*

**Initiative #7: Broaden International Opportunities**

<table>
<thead>
<tr>
<th>Initiative #7 Details</th>
<th>Action Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Expand opportunities for international and cross-cultural learning experiences, including study abroad, campus exchanges, internships, community-based learning and co-curricular programs.</td>
<td>X</td>
</tr>
<tr>
<td>7.2 Increase international and cross-cultural perspectives on campus and in the classroom.</td>
<td></td>
</tr>
<tr>
<td>7.3 Expand financial support to increase the number and demographic diversity of study abroad participants.</td>
<td>X</td>
</tr>
<tr>
<td>7.4 Create opportunities for international and intercultural engagement in existing campus housing, cultural and recreation programs.</td>
<td></td>
</tr>
<tr>
<td>7.5 Develop innovative language immersion in academic and extracurricular activities.</td>
<td></td>
</tr>
</tbody>
</table>
STRATEGIC GOAL #2: ADVANCE EXCELLENCE IN TEACHING AND RESEARCH

Objective: Support a diverse faculty to advance teaching and research, honor academic freedom and prioritize investments to ensure relevant and high-quality academic programs. Enhance teaching environments, including curriculum, to ensure inclusion and affirmation for all students.

**Initiative #1: Recognize & Develop Excellence in Teaching**

<table>
<thead>
<tr>
<th>1.1 Create opportunities for continuous employment and shared governance for non-tenure eligible, teaching-intensive faculty.</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Establish a new adjunct appointment category that recognizes sustained teaching excellence and offers competitive compensation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Make professional development for all faculty a personal and institutional priority.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Examine, diversify and strengthen our teaching evaluations for all faculty to move beyond disproportionate reliance on student course evaluations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Adopt high impact strategies for effective teaching and learning.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>1.6 Develop more expansive mechanisms for evaluating students.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STRATEGIC GOAL #2: ADVANCE EXCELLENCE IN TEACHING AND RESEARCH

Objective: Support a diverse faculty to advance teaching and research, honor academic freedom and prioritize investments to ensure relevant and high-quality academic programs. Enhance teaching environments, including curriculum, to ensure inclusion and affirmation for all students.

Initiative #2: Maintain an array of academic programs that reflects our academic priorities, including a focus on equity and social justice.

<table>
<thead>
<tr>
<th>Initiative #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Assess the array of academic program offerings on a regular basis to ensure relevance, quality and equity.</td>
</tr>
<tr>
<td>2.2 Provide mechanisms to ensure that academic priorities, informed by faculty expertise and student needs, are appropriately reflected in planning for new programs and growth, and in decisions regarding program reduction and elimination.</td>
</tr>
<tr>
<td>2.3 Enhance the ability of faculty to deliver culturally responsive pedagogy and curriculum, including universal design for learning.</td>
</tr>
</tbody>
</table>

Initiative #3: Recognize Outstanding Research

<table>
<thead>
<tr>
<th>Initiative #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Establish a Distinguished Professor rank to recognize outstanding research, scholarship and creative work.</td>
</tr>
<tr>
<td>3.2 Create opportunities for faculty and graduate students to develop and enrich their research efforts.</td>
</tr>
</tbody>
</table>
STRATEGIC GOAL #2: ADVANCE EXCELLENCE IN TEACHING AND RESEARCH
Objective: Support a diverse faculty to advance teaching and research, honor academic freedom and prioritize investments to ensure relevant and high-quality academic programs. Enhance teaching environments, including curriculum, to ensure inclusion and affirmation for all students.

**Initiative #4: Prioritize for Impact**

<table>
<thead>
<tr>
<th>4.1 Determine and prioritize research investment and academic program development in areas where PSU is known for excellence, that show the greatest potential for collaboration and in which we have a competitive advantage.</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 Promote and incentivize faculty research, including support for disciplines with limited opportunities for external funding.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STRATEGIC GOAL #4: EXPAND OUR COMMITMENT TO EQUITY

Objective: Create an environment at PSU that is open, inclusive and committed to diversity, and ensure that all students and faculty embrace culturally responsive teaching and learning.

**Initiative #1: Create a More Inclusive Campus**

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Create expectations, training and incentives for faculty, staff, and students to regularly participate in culturally responsive education and sharing opportunities.</td>
<td>X</td>
</tr>
<tr>
<td>1.2</td>
<td>Conduct a campus climate audit to assess and inform safety and inclusion.</td>
<td>X</td>
</tr>
<tr>
<td>1.3</td>
<td>Develop and utilize an equity lens in campus decision-making.</td>
<td>X</td>
</tr>
<tr>
<td>1.4</td>
<td>Provide linguistically appropriate student services.</td>
<td></td>
</tr>
</tbody>
</table>

**Initiative #2: Promote Diversity Through Hiring and Retention**

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Adopt best practices for recruitment, retention and advancement of diverse faculty, staff and administrators to better reflect the diversity of the student body.</td>
<td>X</td>
</tr>
</tbody>
</table>

**Initiative #3: Define and Measure Diversity Learning Outcomes**

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Incorporate assessment of diversity learning outcomes in academic units and the Diversity Action Plan.</td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>Train faculty to incorporate diversity elements in their courses.</td>
<td>X</td>
</tr>
</tbody>
</table>
Academic and Student Affairs Committee

The Academic and Student Affairs Committee is established to oversee the academic and student affairs of the University. The Committee shall consist of the trustees appointed by the Chair. The Provost and the Vice President for Enrollment Management and Student Affairs shall be ex officio non-voting members of the Committee.

The Committee is responsible for (1) ensuring and protecting, within the context of faculty shared governance, the educational quality of the University and its academic programs, (2) monitoring progress towards the University’s achievement compact and other academic performance measures, (3) advising the Board regarding major changes to the academic program of the University, such as the creation, merger or closure of degree programs, schools or colleges within the University, (4) oversight of the University’s athletic programs, and (4) oversight of University policies regarding student life and conduct, faculty, academic affairs and research. The Committee is responsible for such other matters as may be referred to it by the Board or Chair.

The Office of Academic Affairs is responsible for providing staff support to the Committee.

APPROVED BY BOARD OF TRUSTEES
January 30, 2014