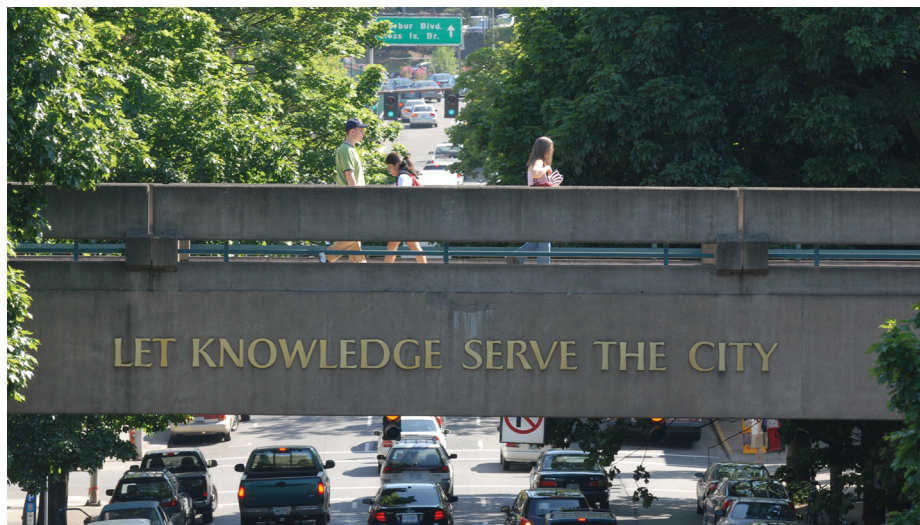




Mark O. Hatfield School of Government
Division of Public Administration

MPA and MPA:HA Re-accreditation Self Study
2011-2012

Prepared in accordance with the rules, policies and expectations of NASPAA, the National Association of Schools of Public Affairs and Administration, for online submission.



Prepared by:
The Division of Public Administration
Mark O. Hatfield School of Government
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August 15, 2012

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seeking review
Degree Program web URL

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NASPAA Accreditation Cohort 2012-2013

Unique Mission Characteristics The programs are in an institution (Portland State University) that lives by its motto: "Let Knowledge Serve the City."

A unique characteristic of our mission is our focus on community engagement, service, and community engaged scholarship.

Who are your peers : Relatively large public urban comprehensive universities with a range of MPA program specializations.

Program Fact Sheet (responses reflect online drop-down menu options)

ITEM	DATA
1. Title of degree	Master of Public Administration
2. Organizational Relationship of the Program to the Institution	Mark O. Hatfield School of Government http://www.pdx.edu/hatfieldschool/division-of-public-administration
3. Geographic Arrangement Program Delivery	Main Campus
4. Mode of Program Delivery	Classroom only
5. Overarching Program Emphasis: Check all that apply	Public Administration Public Policy International National State or Provincial Local Nonprofit Other: Health Administration
6. Program Student Population Emphasis: Use pull down menu	Program does not emphasize between Pre or In-service students
7. Does your program's mission include significant selectivity in admissions?	Selective with qualitative and quantitative measures
8. Program Placement Emphasis	Status Unknown
9. Number of students in degree program (Full-time, Part-time, Total)	130 Enrollments in self study year = 61
10. Ratio of FTE Faculty to FTE Students	.32
11. Number of Semester Credit Hours Required to Complete the Program	60 Quarter Hours (equivalent to 40 semester hours)
12. List of Dual Degrees	N/A
13. List of Specializations	PSU is on a quarter system (see Section 2.1.1). For simplicity all references in this document are in quarter

	<p>hours.</p> <p>Specializations are: Global leadership and management, Health administration (through the MPA:HA), Human resource management, Local government management, Natural resources policy and administration, Nonprofit management</p>
14. Mission Statement	<p>MISSION The Division of Public Administration at Portland State University is dedicated to preparing individuals for ethical, competent and effective public service in a range of roles in policy, management and leadership. We seek to improve practice by facilitating learning through community engagement, promoting scholarship and encouraging reflection as we develop and work with leaders representing diverse communities across all domains of public service.</p> <p>Vision Statement The Division of Public Administration's vision is to be an agent of change to develop and enhance public leadership through education, scholarship and service.</p> <p>Building upon Portland State University's commitment to community-engaged scholarship and service, the Division of Public Administration is uniquely placed to prepare current and emergent leaders in local, regional, national and global communities.</p> <p>We recognize that solutions to contemporary problems require innovative approaches and alliances among governments, nonprofits and businesses, and encourage our faculty and students to engage in multidisciplinary and collaborative approaches to advance the public interest.</p> <p>We aim to contribute to the integrity, effectiveness, and transparency of the next generation of trusted public leaders.</p> <p>Adopted 11/28/2011</p>
15. One Universal Competency	To articulate and apply a public service perspective

Preconditions for accreditation review

Is the program at an institution accredited

by a U.S. national or regional accrediting body? YES
Name of accrediting body Northwest Commission on Colleges and Universities
Most recent recognition. 2005
When was the degree program established? 1976

Since your last review, have there been any changes that would create any potential legal impediments that NASPAA should consider in conducting a program review in your country or region? NO

Public Values

Since your last review have there been any changes to the code of conduct or other ethical expectations at your institution. NO

Primary Focus

The primary focus of the MPA at Portland State University is public administration, health administration and policy through a degree with specializations in nonprofit management, natural resources policy and administration, local government management, global leadership and management, human resource management and health administration through the MPA:HA. Students must establish a specialization focus and are encouraged to choose from the six here identified although they may work with a faculty adviser to define a specialization area that meets their specific professional needs. In recent years students have occasionally focused on educational policy or a specialization crafted from several new courses on managing diversity.

Special Conditions

Does this program offer Executive Education as defined in the NASPAA Standards special conditions? YES

Is the entire degree devoted to executive education? YES

Does Executive Education exist as a track within the degree to be reviewed? NO

If a track or concentration, please provide a summary of any policies that differ from the main program, especially with regard to admissions, placement, curriculum and competency assessment, and completion requirements. In the case of significant differences, please explain the rationale for housing both programs in a single degree with regard to the mission.

The Executive MPA offered by the Division of Public Administration is a degree distinct from the MPA and MPA:HA. The Executive MPA program is a degree that was formally approved in its current design since the last accreditation process for the MPA degree. The Executive MPA is currently administrated by the Center for Public Service as a self-support program targeting a different student population. It seeks to serve mid-career and advance career public service professionals with a minimum of 10 years of career related experience. The program is designed and delivered in a cohort model with classes meeting one Saturday a month for approximately two years. It is a 45 credit hour degree program with a curriculum sequenced to meet the needs of this target population. Because it is a distinct degree, it is undergoing accreditation at the same time as the degrees covered by this SSR. See the Executive MPA SSR for more details.

Is any part of the program offered online? NO

Does the program offer courses at remote sites and locations? NO

Please describe any other unique delivery modalities the program employs, consortia, etc.

We offer several field-based courses, but they all have an on campus component that precedes the field experience. These are in Oaxaca, Mexico; Washington, DC; and NGO sites in India. We also have field service opportunities for students in Vietnam.

We offer an occasional course online to explore student receptivity to new forms of delivery, but this is rare and students can get very little of the degree through online delivery.

Standard 1 Managing the Program Strategically

1.1 Mission Statement: The Program will have a statement of mission that guides performance expectations and their evaluation, including

- its purpose and public service values, given the program's particular emphasis on public affairs, administration, and policy
- the population of students, employers, and professionals the Program intends to serve, and
- the contributions it intends to produce to advance the knowledge, research and practice of public affairs, administration, and policy.

1.1.1 *Why was the program originally created and how has it evolved since then?*

Since 1976, the Division of Public Administration has offered an MPA to public service professionals as well as pre-service students seeking careers in federal, state and local government, in nonprofit organizations and in health care management. In 1996 PSU absorbed the Lewis and Clark College MPA faculty and program offerings and since that time has had an expanded presence in the Portland metropolitan community. The program's primary objective was and remains to prepare professionals for administrative leadership in public service. We believe that public service leaders are critical to effective public policy making and implementation, to responsive democratic processes and to the cultivation of civil society.

As part of our 2011-2012 NASPAA and CAHME self study year¹ the faculty determined that it was time to emphasize the program's distinctive processes in its mission statement. The 2011 statement adds the Division's commitment to serving diverse communities and student populations through community engagement and reflective practice. We accomplish this by integrating engagement and reflection with traditional pedagogical modalities. We continue to include a vision statement that reiterates our commitment to community-engaged scholarship, innovation and integrity (see 1.1.2).

For full-time students the program in public administration remains a two-year, 60 quarter hour graduate endeavor directed toward the development of administrative generalists. Recognizing that public service professionals increasingly carry out their careers filling myriad roles in various organizations and sectors, we work to develop student competencies in administrative practices applicable to a variety of public service settings. Central to our work is helping students to appreciate the dynamic links between theory and practice, as well as their need to take responsibility for their learning, now and life-long.

At the time of the merger with Lewis and Clark's MPA program, the PSU Division of Public Administration became a unit within the newly established Mark O. Hatfield School of Government, an academic unit (equivalent to a department) established in the same year. Since that time program growth has been steady with commensurate increases in faculty and students although staffing levels have remained relatively constant.

Since 1996 the Division has added a local government specialization and another in global leadership and management to its original four specializations in human resource management, natural resources policy and administration, health administration (through the MPA:HA) and nonprofit management. The former Executive Leadership Institute and Institute for Nonprofit Management have, with the retirement of their founding directors, been absorbed into a new Center for Public Service (CPS), a non-degree granting arm of the Hatfield School that offers faculty and students research and training opportunities while, as a self support unit, seeking to address community needs.

¹ This is the first year the Public Administration Division has sought CAHME accreditation for its health programs and, as such, we have been engaged in two self-studies. CAHME is the Commission on Accreditation Healthcare Management Education. The Division's MPH is already accredited by the Council for Education on Public Health (CEPH) as part of the Oregon Master of Public Health program. The Division's MPA has been accredited by NASPAA since 1983 and the MPA:HA, as a separate degree, has been accredited by NASPAA since 1998, following the merger of the PSU and Lewis and Clark College MPA degrees in 1996.

In recent years an undergraduate minor in Civic Leadership has been designed by the PA faculty as a means by which to respond to student interest, generate additional credit hours and serve as a potential feeder program for the Division's graduate programs.

Our newest academic program, established in 1994, is an MPH specialty track in health management and policy (MPH:HMP, currently accredited by CEPH and now seeking CAHME accreditation), which was developed as part of the Oregon MPH Consortium offered at Portland State University, Oregon State University and Oregon Health & Science University. Division faculty teach in this and in the MPA:HA degree program in an academic and pedagogical cross-fertilization that enriches all parts of the Division and exemplifies the synergy that can take place when academic forces join together to craft programs that serve the interests and needs of multiple constituencies.

1.1.2 Program Mission

Mission Statement

The Division of Public Administration at Portland State University is dedicated to preparing individuals for ethical, competent and effective public service in a range of roles in policy, management and leadership. We seek to improve practice by facilitating learning through community engagement, promoting scholarship and encouraging reflection as we develop and work with leaders representing diverse communities across all domains of public service.

Vision Statement

The Division of Public Administration's vision is to be an agent of change to develop and enhance public leadership through education, scholarship and service.

Building upon Portland State University's commitment to community-engaged scholarship and service, the Division of Public Administration is uniquely placed to prepare current and emergent leaders in local, regional, national and global communities.

We recognize that solutions to contemporary problems require innovative approaches and alliances among governments, nonprofits and businesses, and encourage our faculty and students to engage in multidisciplinary and collaborative approaches to advance the public interest.

We aim to contribute to the integrity, effectiveness, and transparency of the next generation of trusted public leaders.

Adopted 11/28/2011

1.1.3 Attach the URL for the Program mission statement

<http://www.pdx.edu/hatfieldschool/vision-statement-and-mission-statement-0>

1.1.4 Describe the processes used to develop the mission-statement, how the mission statement influences decision-making, and how and to whom the program disseminates its mission. Include information describing how relevant stakeholders are involved in the mission development process.

As part of preparation for our NASPAA re-accreditation and CAHME initial accreditation self study year, the faculty determined that it was time formally to revisit the program mission and began the process at its September 2010 (annual) faculty retreat. Over the next 15 months the core MPA faculty agreed that it was important to emphasize the program's distinctive processes and commitments in its mission. We began by reviewing the mission that drove our prior NASPAA accreditation and identified ways in which the program(s) were substantively the same as in prior years yet distinct in important aspects. Eventually the faculty agreed that how the Division accomplishes its mission makes the PSU public administration masters programs distinctive and ought to be incorporated into the document.

The current mission statement was approved by the faculty on November 28, 2011. The following spring we convened our adjunct professors and our newly reconstituted Advisory Council (Appendix A)², groups with occasional overlapping membership, to share the revised mission, the vision statements (on website and in this document) and the ten Division competencies (Appendix B). Members of the two groups expressed approval for the way the faculty chose to link the NASPAA and CAHME competency expectations into one coherent whole to serve all of the Division's students. They also expressed excitement about the new competency foci of both accrediting bodies. See Appendix C for a depiction.

Our vision statement, as in years past, clarifies our commitment to community-engaged scholarship, collaboration, innovation and integrity.

Perhaps the most important change in the mission document is that it simultaneously tells the community not just who we are and whom we intend to serve, but most importantly how we do what we do. Developing a diverse pool of individuals as ethical, competent servant leaders through engagement, engaged scholarship and reflective practice is at our core. Theory to practice, as well as practice that helps to build theory, are implicitly at this same core. Choosing to be explicit reflects our commitment to serving the needs of a changing and increasingly diverse society.

Faculty are the stakeholders primarily involved in mission review and development.

Students are minimally involved although they can become engaged. The Public Administration Student Association (PASA) representative to faculty meetings is invited to remain for mission discussions and has on occasion joined the conversations; one professor conducted a Division mission exercise with a class as we approached our self study year and then shared students' ideas and some verbiage with the faculty to add to its discussion.

Adjunct faculty and the Division's Advisory Council reviewed and commented on the final statement.

Dissemination is via the Public Administration Division homepage and in the MPA Student Handbook at <http://www.pdx.edu/hatfieldschool/student-resources>

1.1.5 Describe the public service values that are reflected in your Program's mission.

The Division of Public Administration's mission emphasizes that we seek to prepare individuals for ethical, competent and effective public service that spans a range of roles in policy, management and leadership. Our public service values become key tenets in how we accomplish these ends as we prepare a diverse pool of students to meet the needs of a growingly diverse community committed in theory and practice to serve the public good. Our focus from the point of program admission is to affirm in our student population a substantive commitment to public service values. This is often exemplified in prior work or volunteer activity and is usually evidenced in their Statement of Intent upon applying to the program.

While accountability, transparency, competence, representativeness, responsiveness, efficiency and effectiveness, social justice and the need to act morally and with due diligence form the bases of public service values, what distinguishes the Division of Public Administration's programs from many of its contemporaries is its procedural emphasis on civic engagement. This is the degree to which students must demonstrate the ability to utilize and apply what they have learned, particularly in our various specialization skills course options, as they explore and develop solutions for the benefit of public organizations and the communities they serve. Our students are

² The Advisory Council was newly constituted for two primary reasons: with many retirements in the public and nonprofit sectors in the past few years new leaders have emerged while many of the old council members have moved on. Concurrently the Division lost several faculty to retirement, and has welcomed new colleagues who are developing new relationships with community leaders. Availing ourselves of these new community connections has allowed us to increase the Council's diversity and representation based on specialization growth. The specializations retain their various informal advisory groups on whom they call regularly.

expected repeatedly to identify, articulate and exemplify the ethics, values, responsibilities, obligations and social roles of public service. As professionals engaged in a program of study we expect students to analyze critically and respond to the emergent issues and challenges that not only confront public organizations but to explore, seek to understand, and engage with cross-sectoral issues and challenges as well, and always from a public service perspective.

1.1.6 and 1.1.7 To what degree have the following stakeholders been involved in the processes used to review and/or develop the current mission statement (from drop down menu)?

Stakeholder	Frequency of Involvement	Type of Involvement
Students	every 2-3 yrs	advisory in latter stages of mission review and development
Alumni or Alumni Board	every 2-3 yrs	advisory in latter stages of mission review and development
Advisory Board*	every 2-3 yrs	advisory in latter stages of mission review and development
Employers	never	x
University Administration	never	x
Faculty	annually	able to initiate mission review and development, advisory in early stages of mission review and development, advisory in latter stages of mission review and development, approval of mission
Members from other University Colleges/Schools	never	x
Other		

*** If Advisory Board Contains Alumni, please note that composition here**
 1.1.7 Employers are also represented on our advisory board since they represent major healthcare, public and nonprofit agencies and organizations in our region.

Indicate using the categories provided the program emphasis in public affairs versus policy, the focus on unique populations, unique preparation foci (international, regional, etc) or how contributions it intends to produce advance the knowledge, research and practice of public affairs, administration, and policy.

A. Overarching Program Emphasis (check all that apply)

See Fact Sheet (pp. 5-7)

B. Program Student Population Emphasis (check all that apply)

See Fact Sheet (pp.5-7)

C. Program Placement Emphasis (Check all that apply)

See Fact Sheet (pp 5-7)

1.2.1 Performance Expectations: The Program will establish observable program goals, objectives and outcomes, including expectations for student learning, consistent with its mission.

1.2.2 Please link your program goals to your mission's Purpose and Public Service Values

In keeping with its mission to prepare individuals for ethical, competent and effective public service for a variety of responsibilities in policy, management and leadership, the Division of Public Administration has established four overarching program goal categories, each with components linked to our program's mission and public service values. They are:

Education

- Admit students who are committed to serving the public interest and are academically capable
- Provide students, upon formal matriculation (admitted status), with a comprehensive education, professional development and experiential opportunities to prepare them for progressively responsible management and policy positions in a variety of public and nonprofit service settings
- Guide and review program development and change by seeking the expertise of leaders from the public service community that reflect general public administration and the six areas of specialization (not always mutually exclusive) that are coherent elective foci in our program. These include nonprofit management, global leadership and management, local government, human resource management, natural resources policy and administration, and health administration.

Advancing Knowledge, Research and Practice

- Promote and support collaborative and applied research and scholarship among faculty, students, practitioners and those representing diverse communities.

Service

- Provide, enhance and support service activities among faculty and students within the Division, School, College and University.
- Provide, enhance and support service activities among faculty and students in the broader community.

Leadership

- Provide linkages to and from practitioners, serving as a resource for addressing management and policy issues from a public service values perspective.
- Develop both active and emergent leaders who must respond to the pressing needs, issues and challenges of public organizations while advancing public service values in the process (see Appendix D).

1.2.3 Please link your program goals to your mission's Population of students, employers, and professionals the program intends to serve.

The four pillars of the Division's program goals discussed above interrelate extensively, and community engagement and public service are central in these endeavors. This is perhaps best captured through a broader discussion of diversity.

To clarify, and in no way diminish our intent to make our programs more welcoming to a racially and ethnically diverse pool of students, the Division MPA and MPA:HA programs' population of students is diverse on many dimensions. Our mission statement, that we develop and work with leaders representing diverse communities across all domains of public service, is meant to capture this diversity. We provide venues for students to engage with leaders in myriad ways. The annual admission pool includes pre- and in-service students representing different races and ethnicities, ages, genders, and from different economic sectors, including a mix of leaders embedded in their careers, but seeking a credential to move forward, and others with professional service but not in public service.

PSU is a public institution with a service mission, and the Office of Graduate Studies and the Division reflect this with an open enrollment "post-baccalaureate" option that allows students to take up to six courses for graduate credit prior to program admission. This allows students to explore public service career options without committing to a formal program. It also means that the racial and ethnic diversity in our classes is substantially greater than the racial and ethnic diversity quantified in our formal program enrollment analysis reported in Standard 4 (see discussion in 4.4.3a and Appendix E).

Implicit in developing leaders is that some professionals are new to the field or new to the sector while others may be embedded in the sector but retooling skills to develop leadership capacity or to pursue new career directions. In recent years we have noticed an increase in sector and industry jumping. Former engineers are enrolling in our courses as post-baccalaureate students seeking to determine if public service is a good second career professional "fit" for them. Many have had supervisory or administrative positions in the past, yet are clearly new to PA and in many ways they are novice; thus we are identifying a new cadre of transitioning professionals.

We serve leaders in the region by sending students into the community. These students devote significant service hours as part of class teams, engage in mini-internships (particularly common in the local government specialization), or serve organizations or units in public agencies through execution of their culminating field-based organizational experience. Leaders in the community often request student teams from particular skills classes when their organizations are engaged in strategic planning, program evaluation, or when they require the assistance of a grant writer. For example, every PA525 (grant writing) student works with a nonprofit to develop a grant proposal. The practitioner who teaches this course estimates that 25-35% of the proposals get submitted by the nonprofits and a few each term are funded. Students are often mentored and leaders network for, or hire, program graduates. After assisting Dr. Schroerer as the lead research manager on the first Oregon Nonprofit Handbook in 2011, an about-to-graduate student was offered a position as the research director of Portland's City Club, the city's premier public affairs forum. Another student was hired as a city manager in a town outside of Portland even before completing his degree. According to Dr. Cooper: "It is extremely unusual for a pre-service student to be hired directly into a city management position, but [the student's] skills and knowledge together with internships in Forest Grove and Banks in addition to his work in Lake Oswego" resulted in this offer.

The Division's Advisory Council exemplifies the professionals in the community our program serves. Its membership reflects leaders from the health field, from local, regional, state and federal government and from the region's diverse nonprofit and other community-based organizations. These individuals offer counsel as we build our programs. They also join our courses as guest speakers and panelists and some teach as qualified practitioners, making certain that the practice they know integrally balances the theory we teach. These relationships are both dynamic and symbiotic.

1.2.4 Please link your program goals to the contributions your program intends to produce to advance the knowledge, research, and practice of public affairs, administration.

In the MPA core courses, and many of our electives, we teach from a foundation of theory (from Woodrow Wilson and the Friedrich/Finer debates to contemporary analyses in texts and PA and health management journals). When appropriate, based on the course, faculty incorporate their research into their teaching.

In two core course requirements (PA 551 and PA 552) students become proficient in research methods, both qualitative and quantitative, and many take an additional class in program evaluation as one of their skills options. The program evaluation course (PA555) links theory to practice in an applied setting where student teams develop an evaluation protocol for an agency or nonprofit organization program. It is offered twice annually with a health focus, and once a year with a general PA focus, but all sections send students to serve nonprofit organizations and are open to all students.

In response to a recent faculty survey we learned that 50 percent of faculty teaching in the MPA core regularly employ case studies as a component of their teaching. From a qualitative assessment standpoint this allows students not only to learn from the successes and failures of others in the sector, but to reflect on their own experiences; allows students the benefit of practitioner insight; and exemplifies the benefits of qualitative analysis to inform practice. PA 512 Case Analysis, a culminating course offered as an option in lieu of PA 509 Organizational Experience for in-service students, focuses on class members developing their own case studies. Other classes require that students formalize this reflective analytical practice such as a writing requirement in PA 513 Administrative Ethics and Values and PA 540 Administrative Theory and Behavior; PA 509 requires an extensive final analytical, integrative reflective analysis.

Faculty regularly conduct research at the nexus of theory and practice, some in collaboration with former students and community leaders. This work provides examples linking the art and the science of public administration and exemplifies the iterative ways in which theory informs practice and practice informs theory. One such project currently underway involves a faculty member and MPA graduate working for the Oregon Department of Transportation. The work surrounds a multifaceted urban transportation project intended to dissuade jaywalking at a hazardous mass transit mall, but in doing so raised racial and economic justice concerns. Capturing this multifaceted project process and its unintended consequences involves a theoretical and applied analysis of intergovernmental decision making, budgeting and implementation, politics, and issues of trust, communication and citizen participation. The work epitomizes engaged scholarship.

1.3 Program Evaluation: The Program will collect, apply and report information about its performance and its operations to guide the evolution of the Program's mission and the Program's design and continuous improvement with respect to standards two through seven.

1.3.1 Please link your program performance outcomes to your mission's Purpose and Public Service Values.

Education:

We admit students based on their public service goals and commitment, help them to design a program of study appropriate to their interests and needs through orientations, specialization choice and regular advising, and in introductory coursework (e.g. PA 511). Through course evaluations we identify the extent to which students deem the courses they are taking serve them as a contribution to their overall program of study, and in our redesigned course evaluations (piloted spring 2011) we have a means by which to address competency attainment by course from the student's perspective.

Our public service values are directly tied to our list of competencies, and we have attended to those and others modeled in Appendix C. Our new course evaluation allows faculty to list competencies covered in their courses for

student self assessments. We have collected this data and have begun to interpret it in relationship to the extent to which faculty believe they are covering the various competencies in their courses. See Appendix F.³

We have also added a student self-assessment covering all ten Division competencies at the conclusion of the PA 509 Organizational Experience and in PA512 Case Analysis. A PA 509 Site Placement Feedback form (distributed to field supervisors) also incorporates competencies. The site placement form is slightly different in that it lists a set of “dimensions” that address competencies in communication skills, ethical conduct, professionalism, appreciation of diversity, problem solving skills, and adaptability and creativity as well as many aspects of management. We discuss findings from this first round of analysis in Section 5 of this report.

Our community service and research are integrally linked and there is evidence of this in the list of exemplary activities in Section 3 of this report and in faculty curriculum vitae. The following lists provide examples of community service and leadership associated with Divisional goals.

The goals themselves related to our purpose and values are summarized in Standard 1.2.1, explicated in Appendix D, and discussed in greater detail in section 4 of this document on Diversity.

Community Service:

Faculty in the Division

- Provided a diversity training program for the City of Portland
- Conducted and helped to implement a four-day work week for Clackamas County
- Conducted leadership development programs for Clackamas County and
- Assisted Clackamas County in assessing its diversity and inclusion program redesign

Leadership in the field and community:

Faculty in the Division

- Worked with community leaders to establish an alumni association for a program serving emergent leaders of color from community-based organizations.
- Formalized relationships with a local foundation to provide easier entre for this group of emergent community leaders of color.
- Conducted a multi-year training program funded by Tokyo Foundation for local Japanese Government officials.
- Obtained funding and support to craft the first ever Oregon Nonprofit Sector Report.
- Received the Thomas Ehrlich Award from Campus Compact for Civically Engaged Scholarship.
- Received funding to conduct research and contract work on a variety of public management issues in health, nonprofit, sustainability and global public service.
- Support and complement efforts in sister programs in the Hatfield School of Government, in the College of Urban and Public Affairs, and the University.

1.3.2 Please link your program performance outcomes to your mission's Population of students, employers, and professionals the program intends to serve.

Based on an alumni survey conducted during the 2011-12 self study year of 295 alumni from the MPA (241) and MPA:HA (54) programs, with a response rate of 37 percent, graduates of the programs are satisfied with their experience and have goals related to their public service careers. First, the majority of graduates secured employment within six months of graduation from the programs. Second, having a graduate degree from the programs resulted in 88 percent of students securing their current positions with 53 percent doing so because of a job requirement and/or a preference for their current positions. The graduates not only credit both the MPA and MPA:HA programs for increasing their practical experiences in solving organizational challenges within public organizations but frequently cited faculty mentoring and assistance with internship or field placements and

³ Regarding faculty course competency assessments in Appendixes F and L: all skill development courses are electives, but not all electives as skill development courses. These two sets of matrices use the same data but different categories and coding.

employment following graduation. They also mentioned networking opportunities in light of the Division's emphasis on civic engagement as key to their subsequent career success. Third, surveys of students about their PA 509 organizational/cumulative experiences show that, generally, students believe that their placements served them and their career paths well. For example, an overwhelming majority of MPA students reported that they were very satisfied with their experience, and as a result, would recommend other students to the organizations where they completed their field placements. MPA:HA students also found the deliverables required for the field placements (i.e., reflective paper, final project report and oral presentation) to be the most beneficial. Overall, while most students found the PA 509 placements to be a valuable requirement for the completion of their respective programs, the Division solicited information from the students on how they believed that these placements could be improved. Some in the MPA program viewed the preparation process, especially regarding the paperwork, as particularly onerous while those in the MPA:HA program spoke mostly of the inherent challenges to find an appropriate organization for field placement.

1.3.3 *Please link your program performance outcomes to the contributions your program intends to produce to advance the knowledge, research, and practice of public affairs, administration.*

See entries on exemplary contributions and related outcomes in Sections 3.3.2 and 3.3.3
Also in Section 2.2.1.

1.3.4 *Describe ongoing assessment processes and how the results of the assessments are incorporated into program operations to improve student learning, faculty productivity, and graduates' careers.*

The Division of Public Administration has well established processes for collecting information used to gauge its faculty performance and seeks to continuously improve its various degree programs based on this information and make programmatic changes as necessary. We triangulate indicators of success by generating data from multiple sources to comprehensively review our programs.

First, we maintain ongoing course evaluation records that address questions surrounding the quality of the syllabi, lectures, reading assignments, satisfaction with grades, and responsiveness of the faculty both in and outside the classroom. We have composite scores for all courses over the prior five years and can make these available to the site team when they visit.

To begin assessing competency attainment, in Spring 2011 we piloted a modified course evaluation to reflect competencies related to individual courses from the students' perspective (self-assessment). Prior to implementing the modified course evaluation form, we queried faculty to determine the extent to which they were covering various competencies in their courses, core and electives (see Appendix F for Summary Assessments by Faculty of all courses during the prior three years).

We collect data from students as they complete the Area III PA 509 Organizational Experience or PA 512 Case Analysis. These courses are taken by students in the MPA and MPA:HA programs toward the end of their graduate studies. Part of the curriculum for both courses includes active reflection over the student's graduate experience. We now ask that students complete a more elaborate course evaluation that includes comprehensive assessment of progress toward the Division's ten competencies.

The Division collects surveys of alumni and will establish a time of entry survey as well as an exit instrument in the coming year.

The Division of Public Administration, some specializations and other programs associated with the Division and Hatfield School have advisory councils, boards or committees. These provide direct feedback related to our performance on many of the MPA and MPA:HA program goals. Because these programs are part of a complex, comprehensive school, we have many opportunities to interact with practicing professionals and community partners which provides additional informal information regarding performance.

Finally, Digital Measures, a university level data system, serves as a repository for the recordkeeping of faculty endeavors. This medium demonstrates that the Division's faculty continue to actively engage in scholarly pursuits that are complementary to their teaching, research and service endeavors. The degree to which these activities are pursued acts as yet another measure for gauging programmatic performance for the Division.

1.3.4a Provide examples as to how assessments are incorporated for improvements

With our new course evaluations that incorporate student self assessment of their competency attainment we have begun to analyze the data and will be sharing the findings at our faculty retreat in fall 2012. Awareness of our strengths as well as areas where we can improve is the ultimate goal. Using summary data (Appendix F) we expect to provide comparative charts for faculty based on the level of competencies they, as faculty, expect students to achieve in their courses and the overall student assessment of the same variables in core courses. We will also be discussing findings from the first round of competency assessments of PA 509 and PA 512. Overall they were quite strong, but the data uncovered some interesting areas worth discussing as a whole faculty (this is discussed in Section 5). In years past course evaluations were a very private, personal endeavor, but the competencies are providing us with opportunities to learn together which in itself is an important change. Appendices in Section 5 provide data from the nonprofit specialization courses during the self study year.

Standard 2. Matching Governance with the Mission

2.1.1 Administrative Capacity: The program will have an administrative infrastructure appropriate for its mission, goals and objectives in all delivery modalities employed.

2.1.2 Define program delivery characteristics. If the program has multiple forms of delivery, please identify how the following elements are differentiated: curriculum, curriculum design, degree expectations, expected competences, governance, students and faculty.

The programs have one primary form of delivery with very rare exceptions: on campus classes, with most offered either weekdays, once a week (from 4-6:30 PM or 6:40 - 9:20 PM) or in weekend intensive classes delivered Friday evenings and all day Saturdays over three weekends.

Taking a full load of three courses a quarter, the degrees (MPA and MPA:HA) take full-time students approximately two years to complete. Full-time study is defined as three classes per regular quarter; summer session is additional, although only a few courses are offered during the summer. Working professionals typically take fewer courses per term and take longer to complete the program. Teaching modalities largely use face to face classroom settings supported by online learning support technologies.

Other flexible delivery models include field based courses mentioned following the Preconditions section of this document in which faculty offer courses off campus in Washington, D.C. and several international locations.

The core curriculum of the MPA and the MPA:HA are the same. Students take 60 quarter hours of 3-credit classes where 1.5 quarter hours = one semester hour. The programs require 30 hours in the core (10 classes), 9 hours of skills coursework (three classes), and 15 hours in one's specialization (five classes) plus a 6 hour culminating integrative experience through either PA 509 or PA 512. While the MPA:HA courses and program structure make it akin to a specialization, these students must complete 30 of their credit hours in health-related courses to ensure they are competitive in the marketplace with graduates of other comparable health management programs; three of the MPA core courses have health-related substitutions but the other core requirements are the same for both degrees (see Student Handbook).

2.1.2 Who is/are administrator(s) and describe the role and decision making authority (s)he/they have in the governance of the Program.

The Division of Public Administration is one of three academic units in the Mark O. Hatfield School of Government (HSOG). In addition to PA the School includes the Division of Political Science and the Division of Criminology and Criminal Justice. The Director of HSOG is Ronald Tammen, PhD, and the Chair of the Division of Public Administration is Sherril Gelmon, DrPH (doctorate in public health).

The HSOG is one of three schools in the College of Urban & Public Affairs (CUPA). See Appendix G, CUPA organization chart, or go to <http://www.upa.pdx.edu/>). The other schools are the Nohad A. Toulan School of Urban Studies and Planning and the School of Community Health, each of which offers relevant academic undergraduate and graduate programs, and has associated public service and research institutes.

The administrative structure is as follows. The three School Directors report to the Dean of the College of Urban and Public Affairs, Dr. Lawrence Wallack. The Directors of each school are equivalent to department heads in the university governance structure. The School Directors are elected by the faculty of each school for three-year terms and appointed, based on the election results, per university policy, by the Dean. In the School of Government's Divisions, each unit's rostered faculty elects a chair independently, who is then appointed by the School Director. Division chairs serve three-year terms and can be re-elected. The elected chair reports directly to the Hatfield School Director. Chairs are responsible for curricular and student-related issues, and initiate personnel-related reviews, but the School Director retains authority on matters requiring university department head authority (such as budget and final personnel decisions). The Division is recognized by the Hatfield School of Government (HSOG), the College of Urban and Public Affairs (CUPA) and Portland State University (PSU) as a faculty unit with discrete responsibility for the MPA and MPA:HA programs.

The Division has full access to other units within the School and College, but retains governance authority for programs within the Division. There is significant cooperation and collaboration among units best exemplified by meetings that began during the self study year with the Division of Political Science to design and offer a shared Master of Public Policy degree within the next two years. 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 & Science University and through cooperative arrangements with Oregon State University through the Oregon MPH program.

Reference documents for faculty governance issues, including the Faculty Governance Guide (2nd edition 2011-12), which contains the Constitution of the PSU Faculty, policies and procedures, committee appointments, and other information, can be found on the Faculty Senate website: <http://www.pdx.edu/faculty-senate/reference-documents>.

2.1.3 Describe how the governance arrangements support the mission of [the] program and match the program delivery.

The Division maintains standing committees for critical aspects of governance, i.e. admissions, curriculum, annual reviews, and promotion and tenure, and uses a variety of committees and ad hoc workgroups to accomplish its administrative work. Committee membership 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, such as search committees, and many sit on School, College and University-wide governing or administrative bodies. Membership appointment on Division committees is affirmed by the faculty.

With the exception of budget decisions that, for the College, originate with the Dean and are delivered either directly to the faculty by the School Director or by the Division Chairs following Executive Council meetings chaired by the School Director, all decisions of significance come from standing and ad hoc committees to the full faculty for deliberation and decision. Divisional decisions on curriculum and promotion and tenure are then reviewed at the School, College, University, or Oregon University System levels as appropriate or required. 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. The PA Division faculty meets monthly. The Chair and Institute and Center Directors serve on the Hatfield School's Executive Committee which coordinates activities among Divisions, Centers and Institutes and advises the HSOG Director on school-wide initiatives.

The mission guides hiring in that we select colleagues committed to public service and community engagement; the process by which the Division governs itself tends to be collegial and serves the goals we as a collective deem important. We are diverse in professional interests such as sub-field foci, in gender, race and geographic origins, but our commitment to the field and our students is unwavering and coherent as is that of the university administration. Our disputes tend to come only when limited resources diminish our ability to deliver the kinds of program opportunities we seek for our students. An example of this is the desire for small classes and the minimum class size established by the School as acceptable to offer a course. We have been able to argue successfully for the size of new courses to be small, but for core classes we have watched caps climb in recent years from 25 to 30 to 35. Current budget constraints are limiting the frequency of offerings of specialization courses because of limited demand (see Appendix H with course frequency and enrollment data). This can be frustrating for the faculty, but with a two year forecasted course schedule and regular advising, students are able to anticipate and plan for their program needs.

2.2.1 Faculty Governance: An adequate faculty nucleus—at least five (5) full-time faculty members or their equivalent—will exercise substantial determining influence for the governance and implementation of the program.

2.2.2 Nucleus Faculty with Involvement and one exemplary research, service or teaching contribution over the past five years. N=13

						Research	Service	Teaching
Phillip Cooper	Professor	Tenured	Academically	Ph.D.	Teaching Governance Public Affairs Research Research Community Service	"The Duty to Take Care: President Obama, Public Administration, and the Capacity to Govern," Public Administration Review 71 (Jan./Feb. 2011):7-18. One senior scholar is invited by PAR in each presidential administration to assess the first part of the administration from a public administration perspective. This article reflects that invitation.		
Sherril Gelmon	Professor	Tenured	Academically	Other	Teaching Governance Public Affairs Research Research Community Service		Dr. Gelmon received the 2011 Thomas Ehrlich Civically Engaged Faculty award from national Campus Compact, and has provided national leadership through her role as Senior Consultant with Community-Campus Partnerships for Health on creation of faculty development for community-engaged scholarship related to competency-based faculty development programs, evaluation of an online mechanism for peer review and publication of products of community-engaged scholarship, and evaluation of a new online database of faculty mentors and peer reviewers.	

Jennifer Allen	Associate Prof	Tenure Track	Academically	Ph.D.	Teaching Governance Public Affairs Research Research Community Service	with Alexis Dinno (Community Health Assistant Professor). June 2011. "Leadership in Sustainable Chemicals Policy: Opportunities for Oregon." Published by PSU.		
Jack Corbett	Associate Prof	Tenured	Academically	Ph.D.	Teaching Governance Public Affairs Research Research Community Service		Over a period of 15 years at Portland State Dr. Corbett has been responsible for organizing, coordinating, and leading international field programs involving more than one thousand students and practitioners. Health service professionals, educators, public safety workers, and other practitioners have received direct exposure to issues associated with international migration, including exchanges with counterparts and training in cross-cultural participation. These programs have produced at least nine academic Fulbrights, one Rhodes Scholar, one Killam Scholar, and numerous professionals who have served or are serving in international capacities.	
Erna Gelles	Associate Prof	Tenured	Academically	Ph.D.	Teaching Governance Public Affairs Research Research Community Service	"Question Mapping: A Method for Organizing and Sustaining Dialogue" with Richard F. Ludeman, in Lohmann, Roger A. and Van Til, Jon, Editors. (2011) Resolving Community Conflicts and Problems: Public Deliberation and Sustained Dialogue. New York: Columbia University Press. 2011		
Georgia Harris	Associate Prof	Tenured	Academically	Ph.D.	Teaching Governance Public Affairs Research Research Community Service	Harris, G. 2009. "Revisiting Affirmative Action in Leveling the Playing Field: Who Have Been the True Beneficiaries Anyway?" Review of Public Personnel Administration 29: 354-372.		
Theresa Kaimanu	Associate Prof	Tenured	Academically	Ph.D.	Teaching Governance Public Affairs Research Community Service		Dr. Kaimanu works with the Native American community through many service roles and serves on two University Boards; one is the Native American Student and Community Center Advisory Board and the other is the American Indian Urban Teacher Program Advisory Board. In addition she serves as an advisor (informally) to students at the Native	

								Center for consideration of graduate school and has been an advocate and role model for the Native Community. This is both formal and informal. She belongs to state and national Native education organizations and has been active in supporting their missions.
Craig Shinn	Associate Prof	Tenured	Academically	Ph.D.	Teaching Governance Public Affairs Research Research Community Service		Dr. Craig Shinn serves as Chair, Committee for Family Forestland, a statutory committee of the State of Oregon providing advice to the Board of Forestry and State Forester on matters related to family forestlands in Oregon and their owners.	
Neal Wallace	Associate Prof	Tenured	Academically	Ph.D.	Teaching Governance Public Affairs Research Research Community Service	Wallace NT, Carlrson M, Mosen D, Snyder J, Wright B. 2011 "The Individual and Program Impacts of Eliminating Medicaid Dental Benefits" American Journal of Public Health, 101(11):2144-2150.		
Masami Nishishiba	Assistant Prof	Tenure Track	Academically	Ph.D.	Teaching Governance Public Affairs Research Research Community Service	Local Government Diversity Initiatives in Oregon: An Exploratory Study. State and Local Government Review, 2012, 44(1), 55-66.		
Jill Rissi*	Assistant Prof	Tenure Track	Academically	Ph.D.	Teaching Governance Public Affairs Research Research Community Service		Dr. Rissi also serves as an appointed member of the Oregon Patient Safety Commission, and is the Chairperson of the AcademyHealth, State Health Research and Policy Interest Group.	
Andreas Schroeer	Assistant Prof	Tenure Track	Academically	Ph.D.	Teaching Governance Public Affairs Research Research Community Service		In partnership with the Nonprofit Association of Oregon and a small team of graduate students in 2011 Dr. Schroeer produced the first Oregon Nonprofit Sector Report. The report provides basic data on the size, scope, current condition and some insights on the economic and social impact of the Nonprofit Sector in Oregon. The project was funded by three local foundations and a faculty development grant from Portland State University. The project is of strategic importance for future collaboration between a major nonprofit intermediary organization, the Center for Public Service at PSU and the Division of Public Administration.	
Lindsay Derochers	Professor	Tenured	Academically	Ph.D.	Teaching Governance Public Affairs Research Research Community	"The Birth of a Research University in the Context of Late Twentieth Century California: UC Merced, No Small		

					Service	Miracle," Research Paper for the Center for Studies in Higher Education, University of California, Berkeley, September 2011		
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2.2.2 Provide an assessment of program determining influence in the following areas from none to high (4-point scale) and who participates: drop down menu: Dean or Higher Authority, All Department Faculty, All Program Faculty, Nucleus Faculty, Subset of Nucleus Faculty, Program Director, Other.

	3 Medium	4 High
Program and policy planning		<ul style="list-style-type: none"> • Nucleus Faculty • Subset of Nucleus Faculty • Program Director
Establishing degree requirements		<ul style="list-style-type: none"> • Nucleus Faculty • Subset of Nucleus Faculty
Making and implementing recommendations regarding admission of students setting quota		<ul style="list-style-type: none"> • Subset of Nucleus Faculty
Advising Students		<ul style="list-style-type: none"> • Nucleus Faculty
Specifying curriculum and learning outcomes		<ul style="list-style-type: none"> • Nucleus Faculty
Evaluating student performance and awarding degrees		<ul style="list-style-type: none"> • Nucleus Faculty
Appointing, promoting faculty		<ul style="list-style-type: none"> • Subset of Nucleus Faculty • Program Director
Participating in defining and assuring faculty performance	<ul style="list-style-type: none"> • Subset of Nucleus Faculty • Program Director • Other 	

Note: Where we checked "other" in the prior table may require clarification. For pre-tenure faculty, review committees (made up of a tenured subset of the nucleus faculty appointed each year to assure workload balance and equity for the colleague under review) and the program Director all have influence in defining and assuring faculty performance. We designated these in the "medium" category to make a point about post tenure performance assurance as addressed in Table 2.2.2. The "other" category indicates that post tenure there are fewer options for assuring performance and that professional standards and expectations (academic peer pressure established internally and externally in the years prior to awarding tenure) are what we count on to assure faculty performance once tenure is granted.

2.2.3 Please provide information regarding how the program defines "substantial determining influence" in the program and any qualifying comments regarding faculty governance.

We have a robust faculty governance structure in the Division which means we have substantial control over what we do and how we do it. Our use of formal and informal committees and task forces reflects the complex, comprehensive nature of our programs and activities. This governance structure is established through the collective bargaining agreement and university procedures.

For admissions, curriculum review, and personnel reviews we use a formal committee structure. Per university guidelines, only tenured full professors may participate in reviews for promotion to full professorship; tenured associate professors may sit on or chair annual review committees as well as tenure committees and promotion to associate professor.

Members of the nucleus (a.k.a. core) faculty have a substantial determining influence in program development and review as discussed in Section 2.1.3. Members of the core faculty (all tenured or tenure track) have a seven course annual 9-month /11-week per quarter teaching load to which they are obligated unless they are granted an administrative release or have secured course buyout funding. This means they are on campus and available to meet governance responsibilities unless their work is in distant communities and a physical presence on campus is required for the committee work.⁴ This means that in addition to teaching obligations faculty are expected to engage in Division, College and sometimes University service through committees and university governance as College or Division representatives. Division faculty serve on and chair PAP doctoral committees, and may serve as Graduate Studies Office representatives on committees elsewhere in the University. This can require a significant amount of time and, as with all other governance service, is not additionally compensated.

Core faculty are expected to attend Division faculty meetings including an annual one-day September retreat, monthly faculty meetings, and new student orientation sessions when they do not conflict with teaching schedules. Program policy is discussed at monthly faculty meetings with preliminary materials for review emailed to all core faculty in advance of the meeting. The monthly agenda is crafted based on faculty input and if new issues arise, discussion may be postponed until essential faculty can attend the meeting. Faculty try to avoid having local service obligations conflict with standing meeting obligations, but sometimes conflicts are unavoidable when working with community partners or attending academic conferences.

Some faculty continue to participate in program planning work groups in the summer even when "off" contract, but this is not required.

Standard 3 Matching Operations with the Mission: Faculty Performance

3.1 Faculty Qualifications: The Program's faculty members will be academically or professionally qualified to pursue the program's mission.

3.1.1 In addition to the nucleus faculty in Section 2.2.1 above, the following professionally qualified faculty also taught in the program during the self study year.

Marcus Ingle	Professor	Non-tenure	Professionally	Ph.D.	Teaching	Publishes in area of program responsibility Attends annual conferences and/or workshops associated with area of program responsibility Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Matt Jones	Assistant Prof	Non-tenure	Academically	Ph.D.	Teaching	This faculty member has received their PhD within the last five years Publishes in area of program responsibility Attends annual conferences and/or workshops associated with area of program responsibility Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Elizabeth Baxter	Assistant Prof	Non-tenure	Professionally	Other	Teaching	Is currently or previously employed in field associated with area of program responsibility
Holly Dennison Bullock	Assistant Prof	Non-tenure	Professionally	MPA	Teaching	Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Oliver Droppers	Associate Prof	Non-tenure	Professionally	Other	Teaching	Attends annual conferences and/or workshops associated with area of program responsibility

⁴ Buyout funding is used to engage in community research activities, self-funded training or workshop production and/or other funded research for which a course buyout is approved by the Division chair. Course buyouts for nucleus faculty are limited based on the Division's need to staff core courses as well as essential electives within specializations not taught by practitioners. We recognize the importance of having core courses taught by core academically qualified faculty and make exceptions to this with care and only in rare cases.

						Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Eric Einspruch	Assistant Prof	Non-tenure	Professionally	MA	Teaching	Attends annual conferences and/or workshops associated with area of program responsibility Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Jason Faler	Assistant Prof	Non-tenure	Professionally	Other	Teaching	Is currently or previously employed in field associated with area of program responsibility
Suzanne Feeney	Other	Tenured	Academically	Ph.D.	Teaching	Publishes in area of program responsibility Attends annual conferences and/or workshops associated with area of program responsibility Provides community or professional service in the area of program responsibility
Anna Foucek-Tressider	Assistant Prof	Non-tenure	Professionally	Other	Teaching	Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Linda Golaszewski	Assistant Prof	Non-tenure	Professionally	MA	Teaching Governance Community Service	Attends annual conferences and/or workshops associated with area of program responsibility Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Steve Greenwood	Assistant Prof	Non-tenure	Professionally	MPA	Teaching	Publishes in area of program responsibility Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Jim Hough	Assistant Prof	Non-tenure	Professionally	MPA	Teaching	Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Jo Isgrigg		Professionally	Ph.D.	Health Policy Values and ethics in health		Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Jay Kenton		Professionally	Ph.D.	Financial management		Is currently or previously employed in field associated with area of program responsibility
Mariah Kraner		Academically	Other	Qualitative and Quantitative Research Methods		Publishes in area of program responsibility Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Kevin Matheny		Professionally	MA	Development		Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Dennis Morrow		Professionally	MA	Nonprofit management and leadership Collaboration Nonprofit Advocacy		Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Kent Robinson		Academically	Ph.D.	General Public Administration		Publishes in area of program responsibility Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Kay Sohl		Professionally	MA	Nonprofit finance and budgeting		Publishes in area of program responsibility Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Michael Wells		Professionally	MA	Grant writing		Publishes in area of program responsibility Provides community or professional service in the area of program responsibility

				Is currently or previously employed in field associated with area of program responsibility
Tim Williams	Professionally	Ph.D.	Collective bargaining Labor law and negotiations Advocacy	Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility

3.1.2[a] Provide information on all Faculty who have provided instruction in the program for the self study year and the year prior to the self study. (Data repopulated from previous tables where available).

Marcus Ingle	Professor	Non-tenure	Professionally	Ph.D.	Teaching	Publishes in area of program responsibility Attends annual conferences and/or workshops associated with area of program responsibility Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Matt Jones	Assistant Prof	Non-tenure	Academically	Ph.D.	Teaching	This faculty member has received their PhD within the last five years Publishes in area of program responsibility Attends annual conferences and/or workshops associated with area of program responsibility Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Elizabeth Baxter	Assistant Prof	Non-tenure	Professionally	Other	Teaching	Is currently or previously employed in field associated with area of program responsibility
Holly Dennison Bullock	Assistant Prof	Non-tenure	Professionally	MPA	Teaching	Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Oliver Droppers	Associate Prof	Non-tenure	Professionally	Other	Teaching	Attends annual conferences and/or workshops associated with area of program responsibility Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Eric Einspruch	Assistant Prof	Non-tenure	Professionally	MA	Teaching	Attends annual conferences and/or workshops associated with area of program responsibility Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Jason Faler	Assistant Prof	Non-tenure	Professionally	Other	Teaching	Is currently or previously employed in field associated with area of program responsibility
Suzanne Feeney	Other	Tenured	Academically	Ph.D.	Teaching	Publishes in area of program responsibility Attends annual conferences and/or workshops associated with area of program responsibility Provides community or professional service in the area of program responsibility
Anna Foucek-Tressider	Assistant Prof	Non-tenure	Professionally	Other	Teaching	Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Linda Golaszewski	Assistant Prof	Non-tenure	Professionally	MA	Teaching Governance Community Service	Attends annual conferences and/or workshops associated with area of program responsibility Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility

Jo Isgrigg	Professionally	Ph.D.	Health Policy Values and ethics in health	Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Jay Kenton	Professionally	Ph.D.	Financial management	Is currently or previously employed in field associated with area of program responsibility
Mariah Kraner	Academically	Other	Qualitative and Quantitative Research Methods	Publishes in area of program responsibility Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Kevin Matheny	Professionally	MA	Development	Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Dennis Morrow	Professionally	MA	Nonprofit management and leadership Collaboration Nonprofit Advocacy	Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Kay Sohl	Professionally	MA	Nonprofit finance and budgeting	Publishes in area of program responsibility Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Michael Wells	Professionally	MA	Grant writing	Publishes in area of program responsibility Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility
Tim Williams	Professionally	Ph.D.	Collective bargaining Labor law and negotiations Advocacy	Provides community or professional service in the area of program responsibility Is currently or previously employed in field associated with area of program responsibility

✓ **Check this box if this faculty member has received their PhD within the last five years and you are using that criteria to claim he/she is Academically Qualified.** Assistant Professor Jill Rissi

3.1.2 [b] *Provide your program’s policy for academically and professionally qualified faculty and the mission based rationale for the extent of use of professionally qualified faculty in your program. If you have any faculty members who are neither academically nor professionally qualified, please justify their extent of use in your program. Please see the glossary for definitions of academically and professionally qualified.*

In general we ascribe to the NASPAA definition for academically qualified faculty. All tenured or tenure-track faculty must hold a terminal degree related to their teaching responsibilities and they are expected to publish in their respective areas. This is qualified if they have only recently earned their doctorate, but when this is the case they are mentored in an effort to move their dissertation work and/or other research or community-based work into a publishable format.

We expect faculty, tenured and tenure track, to have an active presence in professional associations, to present their current research and ready it to submit for publication. Thus academically qualified faculty are either publishing or gearing up to publish in peer-reviewed print or electronic scholarship outlets. We expect that much of this work will be related to the instructor's course topics and some dated within five years of the self study. We also expect academically qualified faculty to incorporate current knowledge, and technique (when appropriate) into their course syllabi, thus demonstrating current knowledge. We also assume knowledge of the classics and don't dissuade faculty from incorporating foundational works such as the classic Friedrich/Finer debates of the 1940s or the work of others in the various sub-fields that guide our core and specialization courses. In sum, we expect a balance. We also honor the work of faculty who engage in professional and community service in the area

of their teaching responsibilities, and guide them whenever possible to translate this service into publishable documents that will add to public administration's growing body of knowledge.

Our mission guides our intentional use of qualified practitioners in the classroom and we seek, per NASPAA, faculty who have a record of outstanding professional experience directly relevant to their teaching responsibilities. Many of our skills courses and elective core courses are delivered by professionally qualified faculty. Differing from NASPAA (SSI, 2012: 43) we do not expect our professionally qualified colleagues to hold terminal degrees in their areas, although some do or are working on this advanced degree as exemplified in those we bring to the classroom while earning their doctorates (for teaching experience) or shortly thereafter. These individuals we sometimes identify as either academically qualified or both academically and professionally qualified if they had public service careers before entering the doctoral program.

Our mission emphasizes engagement and leadership development and we deem it mission essential to have a diverse pool of qualified practitioners from which to choose. The students benefit from their community-based experience and the program has greater breadth as we seek to develop leaders. All of our practitioner faculty has earned at least a Masters level degree.

3.1.3 Provide information about how faculty qualifications match the competencies within the curriculum.

This material supplied in the online system for all courses taught during the self study year.

NAME	Academically or Professionally Qualified	Highest Degree Held	Areas of Specialization relevant to program	Competency Coverage	Relevant Course(s) and Required/Elective in program
Populates from Table 3.1.1	Populates from 3.1.1	Populates from 3.1.1	List of areas of specialization: Identified from faculty survey	List of competencies Division 1,2,8,9,10	List of courses or a single course as relevant next to box for each course should be a drop down box for required or elective.

3.1.4 Provide the percentage of courses in each category that are taught by academically and/or professionally qualified faculty in the self study year.

	Academically Qualified	Professionally Qualified	Full Time	Part Time
All Courses	75	25	66	34
Required Courses	85	15	73.5	26

3.1.5 Describe the steps and strategies the program uses to support faculty in their efforts to remain current in the field.

The Division has limited research/professional organization or travel funds available to faculty, but it budgets for one member of the core faculty to attend one essential research or professional conference a year, for example NASPAA, AUPHA and ARNOVA. Faculty may attend professional conferences as long as they arrange coverage for their courses. The majority of additional travel funding must be supported through applications to the university's Faculty Development Committee review and awards process as described below, or through grants. The HSOG has a dedicated grants administrator who can assist people in seeking grants.

As a campus where faculty are represented by the American Association of University Professors (AAUP), research support is negotiated and provided through PSU's Faculty Development Grant Program which includes awards to AAUP bargaining unit members (e.g. Portland State faculty and academic professionals) and department chairs. All require applications and must have some matching grant component if they involve travel. The Division has

historically been able to pick up some of the matching grant component (normally 20% of the budget), but under our current budget model and fiscal constraints (see Standard 6) we do not have resources to support additional travel resources.

Funds faculty may access total \$750,000 during the current contract include:

- Faculty Enhancement Grant - These grants are awarded annually and provide support up to \$15,000 for a broad range of scholarly activities from a total of \$500,000.
- Professional Travel Grant - The Professional Travel Grant provides up to \$2,000 in support for travel to professional meetings and conferences to present scholarly work from a total of \$250,000.
- Research Stimulus Program - This opportunity provides support for the development of research proposals for external funding. Applicants may apply annually for awards up to \$5,000.
- University Venture Development Fund - A PSU effort to foster innovation, prototypes, and new university-industry connections in order to see university innovation achieve significant public benefit.
- Enhancing our Research through Programmatic Investment - Support available for the development of innovative research programs that contribute to knowledge creation and regional economic development while supporting academic programs and enhancing institutional identity and reputation; awards up to \$100,000.

PSU also offers faculty sabbaticals as detailed in the AAUP Contract. Eligibility criteria for faculty sabbaticals include questions regarding rank and tenure, FTE appointment and time of service, as well as research plan for the time away from campus, all of which are detailed in the governing agreement. Generally, sabbaticals may be taken every seven years for one term (85% of salary), two terms (75% of salary) or three terms (60% of salary).

University policy allows faculty one day per week for consulting activities outside of university-related projects during the academic year. Faculty often use this time to participate in local, regional or national projects related to public management and policy issues. There are no limitations on service activities as long as these do not interfere with regular faculty responsibilities including teaching, research, advising, and committee responsibilities; most faculty link their research, service and teaching when possible and new faculty are mentored so that they recognize this as an important balance. Faculty members are free to conduct any activities during the summer months (June 16-September 15) when they are not on regular contract.

Finally, the Division provides release time of one to two courses for the first year for new tenure-track faculty to allow them to begin to develop their teaching program, craft a research agenda, and begin engaging with relevant community organizations. In recent years the Dean has provided funding for a graduate research assistant for each new faculty during their first year on campus.

3.2 Faculty Diversity: The Program will promote diversity and a climate of inclusiveness through its recruitment and retention of faculty members.

3.2.1 Provide a list of program specific strategies used in recruitment and retention that describe practices designed to help the program achieve inclusiveness within its legal and institutional environment.

Strategies used in recruitment (check all that apply)	Strategies used in retention (check all that apply)	Other strategies used to assure students are exposed to diverse views and experiences
✓ Advertisement includes statement welcoming diverse applicants consistent within legal and institutional environment	✓ There is a new faculty orientation that provides information on the promotion and tenure process	✓ Use of part time instructors
✓ Advertisement is placed in publications and on listservs that serve diverse audiences	✓ New faculty are assigned to a faculty mentor	✓ Use of guest lecturers
✓ Advertisement is sent to schools with concentrations of diverse graduate students	✓ New faculty are provided information about employee resource groups and contact numbers for the chair or facilitator.	✓ Other: Professional panels in classes and in the Urban Center hosted by various Division faculty in collaboration with community-based organizations. See Sections 4.3.4a, 4.4.1 and 4.4.2
Not checked: Databases are purchased and ads sent.	✓ New faculty regularly meet with the program director to discuss progress vis a vis the tenure and promotion process	
Not checked: Phone calls are made to program directors from schools with a diverse graduate student body to encourage applications from potential candidates	✓ New faculty members are introduced to the teaching and learning center or a master teacher for assistance in course development.	
✓ Phone calls or recruitment letters made to women and minorities known by program faculty to encourage application	✓ New faculty regularly meet with the program director or chair to discuss issues and needs.	
✓ Faculty, administrators, women, and professional staff of color to help uncover the available pool.	✓ Other please specify: Faculty are encouraged to use their service work on campus to engage with diverse faculty on committees that serve the interests and needs of colleagues representing diverse communities campus wide.	
Not checked: Invitations are sent to authors of articles from publications, such as <u>Black Issues in Higher Education</u> , which feature people of color in the field	✓ Other please specify: Upon her arrival on campus two years ago the PSU chief diversity officer, Jilma Meneses Esq., attended a regular faculty meeting	

	to explain her role and plans. Among other initiatives her office is engaged in work campus wide "To increase faculty retention among communities of color," and develop a peer mentoring program for faculty-to-faculty mentors.	
✓ Job announcements are sent to diversity related caucuses in ASPA, APPAM, APSA, and other organizations relevant to the position		
✓ Evaluation criteria are used to create an inclusive pool of candidates		
✓ The search committee receives training on recruitment and selection practices that increase potential for diverse pools and hires		
✓ The department receives training on recruitment and selection practices that increase potential for diverse pools and hires		
✓ Minority and female faculty have an opportunity to meet with other minority and female faculty informally during the interview process		
✓ A female or minority is included on the search committee		
✓ Documentation on why candidates are excluded from interview is required (See Appendix I)		

3.2.3a and 3.2.3b

Complete the faculty diversity table for all faculty teaching in the program (with respect to the legal and institutional context in which the program operates).

US-based

3.2.3 a Faculty Diversity	FT		PT		Total
	M	F	M	F	
Black or African American, non-Hispanic		1			1
American Indian or Alaska Native, non Hispanic/Latino		1			1
Asian, non Hispanic/Latino		1			1
Native Hawaiian or other Pacific Islander, non Hispanic/Latino					
Hispanic/Latino					
White, non-Hispanic/Latino	4	5	13	7	29
Two or more races, non Hispanic/Latino				1	1
Nonresident alien	1				1
Race and/or Ethnicity Unknown					
Total					34
Disabled					

*See glossary for definitions

3.2.4 Describe how your current faculty diversity efforts support the program mission? How are you assuring that the faculty bring diverse perspectives to the curriculum? Describe demonstrable program strategies, developed with respect to the program’s unique mission and environment, for how the program promotes diversity and a climate of inclusiveness.

We are attentive to the extent to which our faculty represents the communities we serve and engage in various activities and initiatives to address this as we prepare our graduates for public service in a changing environment. Among these efforts are:

Dr. Nishishima chaired the university's Diversity Action Council (established initially under PSU past president Dan Bernstine in the years since our last NASPAA review). Two years ago the current university president, Dr. Wim Wiewel, acted to institute its recommendations. This includes establishing an Office of Diversity and Equity reporting to the President and hiring a Chief Diversity Officer (see section 3.2.1).

Faculty work with students of color and mentor them in various ways. Portland State's winner of the 2012 President’s Diversity Award for promoting cultural diversity on campus and the President's Award for Contributions to Diversity in the Larger Community was mentored and nominated by Dr. Kaimanu of the Public Administration faculty.

In advising, faculty are attentive to the needs of students for whom English is not their primary language. As becomes apparent through their writing, they are often directed to the Writing Center or, if deemed necessary, to the English Department's various writing classes to strengthen their skills. All students have this benefit, but for first generation students extra care and guidance may be needed and the faculty is aware of this.

Case studies and teamed projects are commonly used by all the faculty and student reflections provide examples of the benefit that comes from diverse perspectives and interactions in the classroom and through community based projects.

Our diverse faculty crosses our various specializations and we offer field placements and/or international trips to help expose students to diverse communities. For example:

- Dr. Harris, a tenured woman of color, leads the division's human resources specialization.
- Dr. Nishishiba teaches our core research methods sequence and is integrally involved with our local government specialization; she also teaches skills courses in cross cultural communication and on enhancing diversity in the workplace.
- Dr. Allen teaches in the natural resources specialization.
- Dr. Gelles' specialization focus is in nonprofit management. She is also on the local United Way's Diversity and Inclusion Advisory Board and brings guest speakers of color to campus on a regular basis, in MPA core and elective courses and for panel discussions and lectures to the community. See section 4.4.2.
- Dr. Kaimanu's focus is in cultural competence and the health management specialization through the MPA:HA). See section 3.3.2.
- Dr. Corbett, "an ally" in the diversity field's terminology, is actively engaged with students on issues surrounding diversity and immigration policy (see section 3.3.2). He also recently hosted Dr. Ramona Perez as a consultant to work with a group of Division faculty to design a new specialization focused on managing in a diverse environment. While with us she delivered a well-attended lecture at the Native American Student and Community Center that was open to the entire community. While the specialization is not yet in place, several new courses have been designed to serve it have been added to the PA curriculum representing current and ongoing activity.

3.2.5 Describe how the diversity of the faculty has changed in the past 5 years.

The diversity of our faculty has changed in various ways over the past five years. In 2007, an Asian colleague who had been hired into a fixed-term position years earlier was formally rehired into a tenure line position. In addition to this, in 2009 we hired three tenure-track faculty, two of whom were Caucasian women and one was a male foreign national (this represented two new positions and one retirement replacement). In 2010, an African American Woman was tenured and promoted to Associate Professor. In 2012, the male foreign national resigned, and a tenure-track Caucasian female was hired into that tenure line and will join the faculty in Fall 2012. Recent guest speakers of color and panelists in our core courses during the self study year have included but are not limited to:

- Jilma Meneses, Esq. Chief Diversity Officer of the PSU Office of Global Diversity and Inclusion (for further details go to <http://www.pdx.edu/news/jilma-meneses-joins-portland-state-university-leadership-as-new-chief-diversity-officer>). She is currently supervising a woman of color in her PA 509 work on higher education access through partnerships with nonprofit organizations (a Latina not included in section 4.4.3a since she enrolled before 2010)
- Dr. Ramona Perez, Associate Professor of Anthropology and Director of the Center for Latin American Studies at San Diego State University
- Maria Rubio, United Way of the Columbia-Willamette's Vice President of Diversity and Inclusion.
- Kathleen Saadat, Interim Diversity Development/Affirmative Action and Inclusion Manager, City of Portland
- Emmett Wheatfall, Diversity and Inclusion Manager, Clackamas County Oregon
- Vickie Nakashima, "Say Hey" Partners in Diversity community coordinator

Worth noting is that there are many other field placements where people of color supervise students and/or where students are exposed to diverse communities.

3.3 Research, Scholarship and Service: Program faculty members will produce scholarship and engage in professional and community service activities outside of the university appropriate to the program's mission, stage of their careers, and the expectations of their university.

3.3.1 Describe the expectations the program has for faculty in terms of research, scholarship, community services and other contributions in the promotion and tenure process and how these expectations relate to program mission and demonstrate a commitment to public service.

PSU is recognized nationally and internationally as a leader in adopting policies for faculty evaluation that support and encourage community-engaged scholarship and teaching, and this proves to be very positive for Division faculty who are naturally engaged in a wide range of community activities by virtue of their disciplinary backgrounds. The guidelines enable the faculty to pursue meaningful scholarship in relevant communities, while still adhering to the traditional standards of quality for research endeavors. In addition to research and teaching, faculty are also evaluated on both traditional university and professional service. The guidelines do not prescribe any fixed number or sort of products for dissemination, nor any list of funding agencies or publication vehicles.

Faculty performance is evaluated in a number of ways. Tenure track faculty are reviewed annually in years one, two, four and five, with a partial portfolio review in Year Three and a full review for tenure and/or promotion in Year Six. Tenured faculty are eligible for post-tenure review every five years, and have a full review when they seek advancement in rank. Fixed-term faculty are reviewed annually. Adjunct faculty, academically or professionally qualified, are reviewed on a term-by-term basis.

The governing document which sets promotion and tenure policy on a university-wide basis is the Policies and Procedures for the Evaluation of Faculty Members for Tenure, Promotion and Merit Increases, adopted June 12th, 1996.

Each academic unit (Department or Division) establishes its own procedures within this framework. Recommendations for pay, promotion, and tenure are: 1) initiated through a unit-based committee, 2) reviewed by the Department chair, 3) reviewed by a college-wide committee appointed by the Dean, 4) reviewed by the Dean, and 5) reviewed by the Provost, and then forwarded to the President for final approval. For tenure and promotion reviews, faculty members are required to provide a c.v., a tenure narrative, and supporting materials, which are then forwarded to at least four outside reviewers. They are also reviewed by a peer committee appointed by the Division chair in consultation with the School Director. Student participation in the consideration of promotion and tenure is mandatory. The academic unit assesses the candidate based on his or her contribution to knowledge and scholarship, effectiveness in teaching, research and community outreach, governance and professionally-related service. This process is highly structured, consistent with University-wide practices, the AAUP collective bargaining agreement, and Oregon statute and administrative rules.

Consistent with PSU guidelines, Division guidelines govern many aspects of the tenure and promotion process, including service, research and teaching responsibilities (as noted the Division is the academic unit in the Hatfield School of Government equivalent to a department). The relative priority of these aspects is not explicitly stated; however the guidelines do state that "Classroom instruction forms a major part of a faculty member's responsibilities in the department..." and "Due to its status as a professional unit organized to meet the educational needs of pre- and post-entry persons in the public sector, the Division strongly emphasizes the need for faculty involvement in and service to the governmental community, as consistent with the mission statement of the Division of Public Administration and the university's mission of community engagement..."⁵

⁵ With the Division's revised mission, broadening of specialization options and foci, and various structural changes affecting Division faculty in recent years such as the creation of the Center for Public Service and its absorption of various institutes, the Division guidelines are out-of-date. Our own guidelines will be revised after the self study year but for now we follow university guidelines.

In accordance with the Division mission and the rapidly expanding interest in health care management and leadership as well as in the relatively new academic field of nonprofit theory and management (a self-conscious field of academic pursuit only since the mid-1970s), this last provision about service to the governmental community has in recent years been interpreted to include the health care industry (spanning the public and private sectors) and the nonprofit sector and NGOs in the global community.

Detailed information regarding the PSU promotion and tenure guidelines can be found at: <http://www.pdx.edu/oaa/promotion-tenure-guidelines>.

3.3.2 Provide ONE exemplary activity of each nucleus faculty member's (and any additional faculty members you may wish to highlight) contribution to the field in at least one of the following categories: research or scholarship, community service and efforts to engage students in the last 5 years.

Re-populated from section 2.2.1 above for coherence with section 3.3.3 below.

Phillip Cooper	Professor	Tenured	Academically	Ph.D.	Teaching Governance Public Affairs Research Research Community Service	"The Duty to Take Care: President Obama, Public Administration, and the Capacity to Govern," Public Administration Review 71 (Jan./Feb. 2011):7-18. One senior scholar is invited by PAR in each presidential administration to assess the first part of the administration from a public administration perspective. This article reflects that invitation.			
Sherril Gelmon	Professor	Tenured	Academically	Other	Teaching Governance Public Affairs Research Research Community Service	Dr. Gelmon received the 2011 Thomas Ehrlich Civically Engaged Faculty award from national Campus Compact, and has provided national leadership through her role as Senior Consultant with Community-Campus Partnerships for Health on creation of faculty development for community-engaged scholarship related to competency-based faculty development programs, evaluation of an online mechanism for peer review and publication of products of community-engaged scholarship, and evaluation of a new online database of faculty mentors and peer reviewers.			
Jennifer Allen	Associate Prof	Tenure Track	Academically	Ph.D.	Teaching Governance Public Affairs Research Research Community Service	with Alexis Dinno (Community Health Assistant Professor). June 2011. "Leadership in Sustainable Chemicals Policy: Opportunities for Oregon." Published by PSU.			

Jack Corbett	Associate Prof	Tenured	Academically	Ph.D.	Teaching Governance Public Affairs Research Research Community Service			Over a period of 15 years at Portland State Dr. Corbett has been responsible for organizing, coordinating, and leading international field programs involving more than one thousand students and practitioners. Health service professionals, educators, public safety workers, and other practitioners have received direct exposure to issues associated with international migration, including exchanges with counterparts and training in cross-cultural participation. These programs have produced at least nine academic Fulbrights, one Rhodes Scholar, one Killam Scholar, and numerous professionals who have served or are serving in international capacities.
Erna Gelles	Associate Prof	Tenured	Academically	Ph.D.	Teaching Governance Public Affairs Research Research Community Service	"Question Mapping: A Method for Organizing and Sustaining Dialogue" with Richard F. Ludeman, in Lohmann, Roger A. and Van Til, Jon, Editors. (2011) Resolving Community Conflicts and Problems: Public Deliberation and Sustained Dialogue. New York: Columbia University Press. 2011		
Georgia Harris	Associate Prof	Tenured	Academically	Ph.D.	Teaching Governance Public Affairs Research Research Community Service	Harris, G. 2009. "Revisiting Affirmative Action in Leveling the Playing Field: Who Have Been the True Beneficiaries Anyway?" Review of Public Personnel Administration 29: 354-372.		
Theresa Kaimanu	Associate Prof	Tenured	Academically	Ph.D.	Teaching Governance Public Affairs Research Research Community Service			Dr. Kaimanu works with the Native American community through many service roles and serves on two University Boards; one is the Native American Student and Community Center Advisory Board and the other is the American Indian Urban Teacher Program Advisory Board. In addition she serves as an advisor (informally) to students at the Native Center for consideration of graduate school and has been an advocate and role model for the Native Community. This is both formal and informal. She belongs to state and national Native education organizations and has been active in supporting their missions.

Craig Shinn	Associate Prof	Tenured	Academically	Ph.D.	Teaching Governance Public Affairs Research Research Community Service		Dr. Craig Shinn serves as Chair, Committee for Family Forestland, a statutory committee of the State of Oregon providing advice to the Board of Forestry and State Forester on matters related to family forestlands in Oregon and their owners.	
Neal Wallace	Associate Prof	Tenured	Academically	Ph.D.	Teaching Governance Public Affairs Research Research Community Service	Wallace NT, Carlson M, Mosen D, Snyder J, Wright B. 2011 "The Individual and Program Impacts of Eliminating Medicaid Dental Benefits" American Journal of Public Health, 101(11):2144-2150.		
Masami Nishishiba	Assistant Prof	Tenure Track	Academically	Ph.D.	Teaching Governance Public Affairs Research Research Community Service	Local Government Diversity Initiatives in Oregon: An Exploratory Study. State and Local Government Review, 2012, 44(1), 55-66.		
Jill Rissi*	Assistant Prof	Tenure Track	Academically	Ph.D.	Teaching Governance Public Affairs Research Research Community Service		Dr. Rissi also serves as an appointed member of the Oregon Patient Safety Commission, and is the Chairperson of the AcademyHealth, State Health Research and Policy Interest Group.	
Andreas Schroeer	Assistant Prof	Tenure Track	Academically	Ph.D.	Teaching Governance Public Affairs Research Research Community Service		In partnership with the Nonprofit Association of Oregon and a small team of graduate students in 2011 Dr. Schroeer produced the first Oregon Nonprofit Sector Report. The report provides basic data on the size, scope, current condition and some insights on the economic and social impact of the Nonprofit Sector in Oregon. The project was funded by three local foundations and a faculty development grant from Portland State University. The project is of strategic importance for future collaboration between a major nonprofit intermediary organization, the Center for Public Service at PSU and the Division of Public Administration.	
Lindsay Derochers	Professor	Tenured	Academically	Ph.D.	Teaching Governance Public Affairs Research Research Community Service	"The Birth of a Research University in the Context of Late Twentieth Century California: UC Merced, No Small Miracle," Research Paper for the Center for Studies in Higher Education, University of California, Berkeley, September 2011		

3.3.3 Provide some overall significant outcomes or impacts on public administration and policy related to these Exemplary Efforts.

- The Allen and Dinno (2011) paper has served as the basis for the State's Department of Environmental Quality (DEQ) toxics reduction strategy and Governor Kitzhaber's Executive Order on Green Chemistry.
- Dr. Cooper's writing on presidential signing statements started media attention to this aspect of presidential policymaking and led a significant national debate on the use and abuse of signing statements that continued from the Bush administration into the Obama administration.
- Dr. Corbett's service as executive director of the Instituto Welte de Estudios Oaxaqueños in Mexico (volunteer activity) has created service learning and research opportunities for Portland State students, Mexican students coming to Portland, and the largest state level academic research conference in Mexico. Improves professional competence in public management and research on both sides of the border as well as preparing students for international careers.
- Dr. Desrochers served as the founding Vice Chancellor for Administration at University of California Merced the new, tenth campus of the University of California. As Vice Chancellor for Administration, she was the campus officer responsible for the financial, budgetary and physical facilities planning and management of the campus. She had responsibility for the university budget and liaison to the University of California Office of the President as well as to legislative and executive offices in Sacramento on issues relating to the budget of the university. She also had direct responsibility for the construction of the campus and establishment of administrative and business processes.
- Dr. Gelles' original Question Mapping work (from which the 2011 submission was developed) was conducted to summarize findings from a nonprofit leadership summit hosted by Division faculty and staff and attended by almost 300 community leaders in late 2003. Using these findings the nonprofit PA faculty and INPM, through the College Dean, hosted a year of monthly meetings that resulted in the creation of a statewide cyber-organization the following year, and following much deliberation and organization building formally incorporated in 2010 as the Nonprofit Association of Oregon (serving the overall sector in advocacy).
- Dr. Gelmon's work on community-engaged scholarship through CCPH and her independent consultations has helped a) institutions to change their tenure and promotion policies to integrate rewarding of community-engaged scholarship (CES), b) faculty to understand how to frame their dossiers to give value to their engaged work, and c) reviewers to use metrics for evaluating CES. This work shapes higher education policy, and also is helping faculty in public administration and many other disciplines to be valued for their community engaged scholarship. Receiving the 2011 Thomas Ehrlich Civically Engaged Faculty Award brought honor to Dr. Gelmon, the PA Division, and PSU.
- Dr. Harris' "Revisiting Affirmative Action" (2011) was one of the most read articles in the *Review of Public Personnel Administration* from 1993 - June 2010. Its readership placed it between 1st and 8th from its publication in December 2009 through August 2011. The article was further recognized as one of six articles featured for Sage Publications' 30th anniversary on March 4, 2011
- Dr. Nishishiba was contacted in October 2011 by the Clackamas County Oregon Director of Human Resources and Manager of Diversity and Inclusion to submit a proposal to conduct a diversity assessment of the Clackamas County government. The county was interested in assessing changes in government over the prior ten years and to identify next steps. The proposal was funded and during

Winter 2012 students in PA 594, Diversity in the Workplace, participated in the data collection and analysis. The project's first phase ended in June 2012, and the report was submitted in July 2012.

- Dr. Shinn, various PSU colleagues and five graduate students have contributed to Oregon, US and global initiatives to increase sustainability in forest landscapes including the LUCID project, state criteria and indicator development, contributions to the 2008 volume *Understanding the Social Dimension of Sustainability* and a recent essay: *Simple Ecosystem Service Valuation Can Impact National Forest Management*.
- Dr. Wallace's research has been largely with and through the Oregon Health Research and Evaluation Cooperative (OHREC) which links Oregon health services researchers directly to state policymakers. Research conducted through this group has had a direct impact on state policy (e.g. Oregon Health Plan policy on co-payments and service coverage for its non-categorical Medicaid eligibles) and has also influenced policy in a number of other states.

Standard 4 Matching Operations with the Mission: Serving Students

4.1 Student Recruitment: The Program will have student recruitment practices appropriate for its mission.

4.1.1 Describe the Program's recruiting efforts. How do these recruiting efforts reflect your program's mission? Demonstrate that your program communicates the cost of attaining the degree.

The program's mission speaks to facilitating learning through community engagement as we develop and work with leaders representing diverse communities across all domains of public service.

The Program does not have a specific target applicant market other than those interested in public service, nor does it have a recruitment budget. The university's semi-open enrollment practice allows non-admitted students to take several courses for graduate credit as post-baccalaureate enrollees, in essence allowing them to try out the program before applying to it; this serves as a passive recruitment process.

The domains in our mission statement are reflected in the program's specializations and informational activities that showcase its specializations take place regularly. For example, the nonprofit faculty invite inquirers to quarterly information sessions and through CPS partner with Idealist.org to deliver job fairs on campus. The quarterly sessions showcase various noncredit and for-credit certificate and training options, but always include information about the MPA. The INPM also partners with local online nonprofit resources like the Community Nonprofit Resource Group (CNRG), and occasionally lists program information with the Nonprofit Association of Oregon.

The health faculty actively recruit potential students through collaborative efforts with the Oregon MPH program, presenting information on all of our graduate programs at health-related events, the Idealist annual fair, the Oregon Public Health Association annual meeting, and in response to informal inquiries.

Other recruiting occurs through the local government specialization's advisory board and the INPM's Leadership Fellows Program's nascent Alumni Association (see section 4.4.2).

The Division's growing undergraduate presence in civic leadership is deemed to be a pipeline for its programs and a year old partnership with the Peace Corps has resulted in a number of calls and applications from students seeking a Peace Corps experience through the MPA with a nonprofit or global management specialization.

A PSU Miller Foundation grant of \$25 million to focus on sustainability has resulted in increased numbers of students seeking the natural resources policy and administration specialization over the past 3-4 years. Dr. Allen's and Dr. Cooper's work in sustainability policy has added significantly to the natural resources track, augmenting Dr. Shinn's long-time commitment to this topical area. Events hosted by the Institute for Sustainable Solutions are, when appropriate, used to showcase the natural resources and local government specializations.

These ongoing activities, including events held regularly by the Public Administration Student Association (PASA) and our health-related student groups serve to communicate program options that support our programs.

The Student Handbook's section of FAQs states the specific costs of attaining the degree based on in-state versus out-of-state tuition credit hour cost. This material is publicly available on the Division's website under Student Information.

4.1.2a and 4.1.2b *Please fill out this table describing your program's applicant pool for the self study year and the previous academic year. (Combine applicants across a given year into one pool for each year.)*

4.1.2a Applicant Type	Self study Year Minus 1	Self study Year
Full-Time	102	105
Part-Time	40	27

4.1.2b Applicant Type	Self study Year Minus 1	Self study Year
In-Service	97	91
Pre-Service	45	41
Other		

*Applicants with one year or less of professional work experience are considered "pre-service."

4.1.3 *In addition to the above, please provide any applicant pool characteristics you think are appropriate that reflect your recruitment practices in relation to your mission.*

Most of our applicants are well-prepared academically and identify their area of specialization in their application. Applicants come from diverse backgrounds (see Section 1.2.2), but it is the first generation students of color and from immigrant families that are of greatest concern as we seek to diversify our student population.

We encourage students from diverse backgrounds to apply, but then must focus on making certain as many as possible can be successful in moving from application to full admission and program success. A concern is how post baccalaureate students from nontraditional backgrounds who have not been well-served in their undergraduate preparation fair in graduate courses.

Our revised admissions practices are a first step in addressing this, encouraging students to apply at 12 credits (four courses) rather than waiting until they have taken more courses. This allows the MPA admissions committee to review and act early on behalf of weak applicants. We rarely admit conditionally, but use the GRE and an early review of applicants to guide ill-prepared students to prepare for further coursework with greater care. The rejection letter often encourages service-dedicated applicants to contact an MPA faculty member for advice. This allows faculty to provide important guidance about success in the program and in their developing careers. These relationships are not formally recorded since adviser assignments are made when students are officially accepted into the program. But our faculty is aware of the importance of preliminary advising in helping us to diversify our student population and acts on this regularly. (see section 4.2.1c)

4.2 Student Admissions: The Program will have and apply well-defined admission criteria appropriate for its mission.

4.2.1a How do your admission policies reflect your program mission?

The Division is "dedicated to preparing individuals for ethical, competent and effective public service" (Mission Statement) and to "developing and working with leaders representing diverse communities."

The Admissions Committee assesses the applicants' potential to be successful academically based on their GPA from previous programs (3.0 or higher is sought), their GRE scores (Verbal reasoning 150 [48% rank], Quantitative reasoning 149 [49% rank], Analytic 4.5).⁶

We also examine applicant writing and commitment to public service by reviewing their statement of intent, resumé and three letters of recommendation. Our goal is to determine the likelihood that they are or, with proper education and training, will become ethical, competent and effective public sector leaders. We seek to encourage applicants from diverse backgrounds.

The committee values the applicants' practical experience either through their employment or community engagement and assesses the quality of the application in a comprehensive manner, occasionally admitting students who have a lower GPA or GRE score if they demonstrate a strong commitment to public service and evidence academic potential. This is when we can use a "conditional" admission status which is reviewed after 12 credits are completed.

We encourage applicants to obtain letters of recommendation not only from their academic advisers but also from practitioners who know them through their employment or community engaged activities. Consistent with the university's access mission, we admit students every quarter except for the summer term. Students rarely receive a flat rejection, and instead we send one of three rejection letters with guidance that encourage students to reapply after attending to areas where their application was deemed weak. With an invitation to reapply after enhancing their academic performance, students are not faced with an additional application fee.

Appendix J in online document
 Distinct MPA and MPA:HA programs Applicant, Admission, Enrollment and Completion Data
 Applicant Type 4.1.2a
 Admission Numbers 4.2.2a
 Enrollment Numbers 4.2.2b
 Completion Numbers 4.3.3a

Distinct MPA and MPA:HA programs applicant pool for the self-study year and the previous academic year

4.1.2a Applicant Type	2010 – 2011			2011 - 2012		
	Self-Study Year Minus 1			Self-Study Year		
Full-Time	MPA 90	MPA:HA 12	Total 102	MPA 93	MPA:HA 12	Total 105
Part-Time	MPA 32	MPA:HA 8	Total 40	MPA 26	MPA:HA 1	Total 27
	= 142			=132		
4.1.2b Applicant Type	Self-Study Year Minus 1			Self-Study Year		
In-Service	MPA 86	MPA:HA 11	Total 97	MPA 84	MPA:HA 7	Total 91
Pre-Service	MPA 36	MPA:HA 9	Total 45	MPA 35	MPA:HA 6	Total 41
	= 142			=132		

⁶ Prior to the new GRE scoring system we applied the total GRE score of 1000, and Analytic 4.5, as the basic criteria for evaluating students' scores.

4.2.1b Admissions Criteria (check all that apply)

- ✓ Bachelor's Degree (or equivalent)
- ✓ Minimum GPA: Specify: 3.0
- ✓ Standardized Test Scores (specify minimum acceptable scores, if applicable)
- ✓ GRE , GRE Qualitative minimums 150
- ✓ GRE Quantitative minimums, 149
- ✓ TOEFL : 550 paper based; 213 computer based
- ✓ Other, Specify: GRE Analytic: 4.5
- ✓ Specific types of experience: We seek evidence of community service
- ✓ Professional Referral(s): Specify : Prefer at least two academic
- ✓ Unique/Mission-based Criteria: Interest in public service should be evident in Statement of Intent and references to the various specializations we have to offer is helpful.
- ✓ Statement of Intent: see above.

4.2.1c *Discuss any exceptions to the above admissions criteria, such as “conditional” or “probationary” admissions, “mid-career” admissions, etc. and how these help support the program’s mission. Also address whether or not there are “alternate” paths for being admitted to the program, outside of these admissions criteria, and describe what those alternative admission opportunities are.*

We admit students in two categories: clear admit or conditional admit. Typically conditional admits are offered to applicants who show strong commitment to public service but lack evidence for academic success in their previous GPA and GRE scores. Students with conditional admission are reassessed by the Chair after taking 12 credits of courses. If the student's GPA at that point is below 3.25 the admission is cancelled.

We allow students to take up to 12 credits (with a B- or higher) prior to their formal admission to the program in "post baccalaureate" status. Because the Division's policy is stricter than the university's policy (the university allows students to transfer up to one third of the credits applied to the degree after formal admission), occasionally on a case by case basis we allow students to transfer more than 12 credits (four courses), up to 21 credits or seven courses, each with a minimum B- or higher. This sometimes occurs when students transfer coursework from another NASPAA school and continue to take courses at PSU before their formal acceptance into our program. It also can occur when students take our courses in advance of admission to the MPA program, but do so in the absence of formal advising and therefore sometimes misunderstand the university and Division rules. As noted before, advisers are not assigned until formal admission, although many faculty are happy to discuss the program and its policies and procedures with post-baccalaureate students prior to application.

Many applicants benefit in general from this post baccalaureate option since they can explore the program prior to completing a formal application; certain applicants benefit even more. In particular we have seen evidence that in-service applicants who were undergraduates many years ago, and had low GPAs, have often, in the ensuing years, developed a heightened sense of commitment to public service and this is evidenced in their recent PA coursework. This flexibility allows for a more inviting admissions process.

When a student does apply and is not a clear or conditional admit, they receive one of several denial letters that the Division has developed over the past three years. This option has taken the place of many conditional admits.

The program's denial letter has three options:

(A) an outright denial

(B) a denial that invites applicants to take 12 credits and then reapply (if they have not already). This letter includes specific guidance such as (a) take PA 511 (b) contact a faculty member to be advised and/or (c) [with a new application] make certain to seek two new letters from PA faculty who can attest to the quality of your work;

(C) a denial that is further dependent on the situation. This usually includes following the recommendations of (B) and includes a further recommendation to retake the GRE, or in rare cases the TOEFL.

4.2.2a Enumerate full, conditional or probationary admissions to the program, using the table below, for the self study year and the previous academic year.

4.2.2a Admission Numbers	Admits	
	Self study Year Minus 1	Self Study Year
Full Admission of FT Students	78	79
Conditional Admission of FT Students	1	1
Full Admission of PT Students	29	22
Conditional Admission of PT Students	1	1

Admits	Self study Year Minus 1	Self Study Year
Full Admission of In Service Students	72	73
Conditional Admission of In Service students	2	0
Full Admission of Pre-Service Students	35	29
Conditional Admission of Pre-Service Students	0	1
Other		

4.2.2b Please enter the number of students admitted, who actually enrolled in the program, during the Self study year and the previous academic year.

4.2.2b Enrollment Numbers	Enrolled Students	
	Self study Year Minus 1	Self Study Year
Full Enrollment of FT Students	45	46
Conditional Enrollment of FT Students	0	0
Full Enrollment of PT Students	22	15
Conditional Enrollment of PT Students	0	0

Enrollment	Self study Year Minus 1	Self Study Year
Full Enrollment of In Service Students	47	46
Conditional Enrollment of In Service students	0	0
Full Enrollment of Pre-Service Students	22	15
Conditional Admission of Pre Service students	0	0
Other		

Further Information from Appendix J:

Distinct MPA and MPA:HA programs admissions

4.2.2a Admission Numbers	Admits					
	Self Study Year minus 1			Self Study Year 2011-2012		
Full Admission of FT Students	MPA 69	MPA:HA 9	Total 78	MPA 74	MPA:HA 5	Total 79
Conditional Admission of FT Students	MPA 1	MPA:HA 0	Total 1	MPA 1	MPA:HA 0	Total 1
Full Admission of PT Students	MPA 26	MPA:HA 3	Total 29	MPA 21	MPA:HA 1	Total 22
Conditional Admission of PT Students	MPA 1	MPA:HA 0	Total 1	MPA 1	MPA:HA 0	Total 1
	=109			=103		
Admits	Self-Study Year Minus 1			Self Study Year		
Full Admission of In Service Students	MPA 65	MPA:HA 7	Total 72	MPA 70	MPA:HA 3	Total 73
Conditional Admission of In Service students	MPA 2	MPA:HA 0	Total 2	MPA 0	MPA:HA 0	Total 0
Full Admission of Pre-Service Students	MPA 30	MPA:HA 5	Total 35	MPA 26	MPA:HA 3	Total 29
Conditional Admission of Pre-Service Students	MPA 0	MPA:HA 0	Total 0	MPA 1	MPA:HA 0	Total 1
	=109			=103		

Distinct MPA and MPA:HA programs Enrollment Numbers

4.2.2b Enrollment Numbers	Enrolled Students					
	Self-Study Year Minus 1			Self Study Year		
Full Enrollment of FT Students	MPA 37	MPA:HA 8	Total 45	MPA 41	MPA:HA 1	Total 42
Conditional Enrollment of FT Students	MPA 0	MPA:HA 0	Total 0	MPA 0	MPA:HA 0	Total 0
Full Enrollment of PT Students	MPA 21	MPA:HA 3	Total 24	MPA 18	MPA:HA 1	Total 19
Conditional Enrollment of PT Students	MPA 0	MPA:HA 0	Total 0	MPA 0	MPA:HA 0	Total 0
	=69			=61		

Enrollment	Self-Study Year Minus 1			Self Study Year		
Full Enrollment of In Service Students	MPA 41	MPA:HA 6	Total 47	MPA 44	MPA:HA 2	Total 46
Conditional Enrollment of In Service students	MPA 0	MPA:HA 0	Total 0	MPA 0	MPA:HA 0	Total 0
Full Enrollment of Pre-Service Students	MPA 17	MPA:HA 5	Total 22	MPA 15	MPA:HA 0	Total 15
Conditional Admission of Pre Service students	MPA 0	MPA:HA 0	Total 0	MPA 0	MPA:HA 0	Total 0
	= 69			=61		

Applicants minus Admits = Rejections Self-Study Year Minus 1 142- 109 = 33 <table border="1" style="width: 100%;"> <tr> <td>MPA</td> <td>MPA:HA</td> <td>Total</td> </tr> <tr> <td></td> <td></td> <td>33</td> </tr> </table>	MPA	MPA:HA	Total			33	Applicants minus Admits = Rejections Self Study Year 132 -103 = 29 <table border="1" style="width: 100%;"> <tr> <td>MPA</td> <td>MPA:HA</td> <td>Total</td> </tr> <tr> <td></td> <td></td> <td>29</td> </tr> </table>	MPA	MPA:HA	Total			29
MPA	MPA:HA	Total											
		33											
MPA	MPA:HA	Total											
		29											

4.2.3 Given the described applicant pool, discuss how the pool of admitted students and enrolled students reflects the program mission.

We aim to accomplish our mission by attracting individuals who are committed to public service and demonstrate professional promise to improve practice. In admitting students, we pay particular attention to their commitment to public service as expressed in their statement of intent, resumé and letters of reference.

During 2010-2011 academic year, we enrolled (new, formal enrollments following a formal application and acceptance) a total of 69 students, of whom 58% were female, 20.3% were non-white, 71% were white non-Hispanic, 5.7% were international, and 9% did not declare their ethnic background. During 2011-2012 academic year we enrolled a total of 61 students, of whom 59% were female, 19.7% were non-white, 80.5% were white non-Hispanic, 1.6% were international, and 6.5% did not declare their ethnic background. These numbers reflect the overall demographics of the region although with a gender imbalance that is not uncommon in public service programs. A representative bureaucracy matters, so these numbers provide us with a baseline from which to work to improve the diversity in our student population.

Students who apply, and eventually are admitted and enroll, exhibit qualities to be leaders in the government and nonprofit arenas, and act on their commitment to public service. Exemplary of this is that PASA (the Public Administration Student Association) organizes well-attended quarterly service activities and academic events such as the showing of the "Green Fire," a documentary about the modern environmental movement, and coordinates volunteer activities at venues including the Oregon Food Bank, the Books for Kids' project and community garden cleanup sites.

The switch from many conditional admissions to a multi-tiered rejection with "please consider re-applying" guidance seems to have dissuaded some weaker students, and although we have not yet begun to analyze this data, we expect to do so in the future. Overall we are hearing from practitioner teaching colleagues and field supervisors that the students are better writers and overall stronger than in years past. We have also, since the last accreditation cycle, begun to require the GRE and suspect that this has made students take the application process more seriously. This may have contributed somewhat to our lower applicant numbers, but we also cannot gainsay the impact of the economic downturn on applications, as well as our lack of ability to provide many assistantships or other sources of funding (other than access to student loans). See Appendix J for Distinct MPA:HA applications, admissions and enrollments)

4.3 Support for Students: The Program will ensure the availability of support services, such as curriculum advising, internship placement and supervision, career counseling, and job placement assistance to enable students to succeed or advance in careers in public affairs, administration, and policy.

4.3.1 In the box below, describe how the program's academic continuance and graduation standards are communicated to the students (current and prospective), as well as monitored and enforced.

With their formal Letter of Acceptance into one of these two MPA programs all students are assigned an academic faculty adviser and encouraged to make an appointment as soon as possible. Advisers maintain regular office hours, announce these in their syllabi, let the office staff know them each term and post them in the department. They also accommodate students by regularly advising over the phone or through email.

Students are encouraged to be in contact with their adviser regularly (quarterly) or as necessary based on their progress, concerns, and/or informational needs about appropriate courses and to avoid scheduling surprises. A student may switch advisers if they choose to do so with the new adviser's agreement; sometimes this occurs when students simply want more direct interaction with a faculty member engaged in their area of specialization. Advisees are reassigned when faculty take sabbatical leave.

The Letter of Acceptance directs them to the Handbook and this document mentions the university's Seven Year Catalogue Rule, but faculty advisers are charged with informing students about this as well. The office staff provides advisers with a list of students who appear to be approaching the limit.

When a student's GPA falls below acceptable standards, the Office of Graduate Studies informs the student with a mailed letter, cc'd to the adviser and the Division Chair. This occurs when a student receives a low course grade (a D or F). See Handbook.

Ultimately faculty advisers are expected to follow up with the student to determine what if any corrective action needs to be taken.

4.3.2 In the box below, describe the support systems and mechanisms in place to assist students who are falling behind in the program, need special assistance, or might be considered "exceptional" cases under advising system described above.

Admitted students are encouraged to attend a New Student Orientation session (offered at least twice a year) where they are informed of administrative expectations and given practical program advice from faculty and PASA (student association) representatives. Upon acceptance they are entered onto the MPA Student Listserv (see section 4.3.1 for information on advising as a support system).

Occasionally there is a grievance with a professor's grading and the Handbook clarifies processes for appealing a grade. The advisor or Chair (if the grievance is with the adviser) can clarify channels for the student to pursue in such a case. The advisor can help the student work through a Graduate School petition process if that is necessary.

The PSU Division of Student Affairs web page (www.sa.pdx.edu) and the Office of the Dean of Student Life web page (www.pdx.edu/dos) also provide students with information regarding complaints, the appeal process and other student affairs links including but not limited to web addresses for:

The Disability Resource Center
The Multicultural Center
The Native American Student and Community Center
The Office of International Affairs (for international student resources)
The Queer Resource Center
Student Health & Counseling
Student Legal Services

When admitted students get into academic trouble the problem often has resulted from a personal life experience (such as illness, a death, a divorce, family obligations in this country or overseas, or unanticipated work obligations). In recent years, unemployment and the loss of one's home have added to the factors influencing student success or program completion. It is the adviser's role to work with the student to determine what he or she should or can do based on the individual's circumstances. Sometime a leave of absence or remedial coursework is recommended. For international students there are additional campus support services available as noted through the Office of Student Affairs.

Through the Handbook students are offered ways to have a successful graduate studies experience and provided with links to Advising and Career Services at <http://www.pdx.edu/uasc/>

4.3.3a Below, using the SSY-5 cohort⁷, indicate the cohort's initial enrollment numbers, how many of those enrolled graduated within the program design length, and within 150% and 200% of program design length.

Note that the numbers in each successive column are cumulative, meaning that the number of students in the column for 200% of degree length should include the numbers of students from the 150% column, plus those that graduated within 150-200% of program length.

4.3.3a	Initially Enrolled	Graduated within Degree Program Length	Graduated in 150% of Degree Program Length	Graduated in 200% of Degree Program Length
Number of Full-Time Students in the SSY-5 Cohort	61	40	46	47
Number of Part-Time Students in the SSY-5 Cohort	39	7	20	24
Total Number of Students in the SSY-5 Cohort	100	47	66	71

Further information from Appendix J:

Distinct MPA and MPA:HA programs Completion Rates, numbers and percentages

Total: MPA and MPA:HA Combined

4.3.3a	Initially Enrolled	Graduated within Degree Program Length	Graduated in 150% of Degree Program Length	Graduated in 200% of Degree Program Length	Percent Graduated within four years
Number of Full-Time Students in the SSY-5 Cohort	61	40	46	47	77%
Number of Part-Time Students in the SSY-5 Cohort	39	7	20	24	65%
Total Number of Students in the SSY-5 Cohort	100	47	66	71	71%

⁷ SSY-5 cohort is the group of students who entered the program in the academic year that began 5 years before the self study year.

MPA:HA Only

4.3.3a	Initially Enrolled	Graduated within Degree Program Length	Graduated in 150% of Degree Program Length	Graduated in 200% of Degree Program Length	Percent Graduated within four years
Number of Full-Time Students in the SSY-5 Cohort	13	7	2	0	69%
Number of Part-Time Students in the SSY-5 Cohort	14	3	3	1	50%
Total Number of Students in the SSY-5 Cohort	27	10	5	1	59%

4.3.3b Use the text box below the table to provide any additional information/explanation of these numbers (to include such issues as FT/PT, Pre-Service vs. In-Service or other limitations that impede progress towards graduation).

At the new student orientation, faculty warn students that when they have too many formal course obligations they often do not factor in time to serve their cohort of program colleagues in the execution of teamed class projects, engage in service activities or take advantage of mini internships. Not anticipating this can jeopardize a student's ability to develop and maintain a strong professional reputation that will serve them long term in our relatively small professional public service community.

Employment changes and work obligations also influence the number of classes students can or want to take in any given term. A full load is officially nine hours or three courses a term. Graduate assistants are required to maintain this load, but their work obligations on campus for this support are usually limited to no more than 15 hours a week. In the PSU Bulletin, the Office of Graduate Studies estimates that a student should expect to spend 12 personal hours per week for each 3-credit course. See Appendix J.

Students need not declare a change in their academic timeline so at best Table 4.3.3a provides us with an estimate, albeit a very carefully derived estimate, to quantify these initial numbers as moving targets accurately.

4.3.4 Describe career counseling, job search, professional development, and career support services, personnel, and activities.

Advising and Career Services at PSU has many resources to help students and alumni with the job search process. Resources are available online (www.pdx.edu/careers) and in person at the Career Center which is staffed Monday-Friday, 8 a.m. - 5 p.m. Services are available to all PSU students, and for one year following graduation. They include:

PSU CareerConnect - a web-based system for accessing

- Full-time career-related positions for upcoming graduates and alumni. On-campus interviews with employers who are recruiting recent graduates.
- Part-time, off campus jobs for students.
- On-campus work-study and regular-wage jobs for students.
- Federal work study community service jobs (including America Reads and America Counts) for students.
- Paid and unpaid internships for students.
- Help developing and implementing effective job search strategies.
- Career counselors are able to meet with students to discuss job search strategies.
- Attend a workshop on networking.
- Help writing resumés and cover letters.
- Help learning how to interview effectively.
-

- Workshops on effective interviewing.
- Individual appointments with career counselors.
- Mock interviews.

The Career Center also offers job search resources for educators, and sponsors career fairs. The Division encourages students to access these resources. We also post multiple opportunities for unpaid internships, organizational experiences, and jobs on our MPA listserv. PASA offers an annual career development event which is student-organized and faculty access several job fairs through groups such as Idealist and links to various listservs (such as www.CNRG-Portland.org, the Institute for Nonprofit Management through CPS, and the OMPH lists) which provide job listings, volunteer options and professional networking opportunities.

4.3.4a(1) *Describe your program's internship requirement(s), any pre-requisites before undertaking an internship, and the requirements for receiving credit for the internship, as well as any exceptions to, or waiver of these policies. This should include the specific mechanisms used to determine that a student will be granted a waiver. If available, provide a LINK to these policies on the program's website.*

The MPA and MPA:HA degrees have a requirement for all students of an integrative experience meeting the general guidelines historically used by NASPAA for internships. For both degrees this requirement has two options: PA 509 Organizational Experience for most students and an option of PA 512 Case Analysis for students with relevant professional experience who for career reasons do not choose to avail themselves of the PA 509 experience.

PA 509 is the culminating experience for the MPA and MPA:HA programs, and helps the student to build skills of reflective practice to assist in integration and synthesis of program content. The organizational experience involves the student working on an administrative or management issue confronting a public, nonprofit or health services organization. Students conduct work that builds upon their professional experience to date and enables them to integrate and apply their academic preparation. The student is responsible for obtaining and satisfactorily completing an appropriate organizational experience, working with a field supervisor in consultation with their faculty advisor and then with the PA 509 faculty of record.

The student spends approximately 200 hours in the 6-credit organizational experience and documents his or her work for the host organization and the University in a project report; the nature of the documentation varies with the kind of work the student undertakes and the needs and expectation of the host organization. They also complete a reflective paper through which they integrate their academic coursework based on the experience; this focus is on theory to practice and allows students to assess their competencies at the program's end. In addition they are required to make a public presentation on their experience. Full documentation is at: <http://www.pdx.edu/hatfieldschool/pa-509-organizational-experience>.

Students take the organizational experience any time after completion of at least 42 graduate credits in their master's program, but most do it at the end of their program based on their adviser's recommendation. They are required to attend an orientation, which is offered three times each quarter.

Students in career related positions who have at least three years of full time management experience may substitute PA 512 for PA 509, in which they conduct an administrative problem-solving exercise. MPA and MPA:HA students must petition the Division Chair to opt out of the PA 509 experience. This internal petition requires approval by the student's faculty advisor and PA 512 course instructor to ensure the student qualifies and is being well-served.

The integrative experience requirement, either PA 509 or PA 512, is never waived.

4.3.4a(2) Indicate the number of internships, by type, and the number of internship waivers granted during the self study year and the previous year.

Internship Participation	Self study Year Minus 1		Self study Year	
	Pre-Service	In-Service	Pre-Service	In-Service
National or central government in the same country as the program	1	5	0	1
State, provincial or regional government in the same country as the program	0	9	1	5
City, County, or other local government in the same country as the program	1	9	4	10
Foreign government (all levels) or international quasi-governmental	0	0	0	0
Nonprofit domestic-oriented	0	2	0	0
Nonprofit/NGOs internationally-oriented	0	11	4	14
Private / Business sector	3	3	1	2
Internship Waivers Granted to Students (who would normally be required to complete one)	1	2	0	4
Other (specify)	0	8	0	9
Other indicates formal collaborations or partnerships, usually related to education that did not readily fit in state or local.	0	6	5	5

4.3.4a(3) Briefly discuss the program support and supervision for students who undertake an internship, to include job search support, any financial assistance for unpaid interns, on-going monitoring of the student internship.

Students occasionally may undertake an internship that qualifies as three elective credits in the program's curriculum by doing this as a special studies course. Faculty advisors assist the student, but this has not, to date, been a regular activity. In Fall 2012 we will begin a new internship option for pre-service students as a way to provide entree into the job market, but do not have experience to report in this self study.

Support and supervision of students in PA 509 is described in 4.3.4a(1) and in related materials in the hotlink (<http://www.pdx.edu/hatfieldschool/pa-509-organizational-experience>). Faculty advisers assist students as they formulate their plan and review and approve the student's initial learning contract and documentation. The designated PA 509 faculty then approves the final contract and supervises the students (one for all MPA students and one for MPA:HA and also the MPH students although the MPH is not part of this self study). The university does not provide any financial assistance; students may seek compensation from the organizational site, and sometimes this is available either as an hourly wage or as a fixed stipend. The university is not involved in these financial arrangements (except in the case of standing government contracts).

The PA 509 faculty member of record monitors the students throughout the experience, and both students and field supervisors are encouraged to contact the faculty if there are any issues. Conflict-resolution is addressed in the online materials. There is another faculty of record for PA 512, who works directly with enrolled students in that experience. PA 512 is a 6-credit case problem development course that students with three or more years of administrative experience may, with their adviser's approval, elect to take in lieu of PA 509.

4.3.4a Briefly discuss how the distribution of internships reflects the program mission.

Our mission focuses on serving the needs of students in the various domains of public service and the distribution of PA 509 sites suggests that we are honoring this commitment (see Appendix K). See section 5 for a numerical count of students in each of the specializations.

Note RE: Table 4.3.4b on job placement statistics. We left the table blank. During the self study year we conducted an Alumni Survey of graduates from our two programs over a five year period (2006-2011), but were not able to tease out the questions based on the self study years minus-1 and minus-2 required for Table 4.3.4b. We attempted to extrapolate from different data sources, but determined that there were too many assumptions to make the findings valid. We expect to be attentive to this in the future and hope to be able to discuss this with the site visiting team when they come to campus.

4.3.4b Report the job placement statistics (number) for the two years prior to your self study year, of students who were employed in the “profession” within six months of graduation, by employment sector, using the table below. (Note: Include in your totals the in-service and part-time students who were employed while a student in the program, and who continued that employment after graduation.)

--Data not collected during this accreditation cycle--

4.3.4b Employment Statistics	Self study Year Minus 2		Self study Year Minus 1	
	Pre-Service	In-Service	Pre-Service	In-Service
TOTAL NUMBER OF GRADUATES				
National or central government in the same country as the program				
State, provincial or regional government in the same country as the program				
City, County, or other local government in the same country as the program				
Foreign government (all levels) or international quasi-governmental				
Nonprofit domestic-oriented				
Nonprofit/NGOs internationally-oriented				
Private Sector - Research/Consulting				
Private Sector but not research/consulting				
Obtaining further education				
Unemployed				
Status Unknown				

4.4 Student Diversity: The Program will promote diversity and a climate of inclusiveness through its recruitment and admissions practices and student support services.

4.4.1 In the text box below, describe the explicit activities the program undertakes, on an on-going basis, to promote diversity and a climate of inclusiveness. Examples of such activities might include, but are not limited to:

- Diversity training and workshops for students, faculty and staff
- Frequent guest speakers of a “diverse” background.
- Formal incorporation of “diversity” as a topic in required courses.
- Student activities that explicitly include students of a diverse background, etc.

Faculty work to bring diverse perspectives with curricular foci including specific topics and case studies in syllabi and specific course offerings such as PA 549 Crosscultural Communication, PA 594 Enhancing Diversity in the Workplace, PA 593 Civil Rights for Public Managers and PA 510 Women's Development and Microfinance, all of which are offered at least in alternate years. PA 510 Culture, Values and Leadership was first offered last spring as was a PA 510 Current Issues course on demographic trends in the Pacific Northwest.

Students regularly become engaged with and conduct projects on organizations serving diverse communities including refugee and migrant populations, and programs for first generation students such as the Trio Programs. Students also regularly conduct investigative projects surrounding gender and queer policy and advocacy. The range of PA 509 organizational sites provides evidence that students are being exposed to and encouraged to work in a diverse range of professional and community-based environments and international venues as well, both public and nonprofit (Appendix K and referenced in 4.3.4a).

In the absence of a formal specialization on managing in diverse environments, faculty have encouraged students with a strong professional interest in diversity to create their own specialization with a focus on managing in complex cultural settings, and many bring in guest speakers or panels and use TED "Ideas Worth Spreading" videos and films to add to the diversity content of our courses.

The university's Office of Global Diversity and Inclusion requires all faculty to pass a series of online tests such as: "Creating a Culture of Respect: Preventing Prohibited Discrimination and Unlawful Harassment." (see <http://www.pdx.edu/diversity/learning-module>).

Our campus is becoming more active in addressing these important issues; given the dramatic demographic changes in the nation and region and their roles serving the public interest, our students develop an understanding of why this work occupies a prominent place in our program delivery.

4.4.2 *In the box below briefly describe how the program's recruitment efforts include outreach to historically underrepresented populations and serve the programs mission. (Note: the definition of "underrepresented populations" may vary between programs, given mission-oriented "audience" and stakeholders, target student populations, etc.)*

As discussed in section 4.1.1 of this document, the Division does not have a recruitment budget and only engages in recruitment through the informal activities of its faculty.

One example of this is the Institute for Nonprofit Management's (now part of CPS) Leadership Fellows Program (delivered with grant funding through June 2007) and its nascent Alumni Association (founded 2010) to develop leaders of color from community-based organizations. Through Division faculty the Fellows programs have resulted in seven emergent leaders enrolling in the MPA program, five of whom have to date earned their degrees and one of whom now sits on the Division Advisory Council. It continues to serve as an informal recruitment mechanism for the PA Division, particularly through materials available at events sponsored on campus by its alumni association, including two since May 2011:

1. "Rebuilding from Ground Zero: a conversation with faith-based leaders on religion and race." May 2011.
2. "Taking the Pulse of our Immigrant Communities ~ Sharing critical stories and mobilizing for the common good." June 2012. See <http://www.facebook.com/pages/Leadership-Fellows-Alumni-Association/149123985157626?sk=info>

In addition Dr. Nishishiba provides diversity training for the City of Portland and Clackamas County which provides opportunities for mid-career professionals to see our Division faculty in the field and serves as another mechanism for recruitment each time she delivers programs to local government units indirectly, through contract work delivered by the CPS. Nucleus faculty member, Dr. Gelles, is on the United Way's Diversity and Inclusion Advisory Board, and Drs. Kaimanu and Corbett respectively work closely with Native American and Latino community organizations establishing opportunities for further program recruitment over time.

Last year Dr. Corbett secured funds to bring a nationally-recognized expert in diversity program development (Dr. Ramona Perez of San Diego State University) for consultation and a public lecture.

4.4.3a Student Diversity (with respect to the legal and institutional context in which the program operates):

US-Based Program – Complete the following table for all students enrolling in the program in the year indicated, (if you did not check the “precludes” box above).

Include international students only in the category “Nonresident aliens.” Report as your institution reports to IPEDS: persons who are Hispanic/Latino should be reported only on the Hispanic/Latino line, not under any race, and persons who are non-Hispanic/Latino multi-racial should be reported only under “Two or more races.”

4.4.3a Ethnic Diversity – Enrolling Students	Self study Year Minus 1		Self study Year		Total SS-1	Total SSY
	Male	Female	Male	Female		
Black or African American, non-Hispanic		1			1	0
American Indian or Alaska Native, non Hispanic/Latino		1	2	1	1	3
Asian, non Hispanic/Latino	3	5		4	8	4
Native Hawaiian or other Pacific Islander, non Hispanic/Latino						
Hispanic/Latino						
White, non-Hispanic/Latino	20	29	21	28	49	49
Two or more races, non Hispanic/Latino						
Nonresident alien	3	1	1		4	1
Race and/or Ethnicity Unknown	3	3	1	3	6	4
Total	29	40	25	36	69	61
Disabled						

Please use the box below to provide any additional information regarding the diversity of your student population.

The numbers above do not reflect the broader diversity in MPA classes which include some who enrolled more than a year ago, others who are taking courses as post-baccalaureate students, and others enrolled in other degree or graduate certificate programs and taking MPA courses as electives. These include the School of Education's Service-Learning Leadership Program and the university's Conflict Resolution Graduate Certificate Program. The numbers also do not include students from the LGBTQ community.

The university's Office of Institutional Research and Planning provided us with ethnic diversity numbers for all students enrolled in our courses (as distinct from the programs) for the same years and offered substantially different numbers. Legally we are not allowed to collect information pertaining to students with disabilities.

Using NASPAA's operationalization of enrolled students (4.4.3a), our total current student population for women of color is 17% (13/76), and for men of color is 11.8% (9/76).

Using PSU Institutional Research data (see Appendix E for comparative tables), the percentages are higher, particularly for men: for women of color it is 19.5% (39/200), and for men of color is 19.3% (27/140).

Worth noting is that these percentages are substantially higher than the percentage of adults of color in the region based on recent US Census data.

We continue to engage in efforts that serve our diversity recruitment needs with a focus on making our program more welcoming for diverse student populations. These include:

- Leadership Fellows' alumni activities programs (see section 4.4.2).
- Individual faculty members help recruit and retain non-traditional students and through mentoring make the Division a welcoming environment.
- Students have been able to create their own specialization with a focus on managing in complex cultural settings.
- The Division has recently developed and delivered new courses including PA 594 Enhancing Diversity in the Workplace and PA 516 Current Issues (the focus of this recent current issues course was Demographic Trends in the Pacific Northwest) and PA 593 Civil Rights for Public Managers. We continue to offer PA 549 Crosscultural Communication among recommended skills courses.
- Through PASA there are ongoing efforts to make the program and environment more welcoming. The spring newsletter can be found at <https://docs.google.com/a/pdx.edu/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxwYXNhcHN1fGd4OjcxMTYzNzYwYzc3ZDcyZA&pli=1>

Standard 5 Matching Operations with the Mission: Student Learning

5.1 Universal Required Competencies: As the basis for its curriculum, the program will adopt a set of required competencies related to its mission and public service values. The required competencies will include five domains: the ability

- to lead and manage in public governance;
- to participate in and contribute to the policy process;
- to analyze, synthesize, think critically, solve problems and make decisions;
- to articulate and apply a public service perspective;
- to communicate and interact productively with a diverse and changing workforce and citizenry.

PART A. Defining competencies consistent with the mission

Within the context of your program's mission, how does your program operationally define each of the universal required competencies (in this section you should be defining the competency not providing examples of its assessment)?⁸

To lead and manage in public governance

This preamble serves as an introduction to each of the following NASPAA five universal required competencies:

Consistent with our mission and the NASPAA-5 universal required competencies, the PA faculty identified ten competencies that guide our work with students, the research community and the public service sectors. Specifically, students in the several programs offered through the Division, the MPA, MPA:HA, EMPA (now seeking NASPAA accreditation) and MPH:HMP (now with the MPA:HA seeking accreditation through CAHME and currently accredited by CEPH) will master the ten competencies by graduation, each linked to the five universal competencies required of students in NASPAA accredited programs. The ten competencies (listed before in Appendices B and C, but restated here for reading ease) are that students will be able to

⁸ A list linking each of the ten Division competencies to the five universal NASPAA competencies can be found in Appendix B.

1. Articulate and exemplify the ethics, values, responsibilities, obligations and social roles of a member of the public service profession.
2. Identify and apply relevant theories and frameworks to the practice of public service leadership, management and policy.⁹
3. Respond to and engage collaboratively with diverse local and global cultures and communities to address challenges in the public interest.
4. Identify and engage with the key elements of the public policy process.
5. Employ appropriate qualitative and quantitative techniques to investigate, monitor and manage resource use.¹⁰
6. Create and manage systems and processes to assess and improve organizational performance.
7. Conceptualize, analyze, and develop creative and collaborative solutions to challenges in public service leadership, management and policy.
8. Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services.
9. Demonstrate verbal and written communication skills as a professional and through interpersonal interactions in groups and in society.
10. Think critically and self-reflectively about emerging issues concerning public service leadership, management and policy.

Appendix C models these relationships.

Through a required core of 30 quarter hours, 9 skill course hours, and five elective courses (15 hours) in a specialization area of student choice, followed by a 6 hour culminating requirement (see <http://www.pdx.edu/hatfieldschool/master-of-public-administration>, <http://www.pdx.edu/hatfieldschool/master-of-public-administration-health-administration> and <http://www.pdx.edu/hatfieldschool/pa-509-organizational-experience>, students demonstrate an ability to lead and manage in public governance.

The competency model is operationalized in individual curricular offerings using Bloom's Taxonomy in the development of learning objectives/student competencies. This starts with building knowledge and recall of the material and moves to comprehension with the ability to express the meaning of what was learned. Application and analysis follows with synthesis of the material occurring in latter parts of courses and curricula. Evaluation reflects judgmental ability in the knowledge and use of the material. See Appendix F for raw data and Appendix L for a summary of the data using Bloom's Taxonomy.

In accordance with NASPAA, "to lead and manage in public governance," it is our intent that program graduates will be able to:

- Create and manage systems and processes to assess and improve organizational performance (this is reflected in Division competency #6, henceforth DIVISION-6)
- Conceptualize, analyze, and develop creative and collaborative solutions to challenges in public service leadership, management and policy (DIVISION-7)
- Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services (DIVISION-8)

To participate in and contribute to the public policy process

In accordance with NASPAA "to participate in and contribute to the public policy process," program graduates will be able to:

⁹ Theories and frameworks could include economic, financial, legal, organizational, political, social, and/or ethical approaches.

¹⁰ Resource use could include human, fiscal, technologic, information, physical, and/or other resources.

- Identify and engage with the key elements of the public policy process (DIVISION-4)
- Conceptualize, analyze, and develop creative and collaborative solutions to challenges in public service leadership, management and policy (DIVISION-7)
- Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services (DIVISION-8)

To analyze, synthesize, think critically, solve problems and make decisions

In accordance with NASPAA "to analyze, synthesize, think critically, solve problems and make decisions," program graduates will be able to:

- Employ appropriate qualitative and quantitative techniques to investigate, monitor and manage resource use (DIVISION-5)
- Create and manage systems and processes to assess and improve organizational performance (DIVISION-6)
- Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services (DIVISION-8)
- Think critically and self-reflectively about emerging issues concerning public service leadership, management and policy (DIVISION-10)

To articulate and apply a public service perspective

Given that this is the one universal NASPAA required competency we are following during this accreditation cycle, we will be discussing it in greater detail.

In accordance with NASPAA "to articulate and apply a public service perspective," program graduates will be able to:

- Articulate and exemplify the ethics, values, responsibilities, obligations and social roles of a member of the public service profession (DIVISION-1)
- Identify and apply relevant theories and frameworks to the practice of public service leadership, management and policy (DIVISION-2)
- Respond to and engage collaboratively with diverse local and global cultures and communities to address challenges in the public interest (DIVISION-3)
- Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services (DIVISION-8)
- Demonstrate verbal and written communication skills as a professional and through interpersonal interactions in groups and in society (DIVISION-9)
- Think critically and self-reflectively about emerging issues concerning public service leadership, management and policy (DIVISION-10)

Building upon guiding documents around public service values from both ASPA and NASPAA, operational definitions in this required competency include but are not limited to:

- Apply concepts of social equity to public affairs, administration, and policy
- Behave with integrity and in a fair and ethical manner toward others exhibited in the classroom and in the community.
- Understand that what you do as a public servant reflects on the entire sector.
- Distinguish short- from long-term fiscal and human consequences of program and policy decisions and your role at arriving at these ends.
- Exercise ethical responsibility when designing community-based projects.
- Identify the short- and long-term impacts of program and policy decisions on the physical environment and on members of the community.

To communicate and interact productively with a diverse and changing workforce and citizenry

In accordance with NASPAA's "to communicate and interact productively with a diverse and changing workforce and citizenry," program graduates will be able to:

- Respond to and engage collaboratively with diverse local and global cultures and communities to address challenges in the public interest (DIVISION-3)
- Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services(DIVISION-8)
- Demonstrate verbal and written communication skills as a professional and through interpersonal interactions in groups and in society (DIVISION-9)
- Think critically and self-reflectively about emerging issues concerning public service leadership, management and policy (DIVISION-10)

5.2 Mission-specific Required Competencies: The program will identify core competencies in other domains that are necessary and appropriate to implement its mission.

We have not defined any additional mission-specific required competencies separate from the DIVISION-10 competencies that we crafted and "fit" to the five universal NASPAA required competencies.

5.3 Mission-specific Elective Competencies: The program will define its objectives and competencies for optional concentrations and specializations.

The Division of Public Administration offers six specializations: nonprofit management, local government management, human resources management, natural resources policy and administration, global leadership and management, and health administration (through the MPA:HA). Each specialization builds on the program's mission to improve practice across all domains of public service. All specializations are described in the MPA Student Handbook.

For this accreditation cycle we will be focusing on only one specialization (nonprofit management), based on NASPAA's requirement that we need not focus on more than one in the early stages of NASPAA competency assessment implementation. However, it is important to clarify the relationship of the general MPA to the MPA:HA, which although a separate degree that for the purposes of our CEPH, CAHME and NASPAA program accreditation, we treat as a specialization in the MPA given the extensive overlap between the degrees.

1. The PSU MPA:HA program was established in 1985 to prepare students for careers in health in the public and private nonprofit sectors, building upon the long-standing MPA program established in 1976. The MPA:HA separate degree was created in response to demands at that time for a health-specific masters program, and the Division elected to build upon its already-established MPA to respond to that demand. Overlapping substantially with the MPA, the MPA:HA is a two-year 60 credit hour program (with approximately 180 contact hours) consistent with the MPA and its other specializations and shares the competencies. As with the general MPA, the MPA:HA it is designed to provide students with the knowledge, skills and competencies needed for progressively responsible careers in management and policy, but with a health care focus.

Albeit through a health lens, coursework focuses on students developing a broad understanding of management systems in the context of public administration, organizational dynamics, operational management, and leadership skills in the context of health administration and policy. Graduates conduct their PA 509 course in a range of settings including public and private nonprofit service delivery organizations, and in a range of health services including administrative, research, management and policy analysis roles. Given the institution's public service mission and the limited numbers of private/for-profit health organizations in Oregon, very few students pursue careers in the for-profit sector, and all demonstrate a strong public sector orientation (as do the adjunct faculty). All of the health-specific courses in the MPA:HA are shared with the MPH:HMP (which was established in 1994 and has CEPH accreditation), offering students in both programs exposure to both public management and public health perspectives, but the core overlaps almost exclusively with the MPA core although health specific options in three courses exist (see Student Handbook for details).

2. Nonprofit Management Specialization as it fits to the program mission and one specific learning outcome:

Drawing from the competency guidelines of the Nonprofit Academic Centers Council (NACC) the Division's nonprofit management specialization faculty with community feedback identified five specialization specific competencies that the program expects students earning a degree with this specialization to attain. These are:

- Students will comprehend the scope and significance of the nonprofit sector
- Students will apply leadership, organization and management modes to the distinct management challenges in nonprofit organizations
- Students will comprehend and analyze theoretical models and practices in nonprofit governance, including the role and obligations of boards and executives
- Students will become aware of the importance of stewardship, as it applies to nonprofit financial management, and learn to apply accepted principles of nonprofit financial accounting.
- Students will be able to articulate the history and political and economic theories of the nonprofit sector and understand the relationship between the nonprofit, private and public sectors.

These competencies overlap considerably with NASPAA's universal public service articulation and application focused competency, and specifically fit to the Division's competency that students will "identify and apply relevant theories and frameworks to the practice of public service leadership, management and policy."

To assure that nonprofit management students have a consistent academic and applied experience, the program requires that students electing this specialization take four required specialization core courses, one of which is introductory (PA 520), two are mostly skills focused (PA 522 and PA 524) and one is theory focused (PA 521). See <http://www.pdx.edu/hatfieldschool/mpa-areas-specialization>

One specific learning outcome:
Students will:

- assess the role and/or behavior of nonprofits in their chosen area, and based on an interview with a nonprofit executive director in that sub-field of the sector, prepare a paper and presentation that explores the extent to which the theory fits with the practice of program existence in the sector (e.g. public goods or three failures theory) and service delivery.
- **Part B: How does the program know how well its students are meeting faculty expectations for learning on the required (or other) competencies?**

The program is expected to engage in ongoing assessment of student learning for all universal required competencies, all mission-specific required competencies, and all elective (option, track, specialization, or concentration) competencies. The program does not need to assess student learning for every student, on every competency, every semester. However, the program should have a written plan for assessing each competency on a periodic basis, at least once during the accreditation period. This plan should be available to the Commission on Peer Review and Accreditation (COPRA) site visit team.

Competencies—Stage of Assessment

For each of the Universal Required Competencies, Mission Specific Required Competencies, and Mission Specific Elective Competencies listed above indicate the stage of the assessment process reached during the self study year by checking the appropriate box.					
Competency:	Learning outcome has been defined	Evidence of learning has been gathered	Evidence of learning has been analyzed	Any Evidence used to make programmatic decisions	List what required courses cover this competency* (listed in online system)
1. To lead and manage in public governance	•	•	•	•	

2. To participate in and contribute to the public policy process	•	•	•	•	
3. To analyze, synthesize, think critically, solve problems and make decisions	•	•	•	•	
4. To articulate and apply a public service perspective	•	•	•	•	
5. To communicate and interact productively with a diverse and changing workforce and citizenry.	•	•	•	•	
6. Mission Specific Required Competency if applicable	n/a				
7. Mission Specific Required Competency if applicable	n/a				
8. Mission Specific Elective Competency: Students will comprehend the scope and significance of the nonprofit sector	•	•	•	•	The online chart allowed for only two mission specific elective competencies in this chart
9. Mission Specific Elective Competency: Students will apply leadership, organization and management modes to the distinct management challenges in nonprofit organizations	•	•	•	•	The online chart allowed for only two mission specific elective competencies in this chart

We are following the mission specific elective competency in Nonprofit Management for this accreditation cycle. This specialization has five competencies associated with it and they are listed below, in the appropriate section 5.3.

For each of the listed competencies, please list all relevant required courses:

Competency 1

To lead and manage in public governance

Preamble for each Division competency

Appendix C models the relationships between NASPAA's five universal required competencies and the Division's ten competencies articulated to support the NASPAA five.

Appendix L shows the level of competency coverage in each of the two programs' required courses using Bloom's taxonomy.

Relevant required courses are:

PA 511 Public Administration

PA 513 Administrative Ethics & Values or PAH 573 Values & Ethics in Health

PA 533 Public Policy: Origins and Processes

PA 534 Administrative Law

PA 540 Administrative Theory & Behavior or PAH 541 Organizational Behavior in Health Service Organizations

PA 551 Analytic Methods in Public Administration I

PA 552 Analytic Methods in Public Administration II

PA 582 Public Budgeting

PA 585 Financial Management in the Public Sector or PAH 586 Introduction to Health Economics in the MPA:HA or Economics course approved by advisor, or Nonprofit Financial Management in the nonprofit specialization. Clarification in Student Handbook.

PA 590 Human Resource Management in the Public Sector or PAH 580 Health Services Human Resource Management

Competency 2

To participate in and contribute to the public policy process

Relevant required courses are:

PA 511 Public Administration

PA 513 Administrative Ethics & Values or PAH 573 Values & Ethics in Health

PA 533 Public Policy: Origins and Processes

PA 534 Administrative Law

PA 540 Administrative Theory & Behavior or PAH 541 Organizational Behavior in Health Service Organizations

PA 551 Analytic Methods in Public Administration I

PA 552 Analytic Methods in Public Administration II

PA 582 Public Budgeting

PA 585 Financial Management in the Public Sector or PAH 586 Introduction to Health Economics in the MPA:HA or Economics course approved by advisor, or Nonprofit Financial Management in the nonprofit specialization. Clarification in Student Handbook.

PA 590 Human Resource Management in the Public Sector or PAH 580 Health Services Human Resource Management

Competency 3

To analyze, synthesize, think critically, solve problems and make decisions

Relevant required courses are:

PA 511 Public Administration
 PA 513 Administrative Ethics & Values or PAH 573 Values & Ethics in Health
 PA 533 Public Policy: Origins and Processes
 PA 534 Administrative Law
 PA 540 Administrative Theory & Behavior or PAH 541 Organizational Behavior in Health Service Organizations
 PA 551 Analytic Methods in Public Administration I
 PA 552 Analytic Methods in Public Administration II
 PA 582 Public Budgeting
 PA 585 Financial Management in the Public Sector or PAH 586 Introduction to Health Economics in the MPA:HA or Economics course approved by advisor, or Nonprofit Financial Management in the nonprofit specialization. Clarification in Student Handbook.
 PA 590 Human Resource Management in the Public Sector or PAH 580 Health Services Human Resource Management

Competency 4

To articulate and apply a public service perspective

Per prior statement, see appendices, in particular that which charts course competency coverage in relationship to Bloom's Taxonomy (in Appendix L).

Please note the asterisks on the course list that follows. These indicate the strength of the coverage of each competency in the programs' required courses, per nucleus faculty assessment during the self study year. Specifically we are reporting on the five Division competencies that support the NASPAA competency to articulate and apply a public service perspective; these are Division competencies 1,2,8,9 and 10. We are not yet following Division competency #3 in this accreditation cycle which focuses on diversity. We include it in the model (Appendix C) because we recognize that it is integral to the articulation and application of a public service perspective, but it fits more with NASPAA's 5th Universal Competency and for this accreditation we are focused on the 4th Universal Competency's other criteria.

The "A" designation from Bloom indicates that skills taught in these courses encompass evaluation, judgment, and synthesis of information. Per faculty assessment, each of the core course listed below covers each of the Division's ten competencies at some level, but an A designation is substantial so we are indicating what the faculty believe the course does with asterisks indicating the number of As in our summary analysis (Appendix L).

PA 511 Public Administration (2 A designations among the five Division competencies that "fit" to this NASPAA universal competency) **
 PA 513 Administrative Ethics & Values or PAH 573 Values & Ethics in Health (3 A designations) ***
 PA 533 Public Policy: Origins and Processes (3 A designations) ***
 PA 534 Administrative Law (3 A designations) ***
 PA 540 Administrative Theory & Behavior or PAH 541 Organizational Behavior in Health Service Organizations (3 A designations) ***
 PA 551 Analytic Methods in Public Administration I (1 A designation)*
 PA 552 Analytic Methods in Public Administration II (1 A designation)*
 PA 582 Public Budgeting (2 A designations) **
 PA 585 Financial Management in the Public Sector or PAH 586 Introduction to Health Economics in the MPA:HA or PA 524 Financial Management for Nonprofit Organizations (1 A designation)*
 Economics course approved by advisor, or PA 524 for the nonprofit specialization. Clarification in Student Handbook.
 PA 590 Human Resource Management in the Public Sector or PAH 580 Health Services Human Resource Management (1 A designation)*

Competency 5

To communicate and interact productively with a diverse and changing workforce and citizenry

Relevant required courses are:

PA 511 Public Administration

PA 513 Administrative Ethics & Values or PAH 573 Values & Ethics in Health

PA 533 Public Policy: Origins and Processes

PA 534 Administrative Law

PA 540 Administrative Theory & Behavior or PAH 541 Organizational Behavior in Health Service Organizations

PA 551 Analytic Methods in Public Administration I

PA 552 Analytic Methods in Public Administration II

PA 582 Public Budgeting

PA 585 Financial Management in the Public Sector or PAH 586 Introduction to Health Economics in the MPA:HA or Economics course approved by adviser, or Nonprofit Financial Management in the nonprofit specialization. Clarification in Student Handbook.

PA 590 Human Resource Management in the Public Sector or PAH 580 Health Services Human Resource Management

Competency 6

Students will comprehend the scope and significance of the nonprofit sector

For a general model of the nonprofit courses as they relate to the nonprofit competencies, see Appendix M.

For a model that depicts the way the four Nonprofit Management specialization core and elective courses serve students in attaining nonprofit specialization competencies as well as Division competencies, see Appendix N.

Per prior statement, asterisks indicate the level and type of coverage in the nonprofit core courses.

Key:

* = B: Basic knowledge and comprehension

** = I: Intermediate skills, application of knowledge to analyze a problem

*** = A: Advanced designating evaluation, judgment and synthesis

PA 520 Introduction to Nonprofit Management **

PA 521 History and Foundations of the Nonprofit Sector ***

PA 522 Governance of Nonprofit Organizations *

PA 524 Financial Management in Nonprofit Organizations *

Competency 7

Students will apply leadership, organization and management modes to the distinct management challenges in nonprofit organizations

PA 520 Introduction to Nonprofit Management **

PA 522 Governance of Nonprofit Organizations **

PA 524 Financial Management in Nonprofit Organizations **

Competency 8

Students will comprehend and analyze theoretical models and practices in nonprofit governance, including the role and obligations of boards and executives

PA 522 Governance of Nonprofit Organizations ***

Competency 9

Students will become aware of the importance of stewardship, as it applies to nonprofit financial management, and learn to apply accepted principles of nonprofit financial accounting

PA 524 Financial Management in Nonprofit Organizations ***

Competency 10 (no space in online program so we are adding it here):

Students will be able to articulate the history and political and economic theories of the nonprofit sector and understand the relationship between the nonprofit, private and public sectors

PA 520 Introduction to Nonprofit Management *

PA 521 History and Foundations of the Nonprofit Sector ***

- **Part C: How does the program use evidence about the extent of student learning on the required (or other) competencies for program improvement?**

Universal Required Competencies: One Assessment Cycle

For the self study narrative, the program should describe, for one of the required universal competencies, one complete cycle of assessment of student learning. That is, briefly describe 1) how the competency was defined in terms of student learning; 2) the type of evidence of student learning that was collected by the program for that competency, 3) how the evidence was analyzed, and 4) how the results were used for program improvement.

1. Definition of student learning outcome for the competency being assessed:

To articulate and apply a public service perspective

Students in the MPA and MPA:HA will master the following competencies by graduation, all addressing the NASPAA universal competency to articulate and apply a public service perspective. This will be evident through their demonstrated ability to:

- Articulate and exemplify the ethics, values, responsibilities, obligations and social roles of a member of the public service profession.
- Identify and apply relevant theories and frameworks to the practice of public service leadership, management and policy (Theories and frameworks could include economic, financial, legal, organizational, political, social, and/or ethical approaches.)
- Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services.
- Demonstrate verbal and written communication skills as a professional and through interpersonal interactions in groups and in society
- Think critically and self-reflectively about emerging issues concerning public service leadership, management and policy.

Some core course specific learning outcomes tied to competencies:

- Students will be able to articulate and discuss what ethical obligations are created by grants of administrative power and the discretion to use it. PA 513
- Students will understand and be able to discuss the multiple purposes addressed by the nation's

founders in establishing the American system of governance. PA 511.

- Students will discuss what we can learn about a civil society and its values by observation of budgetary processes and the behavior of participants. PA 582

2. Evidence of learning that was gathered:

- Papers, exams, and graded presentations.
- Course evaluations were conducted by faculty at the end of each term.
- A summary overall program evaluation to address the ten Division competencies was conducted at the conclusion of PA 509 and PA512.

3. How evidence of learning was analyzed:

- Faculty, through their course evaluations, asked students to identify the extent to which the course overall contributed to the student's program of study.
- We graphed in summary where members of the 2011-2012 (self study year) PA 509 and PA 512 cohorts fell on the various competencies. This provides a baseline for future assessments. See Appendix O.

4. How the evidence was used for program change(s) or the basis for determining that no change was needed:

We discovered both great strengths and a few areas that will need our attention based on our culminating PA 509 and PA 512 student assessments.

Overall our graduating students indicate that they have gained competence in the ten areas the Division identified; their self assessments indicate this and the quality of their final projects evidences this as well. The weakest competencies we expected, based on our own prior faculty assessments when we began this process almost two years ago (as indicated by the asterisks per course by competency coverage in the prior sections):

We need to focus more on diversity and we realize that faculty and students alike tend not to notice that qualitative and quantitative analysis occurs throughout the program and not just in the Analytic Methods I and II (PA 551 and 552) course sequence. The fact that most of the faculty use case studies in their core courses suggests that we are teaching our students to be qualitatively literate, but they and we have not noted this in our own faculty assessments (Appendix F).

We now have a basis for comparing what faculty anticipate students will get in each course and what students think they are getting.

Beyond these two competencies we will seek to pay greater attention to our Division competency #8: Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services. We assessed this competency during the self study year since we deemed it to be a component of articulating and applying a public service perspective. At the conclusion of their PA 509 and PA 512 we saw evidence that our students rated themselves less able in this than in other areas, particularly the PA 509 students. As a faculty we will look at this to determine if it is an artifact of a two-pronged competency (assessing challenges and exploring solutions in general public service is different from the competency's focus on cross-sectoral and inter-jurisdictional cooperation) or something more fundamental that we need to be focused on in the programs' deliveries. We also found an interesting overall difference between student self-assessments on competencies in PA 509s (MPA and MPA:HA) and PA 512. This may be an artifact of the scale used; the PA 512 faculty member provided students with a five point scale and the PA 509 faculty used a three point scale to assess the same variables. As we mentioned before, this was for all of us a learning process and in many ways a pilot year for implementing these new assessment tools. We will be consistent with this instrumentation in the future.

Mission-Specific Required Competencies: One Assessment Cycle

For the self study narrative, the program should describe, for one of the mission-specific required competencies, one complete cycle of assessment of student learning. That is, briefly describe 1) how the competency was defined in terms of student learning; 2) the type of evidence of student learning that was collected by the program for that competency, 3) how the evidence was analyzed, and 4) how the results were used for program improvement.

1. Definition of student learning outcome for the competency being assessed:

N/A

2. Evidence of learning that was gathered:

3. How evidence of learning was analyzed:

4. How the evidence was used for program change(s) or the basis for determining that no change was needed:

Mission-Specific Elective Competencies: One Assessment Cycle

For the self study narrative, the program should describe, for one of the mission-specific elective competencies, one complete cycle of assessment of student learning. That is, briefly describe 1) how the competency was defined in terms of student learning; 2) the type of evidence of student learning that was collected by the program for that competency, 3) how the evidence was analyzed, and 4) how the results were used for program improvement. The program should provide the site visit team with samples of the student work that was used as the basis for assessment.

1. **Definition of student learning outcome for the competency being assessed:**

Nonprofit Management Specialization Competency 1:

Students will comprehend the scope and significance of the nonprofit sector

Students will "develop a greater respect for and comprehension of the scope and significance of the nonprofit sector particularly as it relates to other sectors and spheres of civic influence in the United States" (PA521 syllabus).

Students will "Comprehend the scope and significance of the nonprofit sector" (PA 520 syllabus)

Students must take at least one additional elective nonprofit specialization course, which will contribute to this competency. These are usually in the skills category and serve the Division's ten competencies as well. Examples offered during the self study year:

PA 598: Values-based Management. Nonprofit competency-1 (NP-1) "Comprehend the scope and significance of the nonprofit sector" (PA 598 syllabus).

PA 526: Fundamentals of Fundraising. Nonprofit competency-2 (NP-2) "Apply leadership, organization and management modes to the distinct management challenges in nonprofit organizations"

*see Appendix M for depiction of the nonprofit specialization's five core competencies (NP-5) as they relate to Nonprofit Specialization core courses, and Appendix N as the Nonprofit Specialization core courses cover components of the DIVISION-10.

2. **Evidence of learning that was gathered:**

Course evaluations linked to the course's perceived overall value to student's program of study (Question A6 per Goals statement) and to competencies, i.e. student self-assessments.

Final papers or project presentations.

Course reflective papers or journals. For nonprofit students the PA 509 organizational experience must take

place in a nonprofit organization or a public agency doing significant contract or partnering work in the nonprofit sector that serves the students learning objectives. See <http://www.pdx.edu/hatfieldschool/pa-509-organizational-experience>

Grades also serve this function.

*See Appendix P for graphing depictions on perceived nonprofit course benefit to students' program of study.

3. **How evidence of learning was analyzed:**

Grading and comments on final papers and presentations by students to class.

Quantitative and qualitative comments from students on course evaluations are analyzed by individual faculty and Division chair.

Quantitative analysis is compiled by the Division and made available to all teaching faculty.

We engaged several of the nonprofit core and elective faculty to include relevant Division competencies in their syllabi and course evaluations and used these, in summary, to determine how we are doing in this first year using the new course evaluation instrument (we piloted the new instrument, with a section that can include student competency reflection, in Spring 2011). Our faculty is beginning to learn how to use these. This is a learning process for faculty as well as for students.

4. **How the evidence was used for program change(s) or the basis for determining that no change was needed:**

Student evaluations include assessments beyond the core competencies. In this case the Division competencies 1 and 2 and 9 and 10 were added to the PA 521 evaluation to determine the extent to which more than the nonprofit competencies were being addressed. Evaluations indicate that all the competencies were being met to a substantial degree, with the strongest being the Division's 9th competency on communication: Demonstrate verbal and written communication skills as a professional and through interpersonal interactions in groups and in society. The course required an interview with a nonprofit executive director to assess the extent to which the theory informed practice. Many students worked in pairs and all presented their findings in a paper and a class presentation. This explains the focus on PA Division competency 9. The nonprofit specific competency on theory followed this as being attained to a slightly lesser degree.

Of greatest importance to the nonprofit faculty regarding making programmatic decisions was an awareness through this assessment (depicted in Appendix N) that the nonprofit courses do much to support the students in accomplishing the Division's ten competencies and this needs to be shared with our nonprofit practitioners. Some were eager to incorporate PA competencies with the nonprofit five, and others added course specific competencies as well. It was a dynamic process and so the program changes that we anticipate from this are two-fold: focusing on ongoing course improvement as always, with traditional evaluations, and working with the practitioner faculty to share more about this new competency-focused assessment process.

- As mentioned, we now have evidence that what we seek to accomplish in the nonprofit specialization also addresses the Division and NASPAA competency expectations for our students. This was valuable for the nonprofit lead faculty to see and will be valuable to share with our practitioner colleagues as well as the PA faculty when we return to campus in September. We expect the model will get even "busier" as faculty notice more connections between competencies and course offerings.
- Over the next year we will continue to assess this evidence as we integrate a new faculty member and adapt further to a new administrative structure with the absorption of the Institute for Nonprofit Management into the Center for Public Service.

5.4 Professional Competencies: The program will ensure that students learn to apply their education, such as through experiential exercises and interactions with practitioners across the broad range of public affairs, administration, and policy professions and sectors.

Section 5.4 Professional Competence

Please indicate for each activity whether it is

- (R) required of all students,
- (F) students have frequent opportunities to participate in or with,
- (S) students seldom have such opportunities in or with, or
- (N) it is not usually available to students in or with

Attending formal meetings (e.g. planning board)	S
Case Studies	F
Guest Lectures	F
Internships	R
Instructors from the profession (Adjunct or part-time instructors)	F
Externally-based projects (e.g., student consulting)	F
Presentations of student work to practitioner panels or juries	S
Professional meeting participation (APPAM, ASPA, etc.)	S
Service Learning	R
Simulations	S
Team Based Problem Solving	F
Volunteer work (paid or unpaid)	R
Other: please specify: none included	

Standard 6. Matching Resources with the Mission

6.1 Resource Adequacy: The Program will have sufficient funds, physical facilities, and resources in addition to its faculty to pursue its mission, objectives, and continuous improvement.

The overarching question to be answered in this section of the SSR is “To what extent does the program have the resources it needs to pursue its mission, objectives, and continuous improvement?” In preparing its SSR, the Program should document the level and nature of program resources with an emphasis on trends rather than a simple snapshot, and should link those resource levels to what could and could not be accomplished as a result in support of the program mission. Programs should be transparent about their resources absent a compelling reason to keep information private. Programs are required to report on resource adequacy in the areas of:

- 6.1a Budget
- 6.1b Program Administration
- 6.1c Supporting Personnel
- 6.1d Teaching Loads/Class Sizes/Frequency of Class Offerings
- 6.1e Information Technology
- 6.1f Library
- 6.1g Classrooms, Offices and Meeting Spaces

*COPRA is cognizant of the fact that some programs may not be able to separate out the program’s allocated resources from that of the department, school or equivalent structure. In such cases COPRA is looking for the school to indicate how those resources allocated to the program are sufficient to meet the program’s mission.

6.1a Resource Adequacy: Budget

If available, please provide the Budget of the degree seeking accreditation: See Appendix Q

Note: underlined responses reflect the drop-down menu options on the online accreditation submission

- **Overall budget for program** Has remained Stable
- **Faculty Salaries for Full-Time (Tenured, tenure track or equivalent)** Increasing
- **Faculty Salaries for Professional Adjuncts and Part-Time Instructors** Has remained Stable
- **Faculty Travel [increasing, stable, decreasing, or not applicable]** Decreasing
- **Assistantships and Other forms of Student Support** Decreasing

Provide a brief narrative describing the extent to which the budget trends documented above are adequate to support the program mission.

Overall budget resources for the core budget of the Division have remained generally stable over the three year comparative period. The program resources are sufficient, if not generous, and program delivery remains effective. Additional resources for faculty and graduate assistants would be desirable to improve the ability of faculty to manage at a higher level of quality for all students and program tasks, but it is unlikely that resources will increase in the immediate future. Total unclassified (faculty) salary expense has increased modestly from FY 2009-10 to FY 2011-12. There was a significant reduction in contract and grants funded unclassified salaries in year 2010-11, but this source has more than rebounded in FY 2011-12. The grants administrator reports numerous further grant applications are proceeding so this number may increase significantly in the next few fiscal years.

Unclassified salaries were subject to some modest temporary reductions in FY 2010-11 due to state policy related to the fiscal problems of the state. Those amounts were later restored. Salaries for 2011-12 increased due to collective bargaining and are adequate. Faculty numbers have remained stable, with new hires (three full time tenure track faculty in 2009, and a replacement in Fall 2012) and one retirement. The new faculty have been supported with general divisional funds as well as the University's Miller grant funds (a special university wide grant program in sustainability). The use of adjuncts has been relatively stable over the three years, although due to university budget cuts the Division has planned to reduce adjunct funding to some degree in 2012-13. Unclassified Staff salary expense increased significantly due to the hiring of the Director for the Center for Public Service (CPS) in 2010-11, a newly created consolidation of various activities in the Mark O. Hatfield School. CPS offers various programs such as the Executive MPA and various training and community service programs. Various Division of Public Administration faculty are involved in the Center's programs.

Indirect costs (OPE) has grown over the three year period due to increases in health and retirement costs. Travel funds from the Division have generally been available and stable in the past three years to assist junior faculty with travel for one academic trip per year. Other resources through the Faculty Development Fund of the general university can be applied for and used to support faculty travel. Faculty use grant and contract funds as appropriate for travel related to research and consulting projects.

The expenses relating to graduate assistants, generally available for either administrative support or faculty research support, grew in FY 2009-10 and FY 2010-11 and then dropped in FY 2011-12. The current level of such support is sufficient, but not generous. The Division would prefer to have more assistantships available to graduate students and more opportunity for their involvement in research as well as other duties. Scholarships have remained stable for students in the MPA programs over the past three years with the Ron Cease Founder's Scholarship (endowed by an emeritus professor of the Hatfield School), and an additional small scholarship, the Amber Fowler award, which is new in the past two years.

See Appendix Q

6.1b. Resource Adequacy: Program Administrator

For the person or persons assigned with primary administrative responsibilities for the program, please indicate which of the following accommodations are made to support administrative functions (check all that apply):

- ✓ Teaching release time is provided to program administrator(s)
- ✓ Additional compensation is provided to program administrator(s)
- ✓ Designated GA support is provided to program administrator(s)
- ✓ Program administrative duties are assigned to a tenured faculty member
- ✓ Other (describe): The chair gets a course release and is on contract one month in the summer when other faculty are not.

Briefly describe how the arrangements provided for program administration are consistent with the mission of the Program and are adequate.

The Division Chair of Public Administration, (Dr. Sherril Gelmon) is considered the "Program Director" for the MPA Program. Dr. Gelmon, a tenured full professor, is a member of the Executive Committee of the HSOG and she has the authority for curricular and programmatic decisions. The Director of HSOG, Dr. Ron Tammen, has budgetary and personnel authority, so any programmatic decisions that have resource implications are made by him, based on advice from the Division Chair. All resource decisions are made through a collaborative consultative process between the HSOG Director and the Division Chair.

The Division, with Dr. Gelmon's leadership, has authority for admissions, curricular review and modification (subject to approval through the various levels of University curricular oversight beginning at the Division faculty level), schedule development, student advising, field placements, and student life (including leadership opportunities, student organizations and representation and student concerns); student complaint resolution is in collaboration with faculty as appropriate. Evaluation of faculty through annual and tenure related performance assessments begins with the Division Chair and faculty committees. The Division Chair and Director of HSOG combined provide fully adequate administrative authority for the MPA Program.

The Division Chair has support from the Office Manager for faculty meetings, file maintenance and general needs, although she does not have a designated graduate assistant. The Division Chair position is for a three year elected term with re-election as an option, is to be held by a tenured faculty member, and receives a stipend and course release time for her service.

6.1c. Resource Adequacy: Supporting Personnel

For each of the following functions/positions, please indicate how such services are provided to the program:

Note: underlined responses reflect the drop-down menus on the online accreditation submission

Clerical support: Adequate to maintain mission but insufficient for program improvement

Recruitment coordinator: Adequate to maintain mission but insufficient for program improvement

Internship coordinator: Adequate to maintain mission but insufficient for program improvement

Placement Director: [Left blank since we have no placement director: students avail themselves of Career Services]

Alumni Relations/Services: Adequate to maintain mission but insufficient for program improvement

In the space below explain how both the structural arrangements and the levels of support for program administration identified above are adequate and appropriate given the program's mission.

The Hatfield School of Government (HSOG) has four full time staff - an Assistant to the Director, and one assigned to each of the three divisions (one of whom supports the Division of Public Administration specifically). All of these positions are supported by institutional funding. These staff members work cooperatively to assure the needs of students and faculty are met.

The Office Manager provides the central support for the Public Administration Division and in coordination with the Office Coordinator as well as student employees, who are funded variably from federal work-study or departmental funds, cover the full needs of the PA Division. Financial/budgetary management is handled for the Division of Public Administration as part of the whole HSOG management, primarily by the Assistant to the Director.

The Office Manager builds relationships with faculty and students and assists them with various questions, course issues, room assignments, petitions, registration issues, graduation audits, etc., as well as providing the basic infrastructure for the office systems (including student files) and office coverage.

Overall, administrative support for the program is at an adequate level to meet mission, core needs and respond to critical requests. This is embedded, however, in a culture where faculty "look after themselves" and do not expect or have access to administrative support for personal scheduling, coordination of class activities, photocopying, or other administrative tasks. Given economic times, support staff will not likely increase in the near future. However, the staff are very service-oriented and mindful of the need for continuous improvement of office processes.

Other central resources are also available to the Division to assist with student recruitment, placement, internships, and alumni relations. Students learn of the MPA Program through the PA Division website as well as through the workplace, career fairs, the Center for Public Service or through participation in certificate programs that lead to a desire for a degree in PA.

The listserv is used to inform students of openings for noncredit internships, field placements and paid positions and faculty often assist with these placements.

For each of the same aspects of program, please provide an assessment of the level of program support

Note: underlined responses reflect the drop-down menus on the online accreditation submission

- **Clerical support** Designated part time clerical support for the program
- **Student Recruitment** Program relies on college or university recruitment efforts
- **Internship (Placement & Supervision)** Assigned to a faculty member with other responsibilities
- **Placement of Graduates** Program relies on college or university . . . efforts
- **Alumni Relations/Services** Program relies on college or university . . . efforts

6.1d. Resource Adequacy: Teaching Load /Frequency of Class Offerings

In the space provided, describe the teaching load policy of your institution and program, and explain how this policy is consistent with the research and community service missions of the Program.

The Division of Public Administration has between 300 and 320 students at any given time in the MPA and MPA:HA programs. Student admissions have ranged between 52 and 69 between Fall 2010 and Summer.

Teaching load policy in the Division of Public Administration is seven courses a year which may be reduced for release time with funded research activities. Where full time tenure or fixed term faculty are not available to teach particular courses, adjunct faculty are hired to teach to assure that courses cover the full curriculum the students require. The Division also hires qualified practitioners with programmatic intention, not just to fill teaching slots if needed, but also to make certain that students are exposed to the experiential wisdom, skills and competencies of the public and nonprofit sectors and to leaders in a variety of specialization areas. It is our belief that the competencies delivered by these adjunct faculty help our students to develop their own professional competencies.

The Division offers core, skill and specialization courses (most of which fall into the skill course category) as well as the end-of-program Organizational Experience (much more than an internship but in this document referred to as an internship for lack of a clear option in various drop down menus to clarify its purpose and place in the curriculum). The coverage of courses is shown on in the attached Table (Appendix H). The core courses for MPA students constitute 60 credit hours and these courses are taught with great frequency, usually every term or every other term. This assures that all students will have access to these required courses. The first course most students take is PA 511, Public Administration. This course is taught every term in order to accommodate students who will then take other courses. The Analytic Methods sequence of two courses has a schedule which allows students to complete the sequence within the year. The first course is taught in fall and winter and the second in winter and spring. Students take both classes with the same professor if possible. Other core courses are taught with adequate frequency to meet demand. One core course, PA 585, Financial Management in the Public Sector is offered at least once a year, but usually twice. This course is the only core course for which a substitution is allowed (in the Department of Economics or in the nonprofit specialization which requires its own financial management course), hence the irregular schedule.

Students are required to take 9 credit hours of skills based courses to strengthen particular areas they individually need. Some skill courses are offered quite frequently; others not. Partially this is a matter of demand. Specialization courses are offered as needed and generally the Division is covering these needs well, with the supplemental use of qualified practitioners or academic adjuncts. The Division Chair manages a two-year rolling course schedule that anticipates faculty availability (pending sabbaticals or other releases) and plans for the use of adjunct faculty as needed. Given the ideal location in the City of Portland, the Division can almost always find an appropriate adjunct faculty to fill the course requirement should regular faculty not be able to do so. To date, funds for the hiring of adjuncts have been sufficient, although reductions in adjunct funding has occurred in the past two budget years.

Indicate how many times during the self study year and two preceding years that a member of the nucleus faculty taught more than the teaching load prescribed in the policy above. For the last two such instances, provide a brief explanation of the circumstances and rationale for the increased teaching load, and how the teaching overloads supported the mission of the program.

We occasionally offer new courses during the summer and faculty will add to their load in this way, but this is not deemed to be a formal course overload given that faculty are on a 9-month appointment. Offering new courses allows us to experiment and this adds to our service mission. Summer offerings often appeal to students wanting to get through the program rapidly, but faculty are dissuaded from offering core or high enrollment skills courses during the summer because the tuition for summer session does not remain with the Division, but is captured by the university's Extended Studies unit.

During the self study year and two preceding years, how frequently were your required courses offered?

Required Course (list them by name and number)	Less than once per year	One semester, session, or quarter per year	More than one semester, session, or quarter per year	Every semester, session or quarter
PA 511 Public Administration				•
PA 513 Administrative Ethics and Values				•
PA 533 Public Policy and Process				•
PA 534 Administrative Law				•
PA 540 Administrative Theory and Behavior				•
PA 551 Analytic Methods in Public Administration I				•
PA 552 Analytic Methods in Public Administration II				•
PA 582 Public Budgeting			•	
PA 585 Financial Management in the Public Sector			•	
PA 590 Human Resources Management in the Public Sector			•	
PAH 541 Organization Behavior in Health Service Organizations			•	
PAH 570 Health Administration			•	
PAH 571 Health Policy			•	
PAH 573 Values and Ethics in Health			•	
PAH 574 Health Systems Organizations				•
PAH 586 Introduction to Health Economics			•	

For each specialization advertised by your Program, indicate the number of courses required to fulfill that specialization and how many courses were offered within that specialization during the self study and two preceding years (count only distinct courses; do not double count multiple sections of the same course offered in the same semester/session/quarter).

	Specialization Global...	Specialization Local Govt.	Specialization Natural Resource	Specialization Nonprofit
Number of Courses Required within the Specialization	2	2	1	4
Number of courses offered within the Self Study Year	2	2	1	4
Number of courses offered in SSY – 1	1	2	1	4
Number of courses offered in SSY – 2	2	2	1	4

In the space provided, explain how the frequency of course offerings for required and specialization courses documented in the tables above represents adequate resources for the program. To the extent that courses are not offered with sufficient frequency, explain why and what is being done to address the problem. Limit 100 words.

We have a Specialization in Humans Resource Management with two required courses.
PA 510 Labor Relations: has been offered twice within the past three years: SSY and SSY-2
PA 593 Civil Rights for Public Managers: has been offered every summer since 2010.

Specialization courses are offered on a schedule determined by student enrollments and the Division puts together a two year schedule so that students can plan ahead to get the courses they need.

When working to build a new component of a program, the Division has in recent years allowed small classes to run as was the case with Dr. Schroeer's philanthropic studies offerings. Unfortunately, under our new budget model, this may no longer be an option.

At present among our "active" students, specialization enrollments are as follows:

Global Leadership :	27 students
Health Administration (MPA:HA)	21 students
Human Resource Management:	07 students
Local Government:	19 students
Natural Resources:	23 students
Nonprofit Management:	49 students
Other:	17 students
Undeclared:	09 students

- This does NOT include students starting in the fall of 2012.
- Courses in the MPA:HA core are offered more than once a year and are all listed in the chart above.
- In recent years the MPA:HA specialization has graduated 10-15 students a year and the MPH:HMP (accredited by CEPH and currently seeking CAHME accreditation) graduates from 20-25. In 2010-2011 (SSY-1) there were 15 MPA:HA graduates. In the NASPAA self-study year there were 11 MPA:HA graduates.

6.1e. Resource Adequacy: Information Technology

In the space provided, please describe how you would assess the adequacy of the computer (hardware and software) systems available to faculty, staff, and students to meet your program's mission. More than Adequate

Briefly describe why you think your program fits into the category you have chosen above.

The Division has good support for technology needs. Faculty members have access to a wealth of computing resources both at the divisional and university level. Each faculty member has a university provided computer and traditional software (MS Office Suite, and specialized software as needed) which are updated on a regular basis. All computers are regularly updated (2011 LENOVO laptops run Windows 7 or current Macintosh systems), and are connected to the wireless University network which extends to all buildings on the PSU campus. The University also maintains e-mail services through Google Mail and unrestricted high speed Internet access for all faculty, staff and students from almost anywhere on campus. Faculty have access to full University services for technology support, including a user help desk that will also assist faculty using personal laptops or other portable devices if they are familiar with the technology or it is supported by the university. There are a wide range of web based technologies available to faculty and students.

The University maintains four general computing labs with a total of 200 PC and 40 Macintosh computers at locations across the campus. Students (and faculty) may access these labs until late in the night, with one lab open for the full 24 hours, although they are closed or have shortened hours during breaks between terms. In addition, the Division students have use of the CUPA computer lab on the 2nd floor of the CUPA Urban Center. Use of the computers for academic purposes as well as training and assistance in use are available in this lab. There is also a computer classroom which offers 10 PC workstations and an instructor station. Finally, most of the University classrooms have appropriate technology available with full capability to use computers at the teaching station.

A full list of software resources can be found at <http://www.oit.pdx.edu/lab> site. The Division is well covered with these software resources.

Since the last self study, the University fully implemented a "MY PSU" program which customizes all information necessary for participation in the PSU community for faculty and students alike. This portal links the user to employee salary/benefits information; program and course information; important news from the campus; and Desire 2 Learn (D2L) is available for all courses at the university and used at the instructor's discretion.

6.1f Resource Adequacy: Library

Please (using the drop down menu) describe how you would assess the adequacy of the library resources (in terms of physical holdings, electronic search and access, and knowledgeable library staff) in relation to your programs mission. More than Adequate

Briefly describe why you think your program fits into the category you have chosen above.

The Millar (main) Library resources of Portland State University are substantial and support the MPA Program. Students and Faculty have access to almost 1.4 million volumes, 18,252 journal subscriptions, 62,108 electronic journals and 221,593 electronic books, over 2.5 million microforms, 406,893 government documents and nearly 60,00 audio-visual materials. Access to the collections is serviced by 20 librarians, 38 staff and as well as 74 student employees. The library had almost one million visitors last year.

The Millar Library, situated in the core of the campus, has a full program of workshops, classes, specialized tours and other instruction tools such as course reserves, research guides, tutorials and information about author's rights and responsibilities. Recently, Millar Library converted a substantial portion of its first floor to a user (and especially student) friendly location for online research and learning, including a special online "sandbox station." Students may use this resource to learn how to find resources and apply them to study assignments. More on the Millar Library can be found on <http://www.lib.pdx.edu/>.

Books or journals can be requested through interlibrary loan (ILL), a well established program which accesses a number of libraries in the state. Students and faculty may request "pick up anywhere" to retrieve books at any campus library. Faculty can sign out books for a full year and if they are not requested, keep them for that length of time and renew them for an additional year online or with staff assistance. Late fees are not charged to faculty unless they fail to return a requested book in a reasonable length of time (two weeks is the norm).

Faculty have the opportunity to provide input to the library's selection of new titles. Although acquisition funds are limited, additions to the collections are jointly decided. The Division designates a faculty member (currently Dr. Jack Corbett) to serve as a liaison to the library staff.

A dedicated librarian, Emily Ford, serves the College and makes herself available to train students on appropriate search engines for public administration. She regularly schedules per faculty request to present to students in PA 511 and tailors her presentations to meet the needs of course assignments when the faculty ask this of her. She attended a Division faculty meeting in the spring to discuss journal and database acquisition and allay concern about the budget and potential loss of library resources. She welcomes calls and emails to assure that we have access to what we and our students need and has crafted web pages that address the specialization foci of MPA

students. One of these, for the nonprofit specialization, can be accessed at http://www.library.pdx.edu/guides/resources.php?category=55&item_id=1434

In addition to the main Millar Library, CUPA has a specialized library, the Dirce MoroniToulon Library, in the Urban Center building on the seventh floor which is available to all CUPA faculty and students. This library holds a collection of books related to the disciplines represented in the College. A section with nonprofit resources formerly housed in the Institute for Nonprofit Management has been added.

Finally, in addition to these substantial library resources, the University recently partnered with the City of Portland to bring the City's full historical archives on the Campus; the City Archives, which are available to Portland State students and faculty, has special value for the field of Public Administration, particularly for those interested in local government and issues of diversity as they relate to public policy and civic engagement. The City Archives are situated in the Academic and Student Recreation Center across the Urban Plaza from the Urban Center building.

6.1g. Resource Adequacy: Classrooms, Offices and Meeting Spaces

In the space provided, please (using the drop down menu) describe how you assess the adequacy of your program's classroom sizes, configuration, and technological capacity to meet the program's needs. Adequate

Briefly describe why you think your program fits into the category you have chosen above.

The Division is located on the sixth floor of the Urban Center building which houses the College (CUPA) and is situated on the Urban Plaza. This is an ideal location for the College (as well as Division of PA) and one that is considered the new urban gateway for the overall University. The Urban Center has received several architectural awards for its design and is most frequently featured as one of the University's major locations on the PSU website, in brochures and other media. All modes of transportation, including light rail and the streetcar, as well as auto parking make the location especially convenient for faculty and students, especially given the late afternoon and evening class schedule.

Classrooms, offices and meeting rooms are generally quite adequate for the Program, although most classes are held in other campus buildings. Should there be substantial future growth of faculty, additional office space would be required.

Classrooms

Classrooms are provided for the Division in a variety of locations, including the Urban Center. Classes are scheduled and assigned by the central university registrar's office. There are many classrooms across campus that can accommodate the space needs of the Division. The variety of classrooms is substantial including sizes from very small seminar to medium sized lecture rooms which can accommodate many of the courses in the Division, and while there are only three of these dedicated to PA, our administrative staff can often find meeting space on other floors of the building when classes are not meeting in them. Also, most campus classrooms have full technology complements as needed and the Office of Information Technology provides in the room training for professors in equipment use. Some small meeting rooms in the Urban Center also accommodate, with appropriate technology, seminars for the Division. The HSOG has priority for all these rooms. The Urban Center also houses a second floor open meeting/event room that accommodates special student academic presentations as well as general events.

In the space below, briefly discuss the adequacy of space provided and privacy for student counseling, course preparation, research, and other faculty responsibilities. Adequate

Briefly describe why you think your program fits into the category you have chosen above.

Faculty Offices are approximately 120 SF and each office has windows. Adjunct faculty share cubicle space on the 6th floor. This is not ideal, but as the School's programs grow space becomes an issue. There are three small conference rooms that seat 8 to 10 people, and one larger conference room that seats 12-14 people comfortably located on the sixth floor of the CUPA building. These rooms accommodate a large variety of faculty meetings (as well as serve as seminar rooms, usually in the later afternoon or evenings). A 24 person executive conference room (the Meyer Memorial Room) is available on the seventh floor; Division faculty meetings take place in this space unless we are preempted by a major community meeting. There is another multiple purpose room often used for meetings and events and PA 509 presentations available on the second floor, and the 7th floor Dean's office has a conference room that seats approximately ten and, if available, can be reserved by Division faculty for committee or small gatherings of community leaders. The Division is situated in proximity to the Political Science Division, the Criminology and Criminal Justice Division, and the Center for Public Service; the space accommodates the many interactions amongst faculty and staff in these entities.

While not creating a crisis, this summer for the first time since the Urban Center opened, Facilities has cut off the air conditioning in the building on weekends. For faculty who rely on their offices to conduct research, prepare for classes, or do other essential work during the summer months, this has proven to be a hardship; for faculty who teach summer intensive classes in the conference rooms in the Urban Center, by Saturday afternoon the heat has made it difficult for all participants. We suspect that this will be the new normal, given the state budget and environmental concerns, but it makes once ideal work spaces much less ideal.

Standard 7. Matching Communications with the Mission

7.1 Communications: The Program will provide appropriate and current information about its mission, policies, practices, and accomplishments—including student learning outcomes—sufficient to inform decisions by its stakeholders such as prospective and current students; faculty; employers of current students and graduates; university administrators; alumni; and accrediting agencies.

This standard governs the release of public affairs education data and information by programs and NASPAA for public accountability purposes. Virtually all of the data addressed in this standard has been requested in previous sections of the self study; this standard addresses *how* and *where* the key elements of the data are made publicly accessible.

Glossary

Academically qualified faculty member: A faculty member who holds a terminal degree related to his or her teaching responsibilities and either has received the degree within five years of the self-study or meets the following criteria: who publishes peer-reviewed (both collegial and editorial) scholarship, whether in print or electronic format, related to the instructor's course topics and dated within five years of the self-study; who uses class syllabi that demonstrate current knowledge and technique; or who engages in professional and community service in the area of the instructor's teaching responsibilities.

Accountability: Having identifiable responsibility for making a decision or taking an action with the capacity to supply a justifying analysis or explanation.

Administrative Infrastructure refers to the coordination of management arrangements that support Program delivery, including but not limited to student admissions, student advising, student services, course scheduling, course reviews and student assessment, library and research support and faculty program coordination and assessment.

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: A person having origins in any of the black racial groups of Africa.

Competencies: Expected skills, knowledge, aptitudes, and capacities. Student competencies must be defined by each program consistent with its mission. Goals to be considered when developing competencies can include, but are not limited to:

1. the extent to which the competencies contribute to a collective identity in education for public service, broadly defined;
2. the extent to which the competencies acknowledge and encourage diversity;
3. competencies should ensure that students will be capable of acting ethically and effectively in pursuit of the public interest.

COPRA Liaison: The liaison is a member of the Commission on Peer Review and Accreditation and plays an important role in the peer review and accreditation and site visit process. The liaison is assigned to a program or group of programs by the chair of the Commission. The role and responsibilities of the liaison are to:

1. Analyze Self-Study Reports and draft preliminary response to program
2. Serve as an intermediary between the Site Visit Team, the Commission, and the program under review.
3. Answer any questions about the site visit process that may be raised by the program under review but not satisfactorily answered by the Site Visit Team.

Conditional Admissions/Enrollment: Students admitted under this category are typically granted specified exceptions to the program admissions criteria, subject to “performance conditions” after enrollment.

Diversity: Differences relating to social identity categories such as race, ethnicity, gender, class, nationality, religion, sexual orientation, disability, age, and veterans status. NASPAA is using the Common Data Set (CDS) categories for US-based programs, Non US-based programs will define their own diversity categories based upon their own context.

Ethical Practice: Acting in a manner that conforms to moral duties and obligations, as well as legitimate codes of conduct, by being able to identify moral duties and obligations, reason about their application in particular circumstances, and have the courage and ability to follow through.

Enrolled Student: Any student admitted to a program who has registered for at least one class in the semester for which he/she was admitted.

Extended Faculty Member: Include faculty within the current department or from other departments that teach a course in the program but do not have a primary responsibility for the program in terms of governance, program development or program implementation.

Full Time Equivalency Staff (FTE): The full-time equivalent (FTE) of staff is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff.

Full-Time Student: A student enrolled in the program who meets the institutional definition of a “full-time” graduate student. Typically, on a semester credit hour basis, this is defined as 9 credit hours or more per semester.

Governance: The legitimate institutions and processes, including the creation and implementation of policy, for authoritatively directing resources and activities in the public domain, broadly defined to include political jurisdictions and nonprofit entities.

Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

In-Service Student: Any applicant to a program, or student admitted to a program, that has at least one year of relevant post-baccalaureate work experience.

International (faculty or student): A person who is not a citizen or national of the country where the program is located, and who is in that country on a visa or temporary basis and does not have the right to remain indefinitely. (For purposes of Diversity Data)

Leadership: A process whereby an individual influences others to achieve a common goal. The means of influence may use analytical, managerial, interpersonal, communicative, and other skills. Some people are leaders because of their formal position within an organization, whereas others are leaders because of the way other group members respond to them. (These two common forms of leadership are called “assigned leadership” and “emergent leadership.” This is a more inclusive view than charismatic or positional leadership. In the context of the NASPAA standards, leadership does not define the individual’s formal position or role but rather the result of his/her ability to move an entity—an individual, group, organization, government, community, nation, etc.—to achieve enhanced or new outcomes, using means appropriate to his or her role and areas of responsibility. Examples of such enhanced or new outcomes include, but are not limited to, designing, adopting and implementing desirable policy or administrative initiatives; achieving goals; and/or facilitating major rethinking about or transformation of processes or systems.

Minority Faculty: Faculty who designate themselves as Black, non-Hispanic; American Indian or Alaska Native; Asian, Native Hawaiian or other Pacific Islander, or Hispanic.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Non-US Based Program: A program located outside the geographical boundaries of the United States or its territories (not to include branch campuses of US programs located abroad).

Nucleus faculty member: A faculty member who participates in the program’s 1) governance by participating in faculty meetings, area of specialization committees, student admissions, curriculum planning and overall program administration; 2) instruction by teaching an average

of at least one course per year in the program; advising students and supervising them on analytical papers, theses, or applied research and public service projects, and 3) research and/or professional and community service activities significantly related to public affairs. This designation refers to full-time tenured or tenure-track faculty and full-time clinical or professors of practice (or comparable titles at institutions). The members of the nucleus faculty need not all be in the same department or unit at the University.

Part Time Instructional Faculty: Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full time instruction faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.

Part-time Student: A student enrolled in the program who does not meet the institutional definition of a “full-time” graduate student. Typically, on a semester credit hour basis, this is defined as fewer than 9 credit hours per semester.

Pre-Service Student: Any applicant to a program, or student admitted to a program, that has less than one year of relevant post-baccalaureate work experience.

Probational Students: (See “Conditional Admissions/Enrollments.”) Typically applies to currently enrolled students who do not meet the program’s continuance standards. However, as applied here, includes students admitted to, and enrolled in the program under pre-specified conditions.

Program Faculty: Refers to Nucleus, Extended and Part-Time Instructional Faculty as a whole.

Professionally qualified faculty member: A full-time faculty member can be professionally qualified by virtue of having a record of outstanding professional experience directly relevant to the faculty member’s Program responsibilities. In general, a professionally qualified faculty member will have a terminal degree in his or her area of responsibility.

Public organization: an operating unit within an international, federal, state, or local government; a supplier of services or products operated on a not-for-profit basis.

Public Service Values: Public service values are important and enduring beliefs, ideals and principles shared by members of a community about what is good and desirable and what is not. They include pursuing the public interest with accountability and transparency; serving professionally with competence, efficiency, and objectivity; acting ethically so as to uphold the public trust; and demonstrating respect, equity, and fairness in dealings with citizens and fellow public servants. NASPAA expects an accreditable program to define the boundaries of the public service values it emphasizes, be they procedural or substantive, as the basis for distinguishing itself from other professional degree programs.

Scholarship: the development of new knowledge, the re-synthesis or re-conceptualization of existing knowledge, and/or the creative application of theory to practice.

Student Services: includes but not limited to advising students about their decisions regarding financial aid, completing their program of academic study, and pursuing their careers.

Student-to-faculty ratio: The ratio of FTE students to FTE instructional staff, i.e., students divided by staff. Each FTE value is equal to the number of full-time students/staff plus 1/3 the number of part-time students/staff.

Transparency: Processes, procedures, identify of decision-makers, information, rationales and justification for decisions can be easily understood by parties who participate in the decision and those who do not.

Specialization: is used to refer to all advertised areas of emphases, whether they are called specializations, concentrations, foci, areas, cognates, etc.

Student Services: includes but not limited to advising students about their decisions regarding financial aid, completing their program of academic study, and pursuing their careers.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Appendix A

Division of Public Administration, Advisory Council, 2012

Name	Organization	Email
Michael Armstrong	Bureau of Planning and Sustainability	Michael.Armstrong@portlandoregon.gov
Anne Badgley	Ethics Program Director, US Fish and Wildlife Service	Anne_Badgley@fws.gov
Lily Caceres	Oregon Youth Authority, Salem and Pres Hispanic Services Roundtable	Lily.Caceres@oya.state.or.us
Djimet Dogo *	Africa House, IRCO	DjimetD@mail.irco.org
Nancy Drury	Clackamas County	NancyDru@co.clackamas.or.us
Melissa Durham *	Oregon Community Foundation	MDurham@oregoncf.org
Tina Edlund *	Oregon Health Authority Chief of Policy	Tina.d.edlund@state.or.us
Carol Frye	United Way, Chief Operating Officer	CarolF@unitedway-pdx.org
Wes Hare	City Manager, City of Albany	wes.hare@cityofalbany.net
Sue Hildick	Chalkboard Project	hildick@chalkboardproject.org
Carrie Hoops	Nonprofit Association of Oregon	hoops@nonprofitoregon.org
Craig Hostetler	Oregon Primary Care Association	chostetler@orpca.org
Michael Jordan	COO and Oregon Department of Administrative Services Director	Michael.j.jordan@state.or.us
Gretchen Kafoury *	Retired Civic Leader	kafouryg@pdx.edu
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Sia Lindstrom	Senior Deputy County Administrator, Washington County	Sia_Lindstrom@co.washington.or.us
Rosy Mazakia *	Bonneville Power	rxmazaika@bpa.gov
Judy McConnachie *	Portland Veterans Administration Medical Center	Judy.McConnachie@va.gov
Davis Moriuchi #	Executive MPA Program Coach	DJMoriuchi@aol.com
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Ann O'Connell #	Oregon Health & Sciences University	oconnela@ohsu.edu
Andrew Scott	City of Portland budget manager	andrew.scott@portlandoregon.gov
Maggie Skenderian *	City of Portland	Maggie.Skenderian@portlandoregon.gov
Meredith Sorensen *	Harvestpower	Meredith@iknowtrash.com
Vivian Tong *	Linfield College School of Nursing	vtong@linfield.edu
Jennifer Vines *	Multnomah County Health Department	jennifer.vines@multco.us

* Alumnus/a of MPA, MPA-HA, MPH-HMP, EMPA, MPH-HP, or MURP programs

Adjunct faculty

Appendix B
Division of Public Administration, Portland State University
NASPAA's Five Universal Required Competencies as they relate to the Division's Ten Competencies

The underlines indicate the domain the Division is following for its self study and indicate where the Division's ten competencies address the one universal domain

The NASPAA-5 competencies are referred to here as A-E to avoid confusion with the Division-10 Competencies

NASPAA-5

- To lead and manage in public governance
- To participate in and contribute to the public policy process
- To analyze, synthesize, think critically, solve problems and make decisions
- To articulate and apply a public service perspective
- To communicate and interact productively with a diverse and changing workforce and citizenry

Competencies for Masters Program Graduates
And their Relationship to Division's Ten Competencies

Students in the MPA, MPA-HA, EMPA and MPH:HMP programs will master the following competencies by graduation, as evident through their demonstrated ability to:

1. Articulate and exemplify the ethics, values, responsibilities, obligations and social roles of a member of the public service profession. [NASPAA D: "To articulate and apply a public service perspective"]
2. Identify and apply relevant theories and frameworks to the practice of public service leadership, management and policy. [NASPAA D: "To articulate and apply a public service perspective"]
3. Respond to and engage collaboratively with diverse local and global cultures and communities to address challenges in the public interest. [NASPAA D and E: "To articulate and apply a public service perspective" and "To communicate and interact productively with a diverse and changing workforce and citizenry"]
4. Identify and engage with the key elements of the public policy process. [NASPAA B: "To participate in and contribute to the public policy process"]
5. Employ appropriate qualitative and quantitative techniques to investigate, monitor and manage resource use. [NASPAA C: "To analyze, synthesize, think critically, solve problems and make decisions"]
6. Create and manage systems and processes to assess and improve organizational performance. [NASPAA C and A: "To analyze, synthesize, think critically, solve problems and make decisions" and "To lead and manage in public governance"]
7. Conceptualize, analyze, and develop creative and collaborative solutions to challenges in public service leadership, management and policy. [NASPAA A and B: "To lead and manage in public governance" and "To participate in and contribute to the public policy process"]
8. Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services. [NASPAA A, B, C, D, and E: "To lead and manage in public governance," "To participate in and contribute to the public policy process," "To analyze, synthesize, think critically, solve problems and make decisions," "To articulate and apply a public service perspective," and "To communicate and interact productively with a diverse and changing workforce and citizenry"]
9. Demonstrate verbal and written communication skills as a professional and through interpersonal interactions in groups and in society. [NASPAA D and E: "To articulate and apply a public service perspective" and "To communicate and interact productively with a diverse and changing workforce and citizenry"]
10. Think critically and self-reflectively about emerging issues concerning public service leadership, management and policy. [NASPAA B, C, D and E "To participate in and contribute to the public policy process," "To analyze, synthesize, think critically, solve problems and make decisions," "To articulate and apply a public service perspective," and "To communicate and interact productively with a diverse and changing workforce and citizenry"]

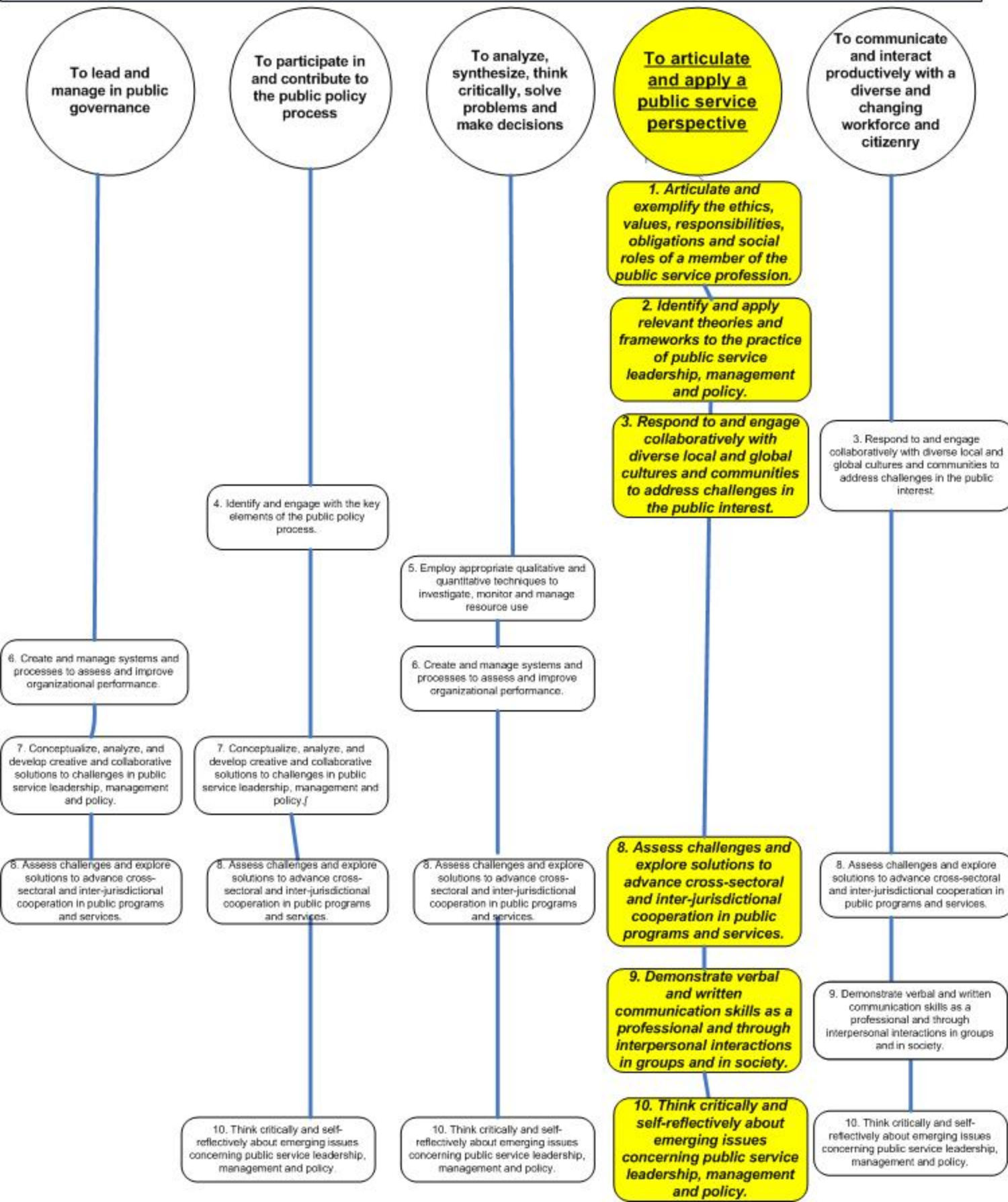
Approved by the Faculty, January 3, 2011; Revised by the Faculty March 7, 2011; Further revision by the Faculty October 10, 2011, NASPAA five domains linked to Division competencies, 11-28-11

Appendix C

"The NASPAA-5" Universal Competencies (circles) as they are fulfilled by "the DIVISION-10" (rectangles)

(ten specific competencies crafted by the Division of Public Administration at Portland State University, sought for our students and intended to fulfill the promise of the NASPAA-5)

-shaded, bolded, vertical column depicts competency we are following in self-study year-



Appendix D

Table 1.2 Program Goals and Objectives 8-15-12

<p>MISSION: THE PUBLIC ADMINISTRATION PROGRAM IS <i>DEDICATED TO PREPARING INDIVIDUALS FOR ETHICAL, COMPETENT AND EFFECTIVE PUBLIC SERVICE IN A RANGE OF ROLES IN POLICY, MANAGEMENT AND LEADERSHIP. WE SEEK TO IMPROVE PRACTICE BY FACILITATING LEARNING THROUGH COMMUNITY ENGAGEMENT, PROMOTING SCHOLARSHIP AND ENCOURAGING REFLECTION AS WE DEVELOP AND WORK WITH LEADERS REPRESENTING DIVERSE COMMUNITIES ACROSS ALL DOMAINS OF PUBLIC SERVICE.</i></p>
<p>DIVISION GOAL 1 (NASPAA Standards 1, 4, 5 and 7) Performance Expectations: <i>The Program will establish observable program goals, objectives, and outcomes, including expectations for student learning, consistent with its mission.</i></p>
<p>GOAL 1A: EDUCATION: THE PROGRAMS WILL ADMIT STUDENTS WHO ARE COMMITTED TO SERVING THE PUBLIC INTEREST AND ARE ACADEMICALLY ABLE.</p>
<p>GOAL 1B: EDUCATION: UPON MATRICULATION THE PROGRAMS WILL PROVIDE STUDENTS WITH A COMPREHENSIVE EDUCATION, PROFESSIONAL DEVELOPMENT AND EXPERIENTIAL OPPORTUNITIES THAT PREPARE THEM FOR PROGRESSIVELY RESPONSIBLE MANAGEMENT AND POLICY POSITIONS IN A VARIETY OF PUBLIC AND NONPROFIT SERVICE SETTINGS.</p>
<p>GOAL 1C: EDUCATION: TO GUIDE ITS WORK THE PROGRAMS WILL SEEK THE EXPERTISE OF LEADERS FROM THE PUBLIC SERVICE COMMUNITY REFLECTING GENERAL PUBLIC ADMINISTRATION AND THE MULTIPLE SPECIALIZATIONS INTEGRAL TO ITS PROGRAMS OF STUDY</p>
<p>GOAL 1A: EDUCATION: THE PROGRAM WILL ADMIT STUDENTS WHO ARE COMMITTED TO SERVING THE PUBLIC INTEREST AND ARE ACADEMICALLY ABLE</p>
<p>Objective 1.1: The programs will admit students who have a commitment to the programs’ public service values.</p>
<p>Objective 1.2: The programs will admit students who are well-qualified for graduate studies.</p>
<p>Objective 1.3: A public service perspective integral to our mission “to prepare individuals for ethical, competent and effective public service” requires that we develop our students so that they demonstrate respect, equity, and fairness when interacting with citizens and fellow public servants. With this commitment it is the program’s intent to admit and work to retain qualified students who represent a range of demographics.</p>
<p>GOAL 1B: EDUCATION: UPON MATRICULATION THE PROGRAM WILL GUIDE STUDENTS AND PROVIDE THEM WITH A COMPREHENSIVE EDUCATION, PROFESSIONAL DEVELOPMENT AND EXPERIENTIAL OPPORTUNITIES THAT PREPARE THEM FOR PROGRESSIVELY RESPONSIBLE MANAGEMENT AND POLICY POSITIONS IN A VARIETY OF PUBLIC AND NONPROFIT SERVICE SETTINGS.</p>
<p>Objective 1.4: Students will be able to access multiple sources of information about the program and its public service values as they progress through the programs.</p>
<p>Objective 1.5: The programs will provide students with didactic learning opportunities appropriate to progressively responsible public and nonprofit management and policy positions.</p>
<p>Objective 1.6: Students will achieve competence in public or nonprofit management and policy through an applied learning experience.</p>
<p>GOAL 1C: EDUCATION: TO GUIDE AND REVIEW PROGRAM DEVELOPMENT AND CHANGE THE PROGRAMS WILL SEEK THE EXPERTISE OF LEADERS FROM THE PUBLIC SERVICE COMMUNITY REFLECTING GENERAL PUBLIC ADMINISTRATION AND THE MULTIPLE SPECIALIZATIONS INTEGRAL TO ITS PROGRAMS OF STUDY</p>
<p>Objective 1.7: The program will engage alumni and key stakeholders in program review and development.</p>

DIVISION GOAL 2 (NASPAA STANDARD 3): ADVANCING KNOWLEDGE, RESEARCH AND PRACTICE: THE PROGRAMS WILL PROMOTE AND SUPPORT COLLABORATIVE AND APPLIED RESEARCH AND SCHOLARSHIP AMONG FACULTY, STUDENTS, PRACTITIONERS AND COMMUNITIES.

AS AN INSTITUTION PORTLAND STATE UNIVERSITY'S MOTTO "LET KNOWLEDGE SERVE THE CITY" INFORMS HOW WE ATTRACT FACULTY AND STUDENTS AND WHAT WE DO AS A UNIT WITHIN THE SCHOOL OF GOVERNMENT IN OUR TEACHING AND IN OUR APPLIED AND THEORETICAL RESEARCH. AS AN APPLIED PROGRAM WE TEACH FROM AN ITERATIVE PERSPECTIVE, COGNIZANT THAT THEORY INFORMS PRACTICE AND THAT PRACTICE INFORMS THEORY. AS A FACULTY WE VALUE CROSSING INTERDISCIPLINARY BOUNDARIES, AND ENCOURAGE COLLABORATIVE AND COMMUNITY-BASED RESEARCH, AS WE WORK TO ADVANCE KNOWLEDGE IN THE CONDUCT OF DIVERSE RESEARCH AGENDAS.

Objective 2.1: Full-time faculty will develop, conduct, and communicate an active research agenda.

Objective 2.2: Students will develop an appreciation for the role of collaborative and applied research to advance public and nonprofit management, leadership and policy.

Objective 2.3: Students will develop an appreciation for the complexity and professional challenges faced by public servants through exposure to a diverse pool of public and nonprofit practitioners working in management, leadership and policy.

DIVISION GOAL 3: SERVICE (NASPAA STANDARD 3): THE PROGRAMS WILL PROVIDE, ENHANCE AND SUPPORT SERVICE ACTIVITIES AMONG FACULTY AND STUDENTS.

Objective 3.1: Faculty will engage in service activities that benefit the Division, School, College, University, community and/or profession.

Objective 3.2: Students will engage in service activities that benefit academic and/or external communities.

DIVISION GOAL 4: LEADERSHIP (NASPAA STANDARD 2): THE PROGRAMS WILL PROVIDE LEADERSHIP OPPORTUNITIES FOR STUDENTS, FACULTY WILL EXHIBIT LEADERSHIP IN THE COMMUNITY, AND THE PROGRAM WILL PROVIDE STUDENTS WITH LINKS TO PRACTITIONER LEADERS WHO SERVE AS RESOURCES FOR ADDRESSING ADMINISTRATIVE AND POLICY ISSUES WITH A PUBLIC SERVICE VALUES PERSPECTIVE.

Objective 4.1: Faculty will demonstrate leadership intended to advance the public interest.

Objective 4.2: The programs will facilitate student opportunities to develop and demonstrate leadership skills.

Objective 4.3 The programs will bring practitioners to the classroom and students to the community to learn from practitioners as resources for professional development (*same as Objective 2.3 above: this is copied and pasted so any changes there should be considered here too*)

Appendix E

Office of Institutional Research Data on Ethnic and Racial Diversity

To Compare with Standard 4.4.3a

Ethnic Diversity numbers for all students registered for and taking Division of Public Administration courses during AY 2010-2012

Ethnic Diversity – Students Enrolled in MPA courses, including admitted students	Self-Study Year Minus 1		Self-Study Year		Total	
	Male	Female	Male	Female	Male	Female
Black or African American, non-Hispanic	2	1	3	1	5	2
American Indian or Alaska Native, non Hispanic/Latino	2	1	1	2	3	3
Asian, non Hispanic/Latino	4	3	3	6	7	9
Native Hawaiian or other Pacific Islander, non Hispanic/Latino	0	1	0	1	0	2
Hispanic/Latino	0	4	2	7	2	11
White, non-Hispanic/Latino	50	76	49	72	99	148
Two or more races, non Hispanic/Latino	1	3	3	4	4	7
Nonresident alien	2	2	4	3	6	5
Race and/or Ethnicity Unknown	9	11	5	2	14	13
Total	70	102	70	98	140	200
Disabled						

Source: Portland State University Office of Institutional Research, June 2012

Appendix F: PA Division Competency to Course Matrix
Average Score by Class (E=3,M=2,S=1,Blank=0): key follows chart

	EXEMPLIFY PUBLIC SERVICE PROFESS.	THEORY TO PRACTICE	COLLAB. WITH DIVERSE CULTURES	PUBLIC POLICY PROCESS	QUALITATIVE & QUANTITATIVE	ORGANIZATIONAL PERFORMANCE	ANALYZE/DEVELOP SOLUTIONS	CROSS-SECTORAL COOPERATION	COMMUNICATION SKILLS	CRITICAL & SELF-REFLECTIVE THINK.	AVERAGE
MPA Required Courses:	2.4	2.7	1.4	1.7	1.7	2.0	2.5	1.8	2.1	2.2	2.0
Skill Development Courses:	2.2	2.3	2.0	1.4	1.7	2.5	2.4	1.9	2.4	2.1	2.1
Culminating Experience:	3	2.5	1.5	2	2.5	2	2	2.5	2.5	3	2.4
Other Speciality and Elective Required Courses:	2.1	2.3	1.6	1.6	1.0	1.8	2.2	1.7	2.2	2.2	1.9
Overall Average:	2.4	2.5	1.6	1.7	1.7	2.1	2.3	2.0	2.3	2.4	2.1

MPA Required Courses:

PA	511	PUBLIC ADMINISTRATION	2.6	2.2	1.8	1.6	0.6	1.2	1.8	1.4	2.2	2.6	1.8
PA	513	ADMINISTRATIVE ETHICS AND VALUES	3.0	2.5	1.5	1.0	1.0	2.5	2.5	1.5	2.0	3.0	2.1
PA	533	PUBLIC POLICY: ORIGINS AND PROCESSES	2.6	2.3	1.6	3.0	1.0	0.6	2.1	2.3	2.1	2.1	2.0
PA	534	ADMINISTRATIVE LAW AND POLICY IMPLEMENTATION	1.7	2.8	1.0	2.2	1.7	1.5	2.3	2.0	2.3	3.0	2.0
PA	540	ADMINISTRATIVE THEORY AND BEHAVIOR	2.3	2.7	1.6	1.3	0.9	2.5	2.5	2.0	2.0	2.4	2.0
PA	551	ANALYTIC METHODS IN PA I	2.3	2.7	0.7	1.0	3.0	2.3	2.7	1.3	1.7	2.0	2.0
PA	552	ANALYTIC METHODS IN PA II	2.0	2.7	0.7	1.0	3.0	2.3	2.7	1.3	1.7	2.0	1.9
PA	582	PUBLIC BUDGETING	2.7	3.0	0.7	3.0	1.3	2.0	2.7	2.3	1.7	2.0	2.1
PA	585	FINANCIAL MANAGEMENT IN THE PUBLIC SECTOR	2.0	3.0	1.0	2.0	3.0	2.0	3.0	1.0	2.0	2.0	2.1
PA	590	HUMAN RESOURCE MANAGEMENT IN THE PUBLIC SECTOR	3.0	3.0	3.0	1.0	1.0	3.0	3.0	3.0	3.0	1.0	2.4
		Average	2.4	2.7	1.4	1.7	1.7	2.0	2.5	1.8	2.1	2.2	2.0

Skill Development Courses:

PA	536	STRATEGIC PLANNING	1.5	3.0	2.5	2.5	2.5	2.5	3.0	2.0	2.0	2.0	2.4
PA	525	GRANTWRITING FOR NONPROFIT ORGANIZATIONS	1.0	2.0	2.0	0.0	1.0	1.5	1.0	0.0	3.0	1.0	1.3
PA	556	PUBLIC CONTRACT MANAGEMENT	2.5	2.8	1.0	0.2	1.5	2.8	2.5	2.8	2.3	1.8	2.0
PA	546	SUPERVISION IN THE PUBLIC SECTOR	3.0	3.0	3.0	1.0	0.0	3.0	3.0	3.0	3.0	3.0	2.5
PA	562	MANAGING EMPLOYEE PERFORMANCE IN THE PUBLIC SECTOR	2.0	3.0	2.0	1.0	3.0	3.0	3.0	1.0	2.0	3.0	2.3
PA	545	ORGANIZATIONAL DEVELOPMENT	2.5	2.8	2.0	1.3	1.3	2.8	2.5	2.0	2.0	2.0	2.1
PA	549	CROSSCULTURAL COMMUNICATIONS IN THE PUBLIC SECTOR	2.5	2.5	3.0	1.0	1.0	2.5	2.5	2.0	3.0	3.0	2.3
PA	550	MANAGING INFORMATION RESOURCES	3.0	3.0	1.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	2.6
PA	554	POLICY ANALYSIS RESEARCH	2.0	2.0	2.0	3.0	1.0	1.0	2.0	2.0	2.0	2.0	1.9
PA	555	PROGRAM EVALUATION AND MANAGEMENT	3.0	1.0	2.0	0.0	3.0	2.0	2.0	0.0	3.0	1.0	1.7
PA	557	OPERATIONS RESEARCH IN PUBLIC ADMINISTRATION	1.0	1.0	2.0	3.0	1.0	3.0	2.0	2.0	2.0	1.0	1.8
PA	558	MANAGING PUBIC PROJECTS & PROGRAMS	2.0	2.0	1.0	2.0	3.0	3.0	2.0	3.0	2.0	2.0	2.2
		Average	2.2	2.3	2.0	1.4	1.7	2.5	2.4	1.9	2.4	2.1	2.1

Culminating Experience:

PA	512	CASE ANALYSIS	3	3	1	2	3	2	2	3	2	3	2.4
PA	509	ORGANIZATIONAL EXPERIENCE	3	2	2	2	2	2	2	2	3	3	2.3
		Average	3	2.5	1.5	2	2.5	2	2	2.5	2.5	3	2.35

Other Speciality and Elective Required Courses:

PA	510	LABOR RELATIONS IN THE PUBLIC SECTOR	2.0	3.0	1.0	3.0	1.0	3.0	3.0	2.0	3.0	3.0	2.4
PA	510	ADVANCED GRANTWRITING	1.0	2.0	2.0	0.0	2.0	2.0	2.0	0.0	3.0	1.0	1.5
PA	514	GLOBAL LEADERSHIP & MANAGEMENT	2.5	2.4	2.3	1.4	1.5	2.8	2.6	2.1	2.8	0.3	2.1
PA	516	CURRENT ISSUES IN PUBLIC MANAGEMENT	.	.	.	.	.	.	.	.	.	.	.
PA	517	LEADERSHIP DEVELOPMENT IN PUBLIC ORGANIZATIONS	2.0	3.0	2.0	1.0	1.0	1.0	2.0	1.0	3.0	3.0	1.9
PA	518	LEADING PUBLIC ORGANIZATIONS	3.0	3.0	2.0	3.0	1.0	2.7	2.7	2.3	2.3	3.0	2.5
PA	519	CIVIC CAPACITY	3.0	2.0	3.0	2.0	1.0	2.0	3.0	3.0	1.0	2.0	2.2
PA	520	INTRODUCTION TO NONPROFIT MANAGEMENT	3.0	2.0	1.0	1.0	1.0	0.0	0.0	1.0	2.0	2.0	1.3
PA	521	HISTORY AND FOUNDATIONS OF THE NP SECTOR	2.0	3.0	0.0	0.0	0.0	0.0	2.0	2.0	3.0	2.0	1.4
PA	522	GOVERNANCE FOR NONPROFIT ORGANIZATIONS	1.0	3.0	0.0	0.0	1.0	3.0	2.0	2.0	3.0	0.0	1.5
PA	524	FINANCIAL MANAGEMENT FOR NONPROFIT ORGANIZATIONS	3.0	0.0	0.0	1.0	0.0	2.0	0.0	1.0	1.0	0.0	0.8
PA	526	FUNDAMENTALS OF FUNDRAISING IN NONPROFIT ORGANIZATIONS	2.0	0.0	2.0	1.0	0.0	2.0	1.0	0.0	3.0	1.0	1.2
PA	527	NEW/EMERGING NONPROFITS: DEVELOPMENT AND MANAGEMENT	1.0	0.0	0.0	0.0	2.0	2.0	1.0	3.0	1.0	.	1.1
PA	528	ORGANIZATIONAL LEADERSHIP AND DECISION-MAKING IN NONPROFIT ORGANIZATIONS	3.0	2.0	2.0	0.0	2.0	1.0	3.0	1.0	3.0	3.0	2.0
PA	529	OAXACA FIELD STUDY	0.0	0.0	3.0	0.0	0.0	0.0	0.0	1.0	3.0	2.0	0.9
PA	537	LAW AND PUBLIC POLICY	1.0	2.0	1.0	3.0	3.0	0.0	3.0	1.0	2.0	3.0	1.9
PA	538	ADVOCACY AND POLITICAL PARTICIPATION BY NONPROFIT ORGANIZATIONS	2.0	2.0	2.0	3.0	0.0	0.0	0.0	1.0	2.0	1.0	1.3
PA	539	NATIONAL POLICY PROCESS	3.0	3.0	2.0	3.0	0.0	2.0	2.0	3.0	2.0	3.0	2.3
PA	541	SOCIAL ENTREPRENEURSHIP	1.0	3.0	2.0	1.0	3.0	2.0	3.0	2.0	2.0	2.0	2.1
PA	542	SUSTAINABLE DEVELOPMENT IMPLEMENTATION	1.3	2.7	3.0	3.0	2.0	2.0	2.7	2.7	2.0	2.0	2.3
PA	543	CREATING COLLABORATIVE COMMUNITIES	2.5	1.5	2.5	1.0	1.0	1.5	3.0	3.0	2.5	2.0	2.1
PA	547	INTERPERSONAL COMMUNICATIONS IN THE PUBLIC SECTOR	2.0	1.0	2.0	1.0	0.0	0.0	2.0	2.0	3.0	3.0	1.6
PA	548	ADVOCACY ROLES IN PUBLIC MANAGEMENT	3.0	3.0	1.0	2.0	2.0	1.0	1.0	1.0	3.0	3.0	2.0
PA	553	SUSTAINABLE DEVELOPMENT POLICY AND GOVERNANCE	3.0	3.0	3.0	2.0	1.0	1.0	3.0	3.0	3.0	3.0	2.5
PA	560	LOCAL GOVERNMENT ADMINISTRATION	3.0	2.7	1.7	0.0	2.0	2.7	2.0	1.3	1.3	2.3	1.9
PA	561	INTERGOVERNMENTAL RELATIONS	2.0	3.0	0.0	2.0	3.0	2.0	1.0	3.0	1.0	3.0	2.0
PA	563	CITIZENS AND ADMINISTRATION	.	.	.	.	.	.	.	.	.	.	.
PA	564	ISSUES IN ENVIRONMENTAL POLICY & ADMINIS	3.0	3.0	2.0	3.0	0.0	1.0	3.0	3.0	2.0	3.0	2.3
PA	565	NATURAL RESOURCES POLICY & ADMINISTRATION	2.7	2.0	1.3	3.0	0.0	1.7	2.0	2.3	1.3	2.3	1.9
PA	566	WATER POLICY AND ADMINISTRATION	3.0	3.0	2.0	3.0	0.0	2.0	2.0	2.5	1.0	3.0	2.2
PA	567	ENERGY RESOURCES POLICY AND ADMINISTRATION	3.0	3.0	2.0	3.0	0.0	2.0	2.0	3.0	1.0	3.0	2.2
PA	568	FOREST POLICY AND ADMINISTRATION	2.7	2.0	1.3	3.0	0.0	1.7	2.0	2.3	1.0	2.3	1.8
PA	569	FISH AND WILDLIFE POLICY AND ADMINISTRATION	3.0	3.0	2.0	3.0	0.0	2.0	2.0	3.0	1.0	3.0	2.2
PA	570	ENVIRONMENTAL AND NATURAL RESOURCE LEADERSHIP	3.0	3.0	3.0	3.0	0.0	3.0	3.0	3.0	2.0	3.0	2.6
PA	581	ADVANCED GRANTWRITING	.	.	.	.	.	.	.	.	.	.	.
PA	583	ADVANCED BUDGETING CONCEPTS AND TECHNIQUES	3.0	3.0	1.0	3.0	0.0	3.0	3.0	2.0	3.0	3.0	2.4
PA	591	EMPLOYMENT LAW AND POLICY	3.0	3.0	1.0	3.0	0.0	3.0	3.0	3.0	3.0	0.0	2.2

PA	592	VOLUNTEERISM AND VOLUNTEER MANAGEMENT	3.0	2.0	2.0	0.0	0.0	3.0	1.0	2.0	3.0	1.0	1.7
PA	593	CIVIL RIGHTS FOR PUBLIC MANAGERS	3.0	3.0	3.0	0.0	3.0	0.0	1.0	1.0	2.0	3.0	1.9
PA	594	ENHANCING DIVERSITY IN THE WORKPLACE	2.5	3.0	3.0	2.5	1.5	3.0	2.5	0.5	2.0	2.0	2.3
PA	598	VALUES BASED MANAGEMENT	3.0	3.0	2.0	0.0	1.0	3.0	1.0	0.0	3.0	3.0	1.9
PAH	510	MINORITY HEALTH AND CULTURE	2.5	2.0	3.0	0.5	0.5	1.5	2.0	2.0	2.5	2.0	1.9
PAH	541	ORG BEHAVIOR IN HEALTH SERVICES ORGS	1.0	3.0	1.5	0.0	1.0	3.0	2.0	0.5	2.0	1.0	1.5
PAH	542	MARKETING IN HEALTH SERVICES ORGS	1.0	1.0	1.0	0.0	1.0	2.0	3.0	0.0	3.0	2.0	1.4
PAH	544	LEADERSHIP AND GOVERNANCE IN HEALTH SERVICES	3.0	2.0	1.0	0.5	0.0	1.5	2.5	1.5	2.5	3.0	1.8
PAH	570	HEALTH ADMINISTRATION	2.0	2.5	2.5	1.5	1.0	2.0	2.5	2.0	2.0	2.5	2.1
PAH	571	HEALTH POLICY	2.0	2.0	1.5	3.0	0.5	1.0	2.5	2.0	1.5	2.5	1.9
PAH	572	HEALTH POLITICS	2.0	1.0	1.0	3.0	1.0	2.0	2.0	2.0	2.0	2.0	1.8
PAH	573	VALUES AND ETHICS IN HEALTH	3.0	3.0	1.0	0.3	0.7	0.3	2.0	1.0	2.3	3.0	1.7
PAH	574	HEALTH SYSTEMS ORGANIZATION	2.3	2.7	2.0	1.7	0.3	1.7	2.0	2.3	2.0	2.3	1.9
PAH	575	ADVANCED HEALTH POLICY	1.0	2.0	2.0	3.0	1.0	1.0	3.0	2.0	2.0	3.0	2.0
PAH	576	STRATEGIC MANAGEMENT OF HEALTH CARE ORGANIZATIONS	1.0	2.0	0.0	2.0	0.0	3.0	3.0	1.0	2.0	2.0	1.6
PAH	577	HEALTH CARE LAW AND REGULATION	0.0	3.0	0.0	3.0	1.0	1.0	3.0	2.0	3.0	3.0	1.9
PAH	578	CONTINUAL IMPROVEMENT IN HEALTH CARE	1.0	2.0	1.0	1.0	2.0	3.0	3.0	2.0	1.0	2.0	1.8
PAH	579	HEALTH CARE INFORMATION SYSTEMS MANAGEMENT	1.0	3.0	1.0	1.0	0.0	2.0	2.0	1.0	2.0	2.0	1.5
PAH	580	Health Services Human Resources Management	2.0	2.0	1.0	1.0	2.0	3.0	2.0	1.0	2.0	2.0	1.8
PAH	586	INTRODUCTION TO HEALTH ECONOMICS	2.0	3.0	1.0	2.0	3.0	2.0	3.0	1.0	1.0	3.0	2.1
PAH	587	FINANCIAL MANAGEMENT OF HEALTH SERVICES	2.0	3.0	1.0	2.0	3.0	2.0	3.0	1.0	2.0	2.0	2.1
PAH	588	PROGRAM EVALUATION AND MANAGEMENT IN HEALTH SERVICES	1.0	2.0	2.0	0.0	2.0	3.0	3.0	2.0	3.0	2.0	2.0
PAH	589	RESEARCH METHODS IN HEALTH SERVICES	2.0	2.0	1.0	1.0	3.0	2.0	3.0	1.0	2.0	3.0	2.0
Average			2.1	2.3	1.6	1.6	1.0	1.8	2.2	1.7	2.2	2.2	1.9

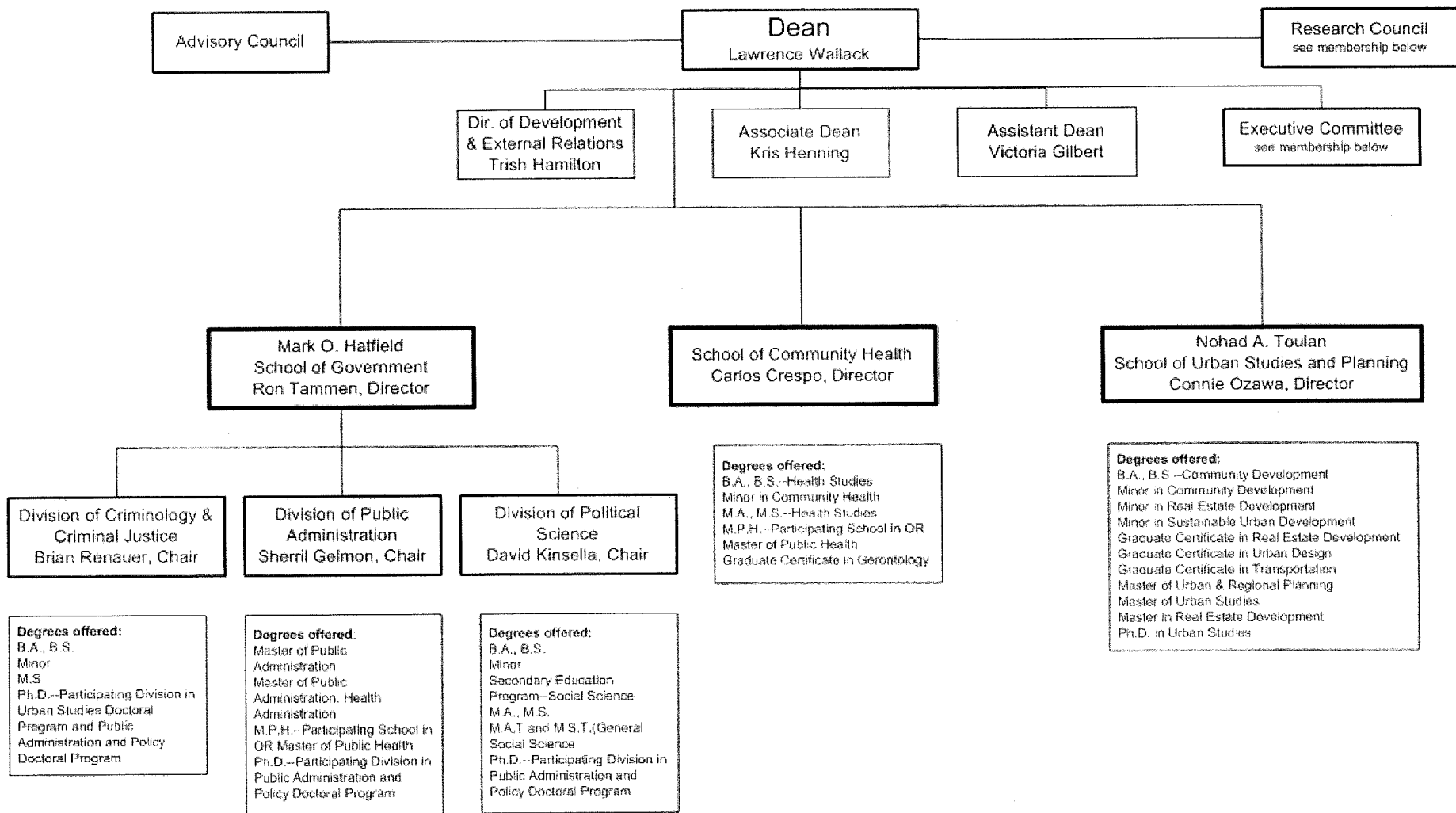
Key: Average score by class:

S = 1, Basic or some coverage: basic skills encompassing knowledge and comprehension

M= 2, Moderate or intermediate skills encompassing application of knowledge to analyze a problem

E = 3, Extensive or advanced coverage encompassing ability to evaluate, judge and synthesize information

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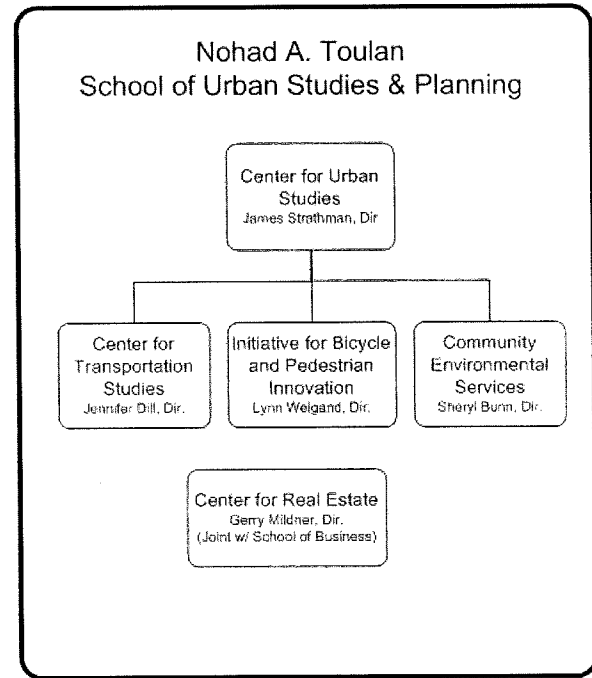
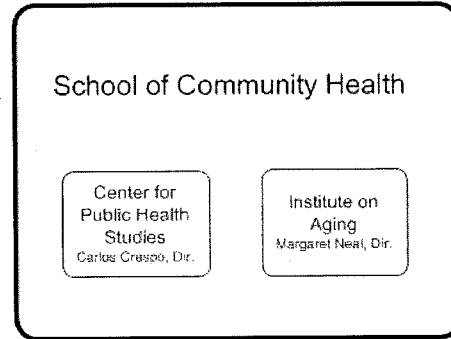
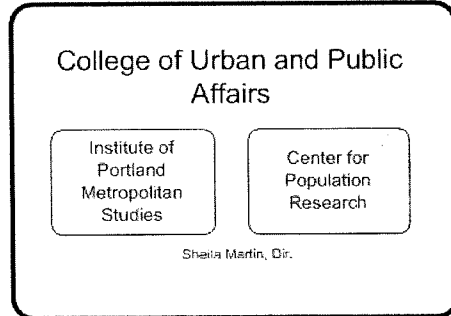
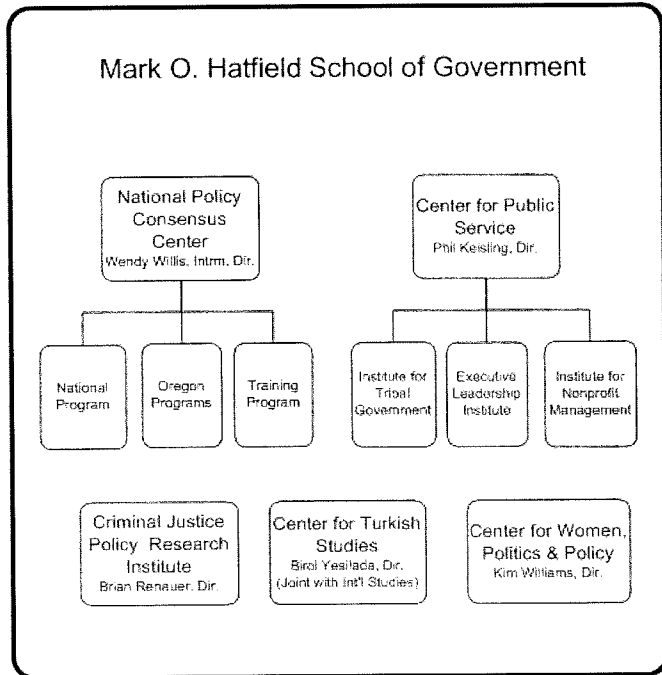


See next page for Research & Public Service Units

Executive Committee: Dean, Associate Dean, Assistant Dean, Development Director, School Directors and Chair of the Research Council.
Research Council: Directors of the research centers and institutes.

College of Urban and Public Affairs

Research & Public Service
Centers & Institutes



	Course Name	F09	W10	Sp10	F10	W11	S11	F11	W12	Sp12
C=core, E/S = elective, R=required										
R - PA 509	Organizational Experience (3)	2/Golaszewski	2/Golaszewski	3/Golaszewski	1/Golaszewski	6/Golaszewski	8/Golaszewski	5/Golaszewski	3/Golaszewski	3/Golaszewski
Every quarter Coordinator	Organizational Experience (6)	13/Golaszewski	5/Golaszewski	9/Golaszewski	10/Golaszewski	4/Golaszewski	11/Golaszewski	7/Golaszewski	8/Golaszewski	15/Golaszewski
Coverage with	Organizational Experience (3)	3/Gelmon	2/Gelmon	2/Gelmon	0/Gelmon	4/Gelmon	6/Gelmon	5/Gelmon	3/Gelmon	3/Gelmon
Adviser support	Organizational Experience (6)	3/Gelmon	7/Gelmon	12/Gelmon	4/Gelmon	0/Gelmon	18/Gelmon	1/Gelmon	4/Gelmon	8/Gelmon
PA 510	Local Government Administration	6/Cooper			13/Cooper					
PA 510	Intergovernmental Relations		20/Cooper			18/Cooper				
PA 510	Advan									
PA 510	Public Administration	28/Corbett								
PA 510	Sustainable Policy & Practice		20/Allen							
PA 510	Arts Administration			9/Snell						
PA 510	Labor Relations in the Public Sector				7/Williams				10/Williams	
PA 510	Social Entrepreneurship				14/Schroerer		6/Schroerer			
PA 510	Managing for Results			9/Jones		4/Jones				
PA 510	Introduction to Philanthropy				3/Schroerer			3/Schroerer		
PA 510	Effective Marketing for Nonprofits					11/Barnhart				
	Women's Development and Microfinance						9/Feeney			5/Feeney
S/E PA 510 Offered 12Xs in 9 terms	Culture, Values and Leadership									9/Kaimanu
	Food and Agriculture Policy									21/Allen
	Foundations of Collaborative Governance									5/Greenwood
	Public Administration	31/Allen	33/Shinn	21/Gelles	36/Allen	20/Shinn		28/Robinson	13/Shinn	16/Corbett
C - PA511 Offered 12Xs in 9 terms	Public Administration	28/Corbett			25/Gelles		12/Kaimanu	31/Gelles		
	Case Analysis (3)			7/Shinn			8/Shinn			3/Shinn
E - PA 512 Offered 7 of 9 terms	Case Analysis (6)									
C - PA 513 Offered in 3 of 9 terms	Administrative Ethics & Values	22/Norvell	23/Jones	26/Gelles	11/Gelles	19/Gelles	28/Corbett	15/Gelles		
S - PA 514 once a year	Global Leadership & Management	26/Ingle			21/Ingle			22/Ingle		
E - PA 515 Offered in 1 of 9 terms	Public Works Administration								13/Hough	
E - PA 516 Offered in 3 of 9 terms	Current Issues in Public Management: Demographics of the Pacific Northwest in Spring 2012						17/Corbett	8/Jones		11/Corbett
S - PA517 Offered in 1 of 9 terms	Leadership Development for Public Organizations								14/Ingle	
	Leading Public Organizations									
S/E - PA 519 Offered in 2 of 9 terms	Civic Capacity					7/Shinn				5/Nishishiba
C - PA 520 Offered in 6 of 9 terms	Introduction to Nonprofit Management	31/Morrow		16/Schroerer	22/Gelles		16/Schroerer	32/Morrow		14/Schroerer
C - PA 521 Offered in 3 of 9 terms	History & Foundation of the Nonprofit Sector		18/Schroerer			24/Schroerer			16/Gelles	
C - PA 522 Offered in 5 of 9 terms	Governance of Nonprofit Organizations	10/Golaszewski		16/Golaszewski			21/Golaszewski	14/Golaszewski		18/Golaszewski
S/E PA 523 Offered in 3 of 9 terms	Nongovernmental Organizations: Nonprofits on the World Stage					17/Feeney/Ventura				
C - PA 524 Offered in 3 of 9 terms	Financial Management in Nonprofit Organizations		24/Sohl			22/Sohl			27/Sohl	
S - PA 525 Offered in 11 of 9 terms	Grantwriting for Nonprofit Organizations	13/Wells	19/Wells	16/Wells	11/Wells	20/Wells	30/Wells	18/Wells	33/Wells	28/Wells
	Grantwriting for Nonprofit Organizations	15/Schaffer			17/Schaffer					
S - PA 526 Offered in 3 of 9 terms	Fundamentals of Fundraising in Nonprofit Organizations	14/Matheny			13/Matheny			16/Matheny		
S/E PA 527 Offered in 1 of 9 terms	New/Emerging Nonprofits: Development & Management				7/Golaszewski					
E/S - PA 528 Offered 2 of 9 terms	Organizational Leadership & Decision Making in Nonprofit Orgs	8/Schroerer						15/Schroerer		
S/E - PA 529 Offered in 5 of 9 terms	Nonprofit Field Study in Oaxaca, Mexico	3/Corbett			1/Corbett	6/Corbett		6/Corbett	2/Corbett	
S - PA 532 no sections offered	Organization and Methods									
C - PA 533 sections in 9 of 9 terms	Public Policy: Origins and Process	25/Corbett	35/Corbett	24/Cooper	24/Corbett	24/Cooper	11/Gelles	30/Corbett	29/Coop	19/Gelles
C - PA 534 Offered in 9 of 9 terms	Administrative Law & Policy	26/Cooper	26/Cooper	31/Corbett	23/Cooper	31/Corbett	30/Corbett	22/Cooper	26/Corbett	22/Cooper
Not Offered	Administrative Law & Regulation									
S - PA 536 Offered in 3 of 9 terms	Strategic Planning		24/Schroerer			25/Schroerer			30/Schroerer	
Not Offered	Law & Public Policy									
S/E PA538 Offered in 1 of 9 terms	Advocacy & Political Participation by Nonprofit Organization				9/Dudley					
E - PA 539 Offered in 3 of 9 terms	National Policy Process	10/Shinn			9/Shinn			10/Shinn		
C-PA 540 sections in 9 of 9 terms	Administrative Theory & Behavior	5/Harris	31/Corbett	17/Harris	20/Schroerer	25/Kaimanu	14/Harris	18/Gelles	24/Kaimanu	37/Corbett
S/E PA 541 Offered in 3 of 9 terms	Social Entrepreneurship			14/Schroerer			6/Schroerer			18/Schroerer
S/E PA 542 Offered in 2 of 9 terms	Sustainable Development Implementation			24/Cooper						24/Cooper
S - PA 543 Offered in 2 of 9 terms	Creating Collaborative Communities			15/Gelles		16/Gelles				
S - PA 545 Offered in 9 of 9 terms	Organizational Development			16/Fouceck-Tresidder	12/Kaimanu			11/Kaimanu		
S - PA 546 Offered in 1 of 9 terms	Supervision in the Public Sector		10/Harris							
S - PA 547 Offered in 2 of 9 terms	Interpersonal Communications in the Public Sector		9/Fouceck-Tresidder			5/Fouceck-Tresidder				
S - PA 548 Offered in 2 of 9 terms	Advocacy Roles in Public Management	16/Williams						6/Williams		
S - PA 459 Offered in 2 of 9 terms	Crosscultural Communication in the Public Sector	19/Corbett					27/Nishishiba			
S - PA 540 Offered in 2 of 9 terms	Managing Information Resources	5/Jones			8/Jones					
C - PA 551 Offered 10Xs in 9 terms	Analytic Methods in Public Administration I	18/Stipak	26/Foreman		28/Jones	19/Jones		25/Jones	20/Kraner	
See Above	Analytic Methods in Public Administration I	24/Nishishiba			25/Nishishiba			28/Jones		
C - PA 552 Offered 10Xs in 9 terms	Analytic Methods in Public Administration II		22/Nishishiba	22/Foreman		25/Nishishiba	18/Jones		21/Jones	22/Einspruch
See Above	Analytic Methods in Public Administration II		20/Stipak	13/Jones		25/Jones			24/Jones	
E PA 553 Offered in 2 of 9 terms	Sustainable Development Policy & Governance					29/Allen			21/Allen	
S - PA 554 Offered in 3 of 9 terms	Policy Analysis Research	17/Droppers			13/Droppers			15/Kaimanu		
S - PA 555 Offered in 3 of 9 terms	Program Evaluation & Management			13/Stipak			30/Einspruch			25/Einspruch
S - Not Offered	Public Contract Management									
S - Not Offered	Operations Research in Public Administration									
S - PA 558 Offered 3 of 9 terms	Managing Public Projects & Programs						28/Ingle			11/Ingle
C - PA 560 Offered 3 of 9 terms	Local Government Administration	6/Cooper			13/Cooper			16/Cooper		
C - PA 561 Offered 3 of 9 terms	Intergovernmental Relations		20/Cooper			18/Cooper			9/Cooper	
E - Not Offered	Managing Employee Performance in the Public Sector									
E - Not Offered	Citizens and Administration									
E PA 564 Offered in 2 of 9 terms	Current Issues in Environmental Policy and Administration				9/Shinn			13/Shinn		
C PA 565 Offered in 3 of 9 terms	Natural Resource Policy and Administration	20/Shinn			24/Allen			16/Allen		
E PA 566 Offered in 2 of 9 terms	Water Resources Policy and Administration		17/Allen			16/Allen				
E PA 567 Offered in 1 of 9 terms	Energy Resources Policy and Administration			22/Allen						

E - PA 568 Offered in 1 of 9 terms	Forest Policy and Administration							10/Allen			
E - PA 569 Offered in 1 of 9 terms	Fish and Wildlife Policy and Administration									13/Shinn	
E - PA 581 Offered in 2 of 9 terms	Advanced Fundraising		4/Matheny							9/Matheny	
C - PA 582 Offered in 6 of 9 terms	Public Budgeting	24/Morgan		34/Desrochers		33/Morgan	33/Desrochers			28/Desrochers	34/Desrochers
E - PA 582 Offered in 6 of 9 terms	Advanced Budgeting Concepts & Techniques						11/Lazenby				
C - PA 585 once a term; twice in year two (Econ can sub)	Financial Management in the Public Sector	19/Kenton			25/Kenton	24/Kenton		23/Kenton			
C - PA 590 Offered in 6 of 9 terms	Human Resource Management in the Public Sector	20/Harris		31/Harris	34/Bullock-Denniston		25/Harris	34/Bullock-Denniston			17/Harris
E - PA 591 Offered in 3 of 9 terms	Policy Issues in Public Human Resource Management		7/Harris			3/Harris					3/Harris
S - PA 592 Offered in 1 of 9 terms	Volunteerism and Volunteer Management				4/Moorad						
E - PA 593 Offered in 3 of 9 terms	Civil Rights for Public Managers							Cooper, summers since 2010			
E - PA 594 Offered in 2 of 9 terms	Enhancing Diversity in the Workplace			10/Nishishiba						13/Nishishiba	
E - PA 595 Offered in 1 of 9 terms	Public Sector Collective Bargaining: Legal Framework				6/Williams						
E - Not Offered	Public Sector Collective Bargaining: Negotiations										
	Public Sector Collective Bargaining: Administering the Agreement										
S - PA 598 Offered in 3 of 9 terms	Values-based Management		30/Morrow				20/Morrow				18/Morrow
E - PAH 510 Offered in 2 of 9 terms	Health Reform: Done & Next			7/Baxter						5/Baxter	
E - PAH 510 Offered in 1 of 9 terms	Comparative Health Systems					6/Wallace					
E - PAH 520 Offered in 1 of 9 terms	Health Care Marketing						6/Rissi				
R - PAH 541 Offered in 6 of 9 terms	Organizational Behavior in Health Service Organizations	33/Gelmon	23/Rissi		28/Rissi	20/Kaimanu		33/Rissi			15/Rissi
E - PAH 510 Offered in 1 of 9 terms	Minority Health and Culture							14/Kaimanu			
E - PAH 544 Offered in 3 of 9 terms	Leadership and Governance in Health Services				6/Rissi			12/Gelmon			6/Gelmon
E - PAH 570 Offered in 3 of 9 terms	Health Administration	13/Harris			9/Kaimanu						16/Kaimanu
R - PAH 571 Offered in 5 of 9 terms	Health Policy	33/Wallace		22/Isgrigg	24/Wallace				20/Wallace		18/Kaimanu
E - PAH 572 Offered in 1 of 9 terms	Health Politics				10/Kaimanu						
R - PAH 573 Offered in 5 of 9 terms	Values and Ethics in Health			29/Rissi		26/Isgrigg	24/Isgrigg		16/Isgrigg		16/Isgrigg
C - PAH 574 Offered in 9 of 9 terms	Health Systems Organization	19/Gelmon	24/Rissi	23/Wallace	18/Gelmon	20/Rissi	16/Wallace		21/Gelmon	25/Rissi	16/Wallace
E - PAH 575 Offered in 2 of 9 terms	Advanced Health Policy		11/Wallace							12/Wallace	
R - PAH 576 Offered in 5 of 9 terms	Strategic Management of Health Care Organizations	31/Isgrigg		16/Rissi	28/Rissi				18/Rissi		7/Rissi
R - PAH 576 Offered in 4 of 9 terms	Health Care Law & Regulation	5/Faler				32/Faler				20/Faler	8/Faler
E - PAH 578 Offered in 3 of 9 terms	Continual Improvement in Health Care			16/Gelmon				27/Gelmon			13/Gelmon
E - PAH 579 Offered in 3 of 9 terms	Health Care Information Systems Management		15/Droppers			29/Droppers					23/Droppers
E - PAH 580 Offered in 2 of 9 terms	Health Services Human Resources Management			6/O'Connell				30/O'Connell			
R - PAH 586 Offered in 5 of 9 terms	Introduction to Health Economics	15/Wallace			23/Wallace				15/Wallace		23/Wallace
R - PAH 587 Offered in 3 of 9 terms	Financial Management of Health Services		24/Wallace					21/Wallace			14/Wallace
R - PAH 588 Offered in 6 of 9 terms	Program Evaluation and Management in Health Services	23/Fouceck-Tresidder	27/Gelmon		30/Fouceck-Tresidder	33/Gelmon			31/Fouceck-Tresidder		25/Gelmon

**AFFIRMATIVE ACTION SEARCH AND SCREEN REPORT PART 1: Applicants
To be submitted not less than 30 days from first public notice of position opening.**

PART A: TO BE COMPLETED BY SEARCH COMMITTEE CHAIR AFTER REVIEW OF APPLICATIONS.

This report documents that the Search Committee has made a good faith efforts to recruit underrepresented candidates through outreach strategies. Interviews (phone or on-campus) should not be conducted until this report has been reviewed and approved by the Affirmative Action Office. If you have questions, please call the Affirmative Action Office, at (503) 725-4417.

1. Position Title _____ School/Dept. _____

2. Date of first public notice: _____ Source: _____

3. LIST OF APPLICANTS: [note: Applicant Data Forms should already have been sent to everyone on this list! Only people with complete applications should be counted as applicants.]

- a. Attach an *alphabetized* list (by last name please!) of all applicants. Please double check your list!
 - b. Indicate the total number of applicants.
 - c. Indicate the total number of applicants who met minimum qualifications*.
 - d. Put a check mark next to those candidates who met the minimum qualifications (as publicized in the position announcement).
 - e. Make a separate list of potential interview candidates.
- * Note: You cannot interview people who did not meet minimum qualifications.

Committee Chair Signature _____ Phone# _____

Please print name here _____ Date _____

PART B: TO BE COMPLETED BY AFFIRMATIVE ACTION

Utilization Analysis

To be completed by the Affirmative Action Office to determine good faith effort. Affirmative Action staff consults with committee chair and returns form to Search Committee. Upon approval, the Search Committee proceeds with interview process.

As indicated on page 2 of your Permission to Recruit form, your area is underutilized in:

Women	Total Minorities	Black Non-Hispanic	Asian or Pacific Islander	American Indian or Alaskan Native	Hispanic

All Applicants:	Black Non-Hispanic		Asian or Pacific Islander		American Indian or Alaskan Native		Hispanic		White		Unknown	
	M	F	M	F	M	F	M	F	M	F	Missing Info	No Card
Total												

Applicants meeting minimum qualifications:	Black Non-Hispanic		Asian or Pacific Islander		American Indian or Alaskan Native		Hispanic		White		Unknown	
	M	F	M	F	M	F	M	F	M	F	Missing Info	No Card
Total												

Applicants chosen for interview:	Black Non-Hispanic		Asian or Pacific Islander		American Indian or Alaskan Native		Hispanic		White		Unknown	
	M	F	M	F	M	F	M	F	M	F	Missing Info	No Card
Total												

Underrepresented applicants verified _____

Affirmative Action Approval _____ Date _____

SEARCH COMMITTEE MAY PROCEED WITH INTERVIEW PROCESS _____

SEARCH AND SCREEN REPORT PART 2: Outreach Documentation

If you have not done outreach, or if you did but failed to document, we will ask you to go back to do this step, and your search will be delayed. Documentation of Affirmative Action outreach is **mandatory**.

Extra outreach done? yes no For which group(s)? _____

1. Please list below how and where information about this position was disseminated or publicized.

Publications (newspapers, magazines, etc.):

Title	Date(s) of Publication

Electronic Postings (websites, list serves, e-journals, etc.):

Title	Date(s) of Posting

Personal Contacts (e-mails, phone calls, etc.):

Person contacted	Title	Institution	Date

Other (mailings, conferences, etc.):

Instructions for using the PSU Search Process Matrix

Please remember that all search notes must be retained for three years from the start date of the selected candidate.

Search Process Matrix - Required Form <small>This worksheet has been designed to help search coordinators to track all applications for each posting and applicant progress.</small>	GREEN SECTION	<p style="text-align: center;">Applicant Pool Information</p> <p style="text-align: center;">This section contains information for identifying which applicants have submitted all required materials.</p> <hr/> <p style="text-align: center;">This section also contains contact information which is helpful in sending group emails rather than individual communications, such as the online applicant data survey link for outreach demographic analysis (USING YOUR EMAIL'S BLIND COPY FEATURE).</p> <p style="text-align: center;">Email this spreadsheet (the PSU Search Process Matrix) to your HR Partner when your search committee has reviewed all applications and determined who will be invited for interviews. Candidates who do not meet minimum qualifications <i>cannot</i> be interviewed.</p> <p style="text-align: center;">Search & Screen Section - Replaces separate Search & Screen Report</p> <p style="text-align: center;">1 = Top Candidate - Scheduling an Interview 2 = Secondary Candidate - Potential for Interview if top pool does not work out 3 = Applicant meets minimum qualifications but is not competitive with Top Candidate Pool 4 = Does Not Meet Minimum Qualifications</p> <p style="text-align: center;">Rank each applicant using the following method:</p> <p style="text-align: center;">HR may contact you to reconsider additional applicants if they identify qualified and underrepresented applicants; HR will compare applicant rankings from the Search & Screen Section and applicant demographics from the online survey.</p> <p style="text-align: center;">NEW - THE APPROVAL OF THE SEARCH & SCREEN SECTION IS NOT REQUIRED PRIOR TO SCHEDULING YOUR INTERVIEWS</p> <hr/> <p style="text-align: center;">Hiring Report Section - Replaces the separate Hiring Report</p> <p style="text-align: center;">Email this spreadsheet to your HR Partner when your search committee has completed all interviews and made the final candidate selection.</p> <p style="text-align: center;">Selected Candidate (ex: extensive experience with _____, demonstrated excellent _____ through interview process, etc.)</p> <p style="text-align: center;">Candidate Not Selected - (ex: less experience with _____ than selected candidate, lacked knowledge of _____ compared with chosen candidate, etc)</p> <p style="text-align: center;">Candidate Not Selected - (ex: withdrew from search after telephone interview - no reason given)</p> <p style="text-align: center;">Candidate Not Selected - (ex: declined offer due to travel requirements)</p> <p style="text-align: center;">NEW - THE APPROVAL OF THE HIRING REPORT IS NOT REQUIRED PRIOR TO MAKING AN OFFER TO YOUR FINAL CANDIDATE</p> <p style="text-align: center;">**HOWEVER** IF THE OFFER EXCEEDS THE ORIGINALLY APPROVED SALARY RATE OR OTHER BASIC CONDITIONS OF EMPLOYMENT, THOSE CHANGES MUST BE APPROVED THROUGH YOUR HR PARTNER PRIOR TO MAKING AN OFFER.</p>
Hiring Decision Matrix - Optional Form	ORANGE SECTION	<p style="text-align: center;">Document the evaluation of each interviewed candidate (telephone and onsite) using the following method:</p> <p style="text-align: center;">This recommended (but optional) worksheet has been designed to assist the search committee to objectively rank candidates, verifying each has met minimum qualification standards, as well as preferred qualifications. This form eases the comparison of each applicant's qualities. The form also allows each search committee member to make objective criteria-based notations from their perspective for quick reference in search committee meetings.</p>
Scheduling Worksheet - Optional Form		<p style="text-align: center;">This optional worksheet has been designed to assist in scheduling candidates for telephone and onsite interviews.</p>

Appendix J

Distinct MPA and MPA:HA programs Applicant, Admission, Enrollment and Completion Data

Applicant Type 4.1.2a

Admission Numbers 4.2.2a

Enrollment Numbers 4.2.2b

Completion Numbers 4.3.3a

Distinct MPA and MPA:HA programs applicant pool for the self-study year and the previous academic year.

	2010 – 2011			2011 - 2012		
4.1.2a Applicant Type	Self-Study Year Minus 1			Self-Study Year		
Full-Time	MPA 90	MPA:HA 12	Total 102	MPA 93	MPA:HA 12	Total 105
Part-Time	MPA 32	MPA:HA 8	Total 40	MPA 26	MPA:HA 1	Total 27
	= 142			=132		

	2010 – 2011			2011 - 2012		
4.1.2b Applicant Type	Self-Study Year Minus 1			Self-Study Year		
In-Service	MPA 86	MPA:HA 11	Total 97	MPA 84	MPA:HA 7	Total 91
Pre-Service	MPA 36	MPA:HA 9	Total 45	MPA 35	MPA:HA 6	Total 41
	= 142			=132		

Distinct MPA and MPA:HA programs admissions

4.2.2a Admission Numbers	Admits					
	Self Study Year minus 1 2010-2011			Self Study Year 2011-2012		
Full Admission of FT Students	MPA 69	MPA:HA 9	Total 78	MPA 74	MPA:HA 5	Total 79
Conditional Admission of FT Students	MPA 1	MPA:HA 0	Total 1	MPA 1	MPA:HA 0	Total 1
Full Admission of PT Students	MPA 26	MPA:HA 3	Total 29	MPA 21	MPA:HA 1	Total 22
Conditional Admission of PT Students	MPA 1	MPA:HA 0	Total 1	MPA 1	MPA:HA 0	Total 1
	=109			=103		

Admits	Self-Study Year Minus 1			Self Study Year		
	Full Admission of In Service Students	MPA 65	MPA:HA 7	Total 72	MPA 70	MPA:HA 3	Total 73
Conditional Admission of In Service students	MPA 2	MPA:HA 0	Total 2	MPA 0	MPA:HA 0	Total 0
Full Admission of Pre-Service Students	MPA 30	MPA:HA 5	Total 35	MPA 26	MPA:HA 3	Total 29
Conditional Admission of Pre-Service Students	MPA 0	MPA:HA 0	Total 0	MPA 1	MPA:HA 0	Total 1
	=109			=103		

Distinct MPA and MPA:HA programs Enrollment Numbers

4.2.2b Enrollment Numbers	Enrolled Students					
	Self-Study Year Minus 1			Self Study Year		
Full Enrollment of FT Students	MPA 37	MPA:HA 8	Total 45	MPA 41	MPA:HA 1	Total 42
Conditional Enrollment of FT Students	MPA 0	MPA:HA 0	Total 0	MPA 0	MPA:HA 0	Total 0
Full Enrollment of PT Students	MPA 21	MPA:HA 3	Total 24	MPA 18	MPA:HA 1	Total 19
Conditional Enrollment of PT Students	MPA 0	MPA:HA 0	Total 0	MPA 0	MPA:HA 0	Total 0
	=69			=61		

Enrollment	Self-Study Year Minus 1			Self Study Year		
Full Enrollment of In Service Students	MPA 41	MPA:HA 6	Total 47	MPA 44	MPA:HA 2	Total 46
Conditional Enrollment of In Service students	MPA 0	MPA:HA 0	Total 0	MPA 0	MPA:HA 0	Total 0
Full Enrollment of Pre-Service Students	MPA 17	MPA:HA 5	Total 22	MPA 15	MPA:HA 0	Total 15
Conditional Admission of Pre Service students	MPA 0	MPA:HA 0	Total 0	MPA 0	MPA:HA 0	Total 0
	= 69			=61		

<p>Applicants minus Admits = Rejections</p> <p>Self-Study Year Minus 1</p> <p>142- 109 = 33</p> <table border="1"> <tr> <td>MPA</td> <td>MPA:HA</td> <td>Total</td> </tr> <tr> <td></td> <td></td> <td>33</td> </tr> </table>	MPA	MPA:HA	Total			33	<p>Applicants minus Admits = Rejections</p> <p>Self Study Year</p> <p>132 -103 = 29</p> <table border="1"> <tr> <td>MPA</td> <td>MPA:HA</td> <td>Total</td> </tr> <tr> <td></td> <td></td> <td>29</td> </tr> </table>	MPA	MPA:HA	Total			29
MPA	MPA:HA	Total											
		33											
MPA	MPA:HA	Total											
		29											

Distinct MPA and MPA:HA programs Completion Rates, numbers and percentages

Total: MPA and MPA:HA Combined

4.3.3a	Initially Enrolled	Graduated within Degree Program Length	Graduated in 150% of Degree Program Length	Graduated in 200% of Degree Program Length	Percent Graduated within four years
Number of Full-Time Students in the SSY-5 Cohort	61	40	46	47	77%
Number of Part-Time Students in the SSY-5 Cohort	39	7	20	24	65%
Total Number of Students in the SSY-5 Cohort	100	47	66	71	71%

MPA:HA Only

4.3.3a	Initially Enrolled	Graduated within Degree Program Length	Graduated in 150% of Degree Program Length	Graduated in 200% of Degree Program Length	Percent Graduated within four years
Number of Full-Time Students in the SSY-5 Cohort	13	7	2	0	69%
Number of Part-Time Students in the SSY-5 Cohort	14	3	3	1	50%
Total Number of Students in the SSY-5 Cohort	27	10	5	1	59%

Appendix K

Portland State University PA 509 Sites by Sub-sector, Service, Year and Program

Internship Site	Sector	Service	Year	Program
Bonneville Power Administration	1	2	2011-2012	MPA
Social Security Administration	1	2	2010-2011	MPA
Bonneville Power Administration	1	2	2010-2011	MPA
U.S. Fish and Wildlife Service	1	1	2010-2011	MPA
Bonneville Power Administration	1	2	2010-2011	MPA
Bureau of Land Management	1	2	2010-2011	MPA
U.S.F.S. PNW Research Station	1	2	2010-2011	MPA
Oregon Patient Safety Commission, Office of Health & Safety	2	2	2010-2011	MPA
PSU	2	1	2011-2012	MPA
Portland State University Government Relations	2	2	2011-2012	MPA
Oregon Advocacy Commissions Office	2	2	2010-2011	MPA:HA
Oregon Health Authority-Public Health-Health Security	2	2	2010-2011	MPA:HA
Metropolitan Regional Solutions Center	2	2	2010-2011	MPA
Office of the Governor of the State of Oregon-Regional	2	2	2010-2011	MPA
PSU-Student Activities and Leadership Programs	2	2	2011-2012	MPA:HA
Metro Area Regional Solutions Center	2	2	2011-2012	MPA
PSU, Office of University Advancement	2	2	2010-2011	MPA
Metro	2	2	2010-2011	MPA
Metro	2	2	2010-2011	MPA
PSU-Diversity Office	2	2	2010-2011	MPA
Oregon Health Authority/Health Policy	2	2	2011-2012	MPA
Office for Oregon Health Policy and Research	2	2	2011-2012	MPA:HA
West Linn/Wilsonville School Dist./Crest Center	3	2	2011-2012	MPA:HA
Multnomah County Office of Emergency Management	3	2	2010-2011	MPA:HA
Portland Public Schools	3	2	2010-2011	MPA:HA
Multnomah County Sheriffs Office	3	2	2011-2012	MPA
City of Portland, Bureau of Planning and Sustainability	3	2	2011-2012	MPA:HA
Clackamas County Juvenile Services Department	3	2	2010-2011	MPA
Cornelius Committee: A Vision of an Accessible Community	3	2	2011-2012	MPA
City of Banks	3	1	2011-2012	MPA
Clackamas County Fleet Services Division	3	2	2011-2012	MPA
City of Sandy	3	2	2011-2012	MPA
City of Sandy	3	2	2011-2012	MPA
City of Sandy	3	2	2010-2011	MPA
City of Banks	3	2	2011-2012	MPA
Port of Portland	3	2	2011-2012	MPA
Portland Police Bureau Training Division	3	2	2011-2012	MPA
City of Portland-Financial Planning Division	3	1	2011-2012	MPA
City of Wilsonville	3	2	2010-2011	MPA
City of Mt. Angel	3	2	2010-2011	MPA
City of Portland Auditor's Office, Audit Services Division	3	2	2010-2011	MPA:HA
City of Fairview	3	2	2010-2011	MPA
City of Gresham, Phil called him pre service	3	1	2011-2012	MPA
Multnomah County C.R.O.P.S (Community Reaps Our Progress)	3	2	2010-2011	MPA
City of Sandy	3	2	2010-2011	MPA
City of Beaverton	3	2	2010-2011	MPA
City of Garibaldi	3	1	2011-2012	MPA

Appendix K

Portland State University PA 509 Sites by Sub-sector, Service, Year and Program

Multnomah County Aging and Disability Service	3	1	2010-2011	MPA
Multnomah County Health Department	3	2	2011-2012	MPA:HA
Connect-123 Placement to South African Dept. of Ec	4	2	2010-2011	MPA
Un-habitat Vietnam	4	2	2010-2011	MPA
Innovative Changes	5	2	2010-2011	MPA
Oregon Red Cross	5	1	2011-2012	MPA
Independent Publishing Resource Center	5	2	2011-2012	MPA
Caldera	5	2	2011-2012	MPA
Free Geek	5	2	2010-2011	MPA
Sustainable Northwest	5	1	2011-2012	MPA
Pacific Center for Global Justice Portland State Unive	5	2	2010-2011	MPA
Oregon Healthcare Workforce Institute	5	2	2011-2012	MPA:HA
United Way of the Columbia-Willamette	5	2	2010-2011	MPA
Cahmi at OHSU	5	1	2010-2011	MPA
Providence Children's Center- Swindells Center	5	2	2011-2012	MPA
Rural Development Initiatives	5	2	2010-2011	MPA
Caldera	5	2	2010-2011	MPA:HA
Reef Artisan Collaborative Inc. (RACI)	5	1	2010-2011	MPA:HA
Nonprofit Association of Oregon	5	2	2011-2012	MPA
Oregon Environmental Council	5	2	2010-2011	MPA:HA
Oregon Public Broadcasting	5	2	2011-2012	MPA
Ecotrust	5	2	2011-2012	MPA
Community Partners for Affordable Housing	5	2	2011-2012	MPA
Morrison Child and Family Services	5	2	2010-2011	MPA
nConnect	5	1	2011-2012	MPA
Volunteers of America Oregon	5	2	2011-2012	MPA:HA
Leadership Fellows Alumni Association	5	2	2011-2012	MPA
SMART	5	2	2011-2012	MPA
Central City Concern	5	2	2010-2011	MPA
OCHIN Community E-Health Solutions.org	5	2	2011-2012	MPA
Terwilliger Plaza	5	1	2010-2011	MPA
Oregon Association of Hospitals and Health Systems (	5	2	2010-2011	MPA
The Regence Group	5	1	2011-2012	MPA
Legacy Health Systems	5	2	2011-2012	MPA
Kaiser Permanente-Kaiser Sunnyside Medical Center	5	2	2011-2012	MPA
Tuality Community Hospital	5	2	2010-2011	MPA
Green Village Schools	6	1	2010-2011	MPA
Mercy Corps	6	2	2011-2012	MPA
Medical Teams International	6	2	2011-2012	MPA
Organisation of Development, Action and Maintenance	6	2	2010-2011	MPA
Child Foundation	6	1	2011-2012	MPA
Mercy Corps	6	2	2010-2011	MPA:HA
Hub Oaxaca	6	2	2010-2011	MPA:HA
Iberdrola Renewables	7	2	2010-2011	MPA
Captured by Porches Brewing Company	7	2	2010-2011	MPA
SeQuential Biofuels/Encore Oils, Inc.	7	2	2010-2011	MPA
The Oregon Clinic	7	2	2011-2012	MPA
Marquis Companies	7	2	2011-2012	MPA

Appendix K

Portland State University PA 509 Sites by Sub-sector, Service, Year and Program

Orthopedic & Fracture Specialists	7	2	2011-2012	MPA:HA
Portland Community Media	9	1	2011-2012	MPA
National Policy Consensus Center	9	2	2010-2011	MPA
Tri Met	9	2	2010-2011	MPA
Oregon Forest Resource Institute	9	2	2011-2012	MPA
Oregon Consensus	9	2	2010-2011	MPA
Childhood Hunger Coalition	9	2	2011-2012	MPA
Oregon Health and Science University	9	2	2010-2011	MPA
The Archimedes Movement	9	2	2011-2012	MPA
OHSU-Service Excellence	9	2	2010-2011	MPA:HA
Oregon Health and Sciences University	9	2	2010-2011	MPA
Portland State University Women, Gender & Sexualit	9 or 2	2	2011-2012	MPA
PSU-University Studies Mentor Program	9 or 2	2	2011-2012	MPA

Service Code

Pre-service = 1

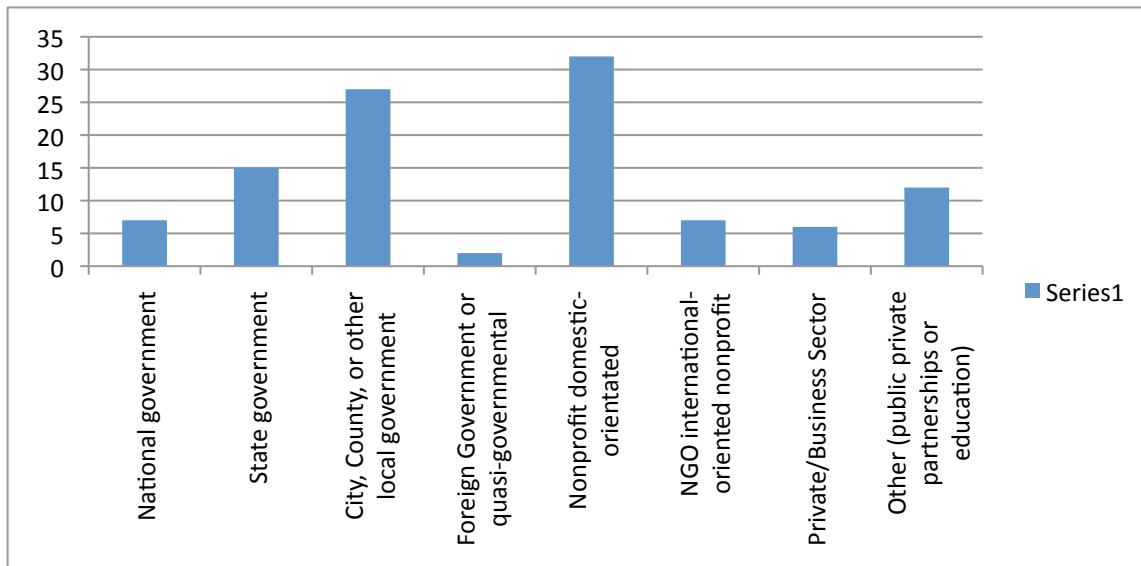
In-service = 2

Sector of PA 509 experience

N by sector

Sector Code

National government	7	1
State government	15	2
City, County, or other local government	27	3
Foreign Government or quasi-governmental	2	4
Nonprofit domestic-orientated	32	5
NGO international-oriented nonprofit	7	6
Private/Business Sector	6	7
Other (public private partnerships or education)	12	8



Appendix L: Competencies to Curriculum Mapping using Bloom's Taxonomy

A =Advanced or Extensive coverage, I=Intermediate or Moderate coverage, B =Basic or Some coverage

Average Score by Class (A=3, I=2, B=1, hyphen = 0)

Course			PROFESSIONAL ETHICS AND VALUES	APPLICATION OF THEORY TO PRACTICE	COLLABORATIVE ENGAGEMENT WITH DIVERSE COMMUNICATION	PUBLIC POLICY PROCESS	QUALITATIVE & QUANTITATIVE SKILLS	ORGANIZATION PERFORMANCE IMPROVEMENT	ANALYSIS AND COLLABORATIVE PROBLEM SOLVING	CROSS-SECTORAL COOPERATION	COMMUNICATION SKILLS	CRITIACAL ANALYSIS & SELF-REFLECTION
Core Courses												
PA	511	PUBLIC ADMINISTRATION	A	I	I	I	B	B	I	B	I	A
PA	513	ADMINISTRATIVE ETHICS AND VALUES	A	A	I	B	B	I	A	I	I	A
PA	533	PUBLIC POLICY: ORIGINS AND PROCESS	A	A	I	A	B	B	I	A	I	I
PA	534	ADMINISTRATIVE LAW AND POLICY	I	A	B	I	I	I	A	I	A	A
PA	540	ADMINISTRATIVE THEORY AND BEHAVIOR	A	A	I	I	B	A	A	I	I	A
PA	551	ANALYTIC METHODS IN PUBLIC ADMINISTRATION	I	A	B	B	A	I	A	B	I	I
PA	552	ANALYTIC METHODS IN PUBLIC ADMINISTRATION	I	A	B	B	A	I	A	B	I	I
PA	582	PUBLIC BUDGETING	A	A	B	A	B	I	A	I	I	I
PA	585	FINANCIAL MANAGEMENT IN THE PUBLIC SECTOR	I	A	B	I	A	I	A	B	I	I
PA	590	HUMAN RESOURCE MANAGEMENT	I	I	A	B	B	I	A	I	A	B
PAH	541	ORGANIZATIONAL BEHAVIOR IN HEA	B	A	I	B	B	A	I	I	I	I
PAH	570	HEALTH ADMINISTRATION	B	A	A	I	B	I	A	I	I	A
PAH	571	HEALTH POLICY	I	I	I	A	B	B	A	I	I	A
PAH	573	VALUES AND ETHICS IN HEALTH	A	A	B	-	B	-	I	B	I	A
PAH	574	HEALTH SYSTEMS ORGANIZATION	I	B	I	B	-	B	I	I	I	B
PAH	576	STRATEGIC MGMT OF HEALTH CARE	I	I	B	I	A	A	A	B	I	A
PAH	577	HEALTH CARE LAW AND REGULATION	B	A	-	A	B	B	A	I	A	A
PAH	580	HEALTH SERVICES HUMAN RESOURCE ADMIN	I	A	I	B	B	A	I	B	I	I

Appendix L: Competencies to Curriculum Mapping

Average Score by Class (A=3,I=2,B=1,Blank=0)

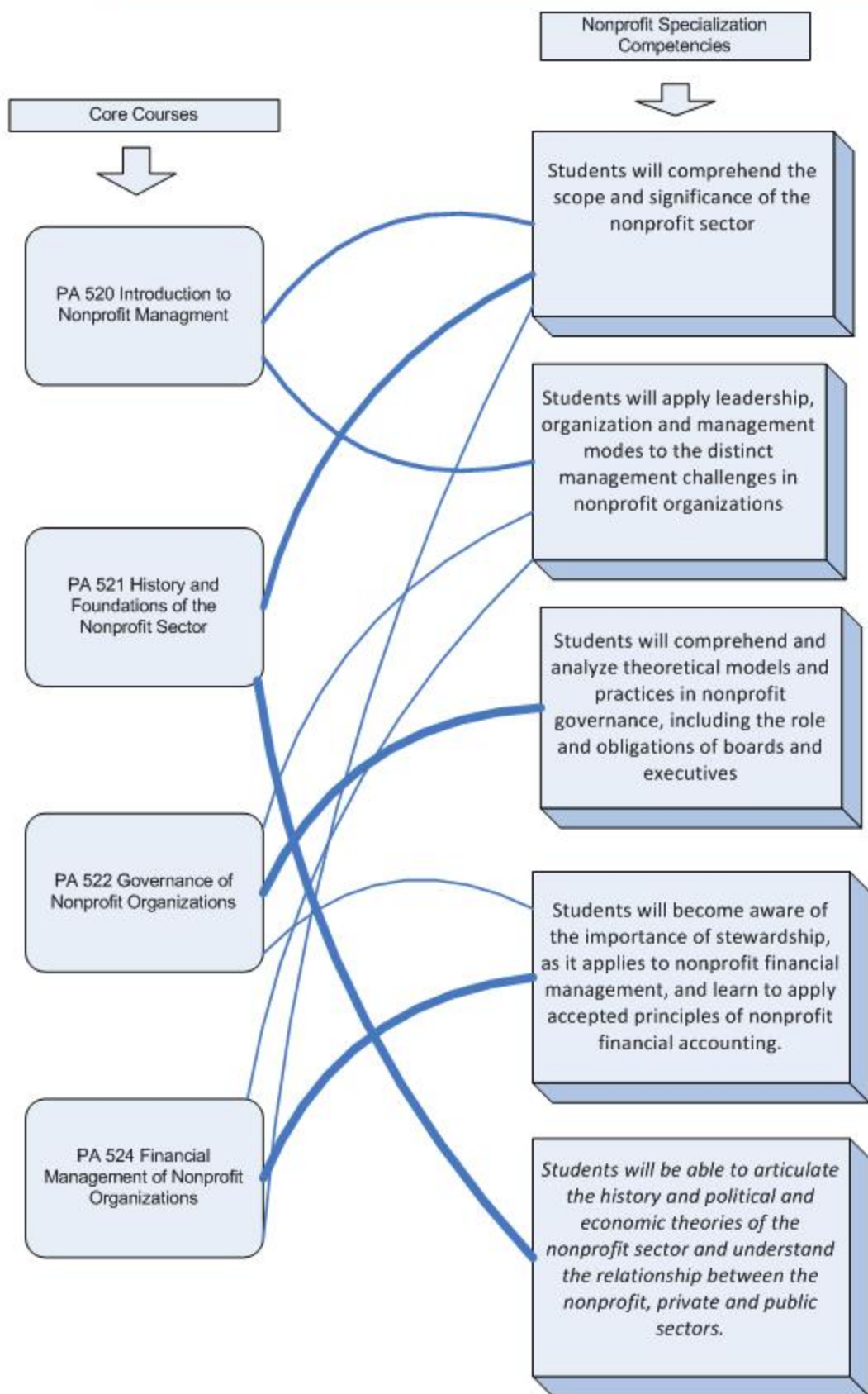
Course			EXEMPLIFY PUBLIC SERVICE PROFESS	THEORY TO PRACTICE	COLLAB. WITH DIVERSE CULTURES	PUBLIC POLICY PROCESS	QUALITATIVE & QUANTITATIVE	ORGANIZATIONAL PERFORMANCE	ANALYZE/DEVELOP SOLUTIONS	CROSS-SECTORAL COOPERATION	COMMUNICATION SKILLS	CRITICAL & SELF-REFLECTIVE THINK
Core electives												
PA	525	GRANTWRITING FOR NONPROFIT ORG	1	2	0	0	0.5	1.5	1	0	3	1
PA	529	OAXACA FIELD STUDY	2	2	3	0	0	2	1	2	2	3
PA	536	STRATEGIC PLANNING	1.5	3	2.5	2.5	2.5	2.5	3	2	2	2
PA	545	ORGANIZATIONAL DEVELOPMENT	2.5	3	2	1	1.5	2.5	3	2.5	2	2.5
PA	549	CROSSCULTURAL COMMUNICATIONS I	3	3	3	1	1	3	3	2	3	3
PA	554	POLICY ANALYSIS RESEARCH	1	2	0	3	2	1	2	2	3	2
PA	555	PROGRAM EVALUATION AND MANAGEM	1	2	2	0	2	3	3	2	3	2
PA	556	PUBLIC CONTRACT MANAGEMENT	2.7	3	1.3	0.3	2	2.7	2.7	3	3	2
PA	558	Managing Public Projects and PROGRAMS	3	2	3	3	3	3	3	3	3	3
PA	562	Managing Employee Performance	2	3	2	1	3	3	3	1	2	3
PA	563	CITIZENS AND ADMINISTRATION	3	1	2	3	0	1	2	1	2	2
PAH	542	Marketing in Health Services Organizations	1	1	1	0	0	0	3	0	3	1
PAH	544	LEADERSHIP AND GOVERNANCE IN HEALTH	3	1.5	1	0	0	0.5	2	1.5	2.5	2
PAH	575	ADVANCED HEALTH POLICY	3	3	2	3	1	1	3	3	2	3
PAH	578	CONTINUAL IMPROVEMENT IN HEALTH	1	2	1	1	2	3	3	2	1	2
PAH	579	HEALTH CARE INFORMATION SYSTEMS	1	2	1	2	2	3	2	2	1	2
PAH	587	FINANCIAL MANAGEMENT OF HEALTH	2	3	1	2	3	3	3	2	1	3
PAH	588	PROGRAM EVALUATION AND MANAGEMENT IN H	1	2	2	0	2	3	3	2	3	2
PAH	589	RESEARCH METHODS IN HEALTH SERVICES	2	2	1	1	3	2	3	1	2	3
		Average	1.9	2.2	1.6	1.3	1.6	2.1	2.6	1.8	2.3	2.3

Appendix L: Competencies to Curriculum Mapping

Average Score by Class (A=3,I=2,B=1,Blank=0)

Course			EXEMPLIFY PUBLIC SERVICE PROFESSION	THEORY TO PRACTICE	COLLAB. WITH DIVERSE CULTURES	PUBLIC POLICY PROCESS	QUALITATIVE & QUANTITATIVE	ORGANIZATIONAL PERFORMANCE	ANALYZE/DEVELOP SOLUTIONS	CROSS-SECTORAL COOPERATION	COMMUNICATION SKILLS	CRITICAL & SELF-REFLECTIVE THINK
Electives												
PA	510	Advanced Grantwriting	1	2	0	0	1	2	0	0	1	1
PA	510	Effective Marketing for Nonpro	2	3	2	2	0	1	2	1	3	2
PA	510	Introduction to Philanthropy	2	3	1	1	2	1	3	2	2	3
PA	510	Labor Relations in the Public	2	3	1	3	1	3	3	2	3	3
PA	514	GLOBAL LEADERSHIP & MANAGEMENT	3	3	2.5	2	1.5	2	3	2.5	2.5	3
PA	519	CIVIC CAPACITY	3	2	3	2	1	2	3	3	1	2
PA	520	INTRODUCTION TO NONPROFIT MANA	2.5	2	1.5	1	2	1.5	1	1.5	2.5	2
PA	521	HISTORY AND FOUNDATIONS OF THE	3	3	1	1.5	0	0	0.5	1	3	2.5
PA	524	FINANCIAL MANAGEMENT IN NONPRO	2	3	2	2	0	3	3	2	3	2
PA	528	ORGANIZATIONAL LEADERSHIP AND	3	2	2	0	2	1	3	1	3	3
PA	537	LAW AND PUBLIC POLICY	1	2	1	3	3	0	3	1	2	3
PA	539	NATIONAL POLICY PROCESS	3	3	2	3	0	2	2	3	2	3
PA	541	Social Entrepreneurship	1	3	2	1	3	2	3	2	2	2
PA	542	SUSTAINABLE DEVELOPMENT IMPLEM	2	3	3	3	3	3	3	3	3	3
PA	543	CREATING COLLABORATIVE COMMUNI	3	3	3	1	2	2	3	3	3	3
PA	546	SUPERVISION IN THE PUBLIC SECT	3	3	3	1	0	3	3	3	3	3
PA	548	ADVOCACY ROLES IN PUBLIC MANAG	3	3	1	2	2	1	1	1	3	3
PA	550	MANAGING INFORMATION RESOURCES	3	3	1	2	2	3	3	3	3	3
PA	553	Sustainable Development Policy	3	3	3	2	1	1	3	3	3	3
PA	560	Local Government Administratio	3	3	2	0	3	3	2	1	2	3
PA	561	Intergovernmental Relations	2	3	0	2	3	2	1	3	1	3
PA	564	ISSUES IN ENVIRONMENTAL POLICY	3	3	2	3	0	1	3	3	2	3
PA	565	NATURAL RESOURCES POLICY AND A	2.7	2	1.3	3	0	1.7	2	2.3	1.3	2.3
PA	566	WATER POLICY AND ADMINISTRATIO	3	3	2	3	0	2	2	2.5	1	3
PA	567	ENERGY RESOURCES POLICY AND AD	3	3	2	3	0	2	2	3	1	3
PA	568	FOREST POLICY AND ADMINISTRATI	2.7	2	1.3	3	0	1.7	2	2.3	1	2.3
PA	569	FISH AND WILDLIFE POLICY AND A	3	3	2	3	0	2	2	3	1	3
PA	570	Environmental and Natural Reso	3	3	3	3	0	3	3	3	2	3
PA	583	ADVANCED BUDGETING CONCEPTS AN	3	3	1	3	0	3	3	2	3	3
PA	591	ISSUES IN PUBLIC PERSONNEL MAN	3	3	1	3	0	3	3	3	3	0
PA	593	Civil Rights for Public Manage	3	3	3	0	3	0	1	1	2	3
PA	594	Enhancing Diversity in the Wor	3	3	3	3	1	3	3	1	3	3
PAH	510	Minority Health and Culture	3	2	3	0	0	1	2	2	2	2
PAH	572	HEALTH POLITICS	2	1	1	3	0	1	2	2	2	2
		Average	2.6	2.7	1.8	2.0	1.1	1.9	2.3	2.1	2.2	2.6
Culminating Experience												
PA	512	CASE ANALYSIS	3	3	1	2	3	2	2	3	2	3
PA	509	Organizational Experience	3	2	2	2	2	2	2	2	3	3
		Average	3	2.5	1.5	2	2.5	2	2	2.5	2.5	3

A Model of the Nonprofit Core Course Requirements As They Serve the Nonprofit Competencies



Key: Line thickness designates level of competency focus in each course:
thickest = Advanced

APPENDIX O

Student Self-assessments

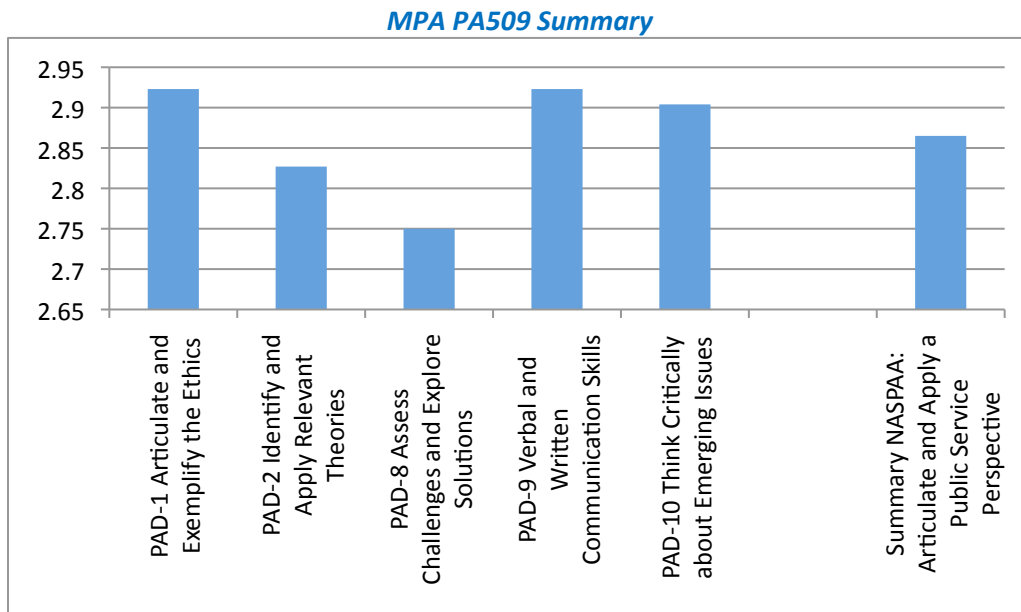
Summary of PAD Competencies at conclusion of MPA Program
Five of the PAD-10 “fit” to assess NASPAA Universal Competency

To articulate and apply a public service perspective

PA 509 for MPA (3-point scale, N= 52 students)

PA 509 for MPA:HA (3-point scale, N= 16 students)

PA 512 (5-point scale, N = 19 students)



3-point scale per competency summary data

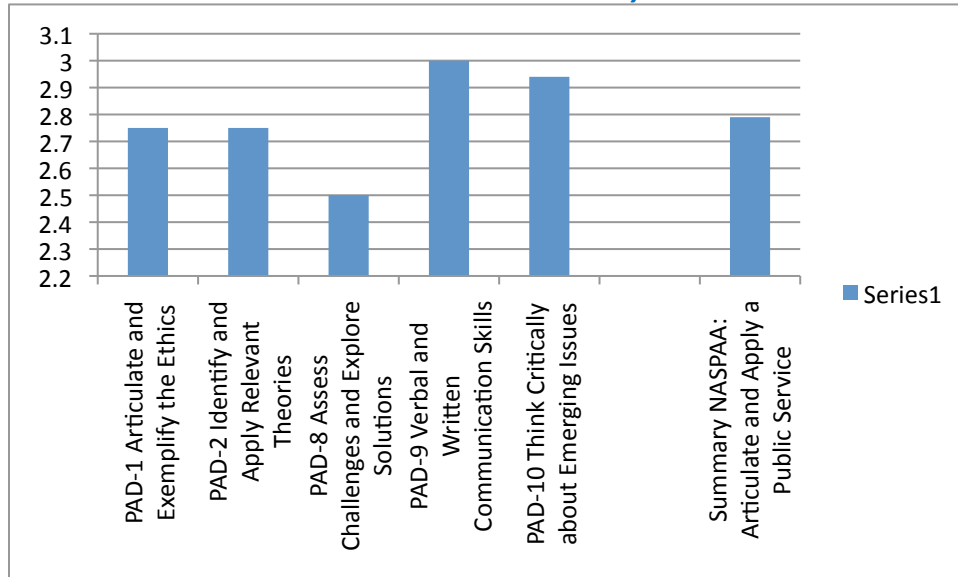
PAD-1 Articulate and Exemplify the Ethics	2.923
PAD-2 Identify and Apply Relevant Theories	2.827
PAD-8 Assess Challenges and Explore Solutions	2.75
PAD-9 Verbal and Written Communication Skills	2.923
PAD-10 Think Critically about Emerging Issues	2.904

Summary NASPAA: Articulate and Apply a Public Service Perspective **2.865**

2.865/3

= 95.5%

MPA:HA PA509 Summary



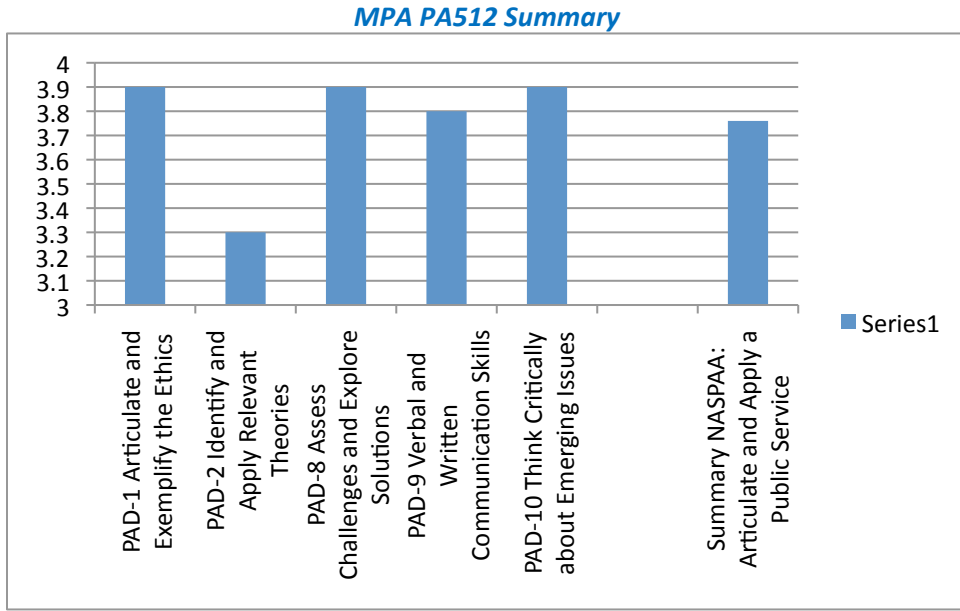
3-point scale per competency summary data

PAD-1 Articulate and Exemplify the Ethics	2.75
PAD-2 Identify and Apply Relevant Theories	2.75
PAD-8 Assess Challenges and Explore Solutions	2.5
PAD-9 Verbal and Written Communication Skills	3
PAD-10 Think Critically about Emerging Issues	2.94
Summary NASPAA: Articulate and Apply a Public Service Perspective	2.79

2.79/3

= 93%

Appendix O
 PA 509 and PA 512 Student Final Assessments of Division Competencies 1,2,8,9 and 10
 2011-2012



5-point scale per competency summary data

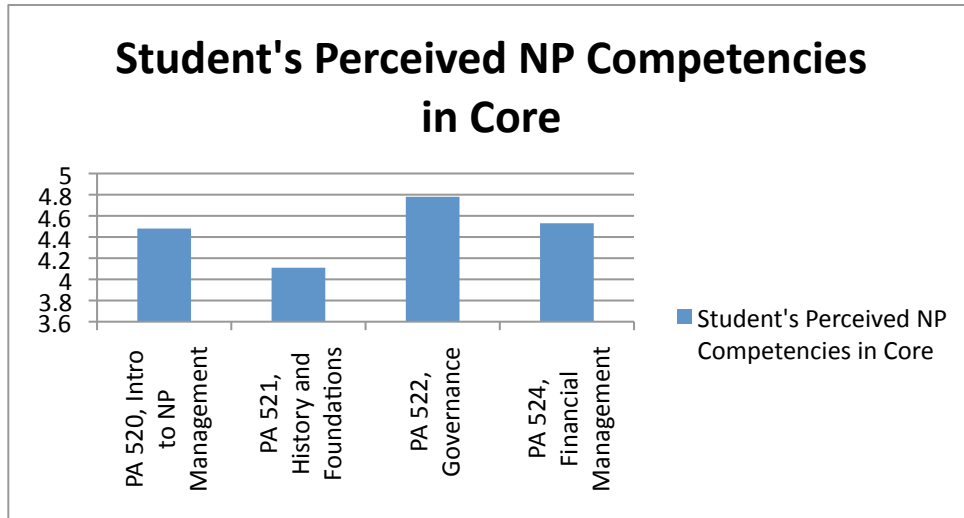
PAD-1 Articulate and Exemplify the Ethics	3.9
PAD-2 Identify and Apply Relevant Theories	3.3
PAD-8 Assess Challenges and Explore Solutions	3.9
PAD-9 Verbal and Written Communication Skills	3.8
PAD-10 Think Critically about Emerging Issues	3.9
 Summary NASPAA: Articulate and Apply a Public Service Perspective	 3.76

**3.76/5
 = 75.2%**

APPENDIX P

Nonprofit Core and Elective Courses
Competencies and Perceived Benefit

Graph 1: Competencies



SCALE: 1 -5 from least to greatest benefit

PA 520 Introduction to nonprofit Management 4.48

PA 521 History and Foundations of the Nonprofit Sector 4.11

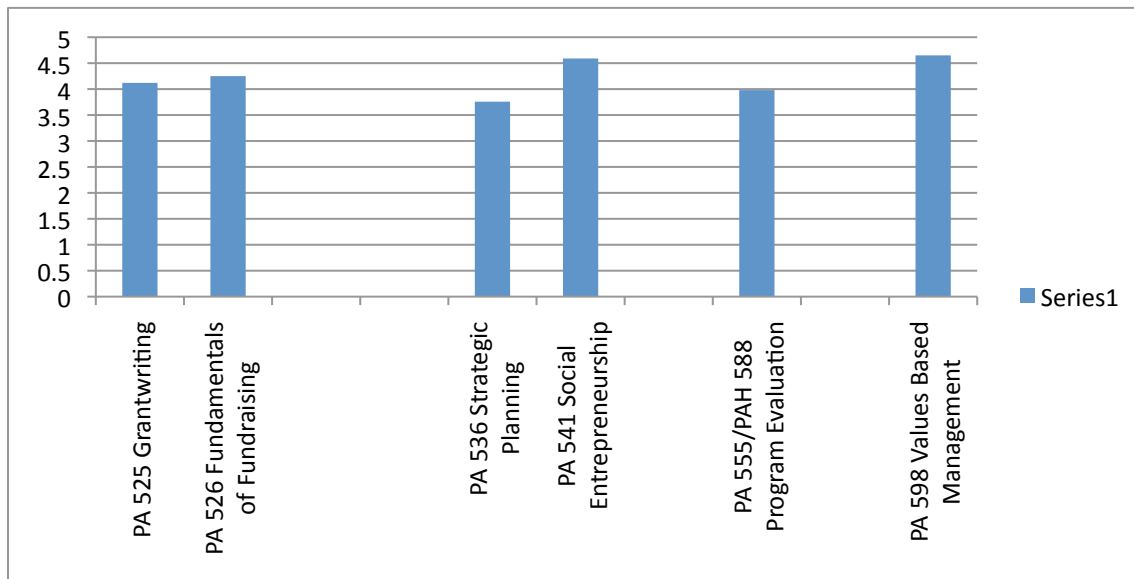
PA 522 Governance of Nonprofit Organizations 4.78

PA 524 Nonprofit Financial Management 4.53

Graph 2:

Summary of Perceived Course Benefit to Program of Study
in Regularly-offered elective Nonprofit Skills Classes

--courses offered SSY 2012 with summary data from 2010 – 2012--



SCALE: 1 -5 from least to greatest benefit

PA 525 Grantwriting 4.12

PA 526 Fundamentals of Fundraising 4.25

PA 536 Strategic Planning 3.75

A 541 Social Entrepreneurship 4.59

PA 555/PAH 588 Program Evaluation 3.98

PA 598 Values Based Management 4.65