1. **Call to Order/Roll/Declaration of Quorum**  
   **Presented By:** Margaret Kirkpatrick, Chair  
   **Standing**  
   (3 p.m.)

2. **Consent Agenda**  
   **Presented By:** Margaret Kirkpatrick, Chair  
   **Approve**  
   Approve the draft 10/7/14 ASAC meeting notes.
   10-7-14 ASAC draft final notes edits - Page 2

3. **Directors Desk Online Tutorial**  
   **Presented By:** Directors Desk  
   **3:05**  
   **Presentation**  
   This session requires some pre-meeting preparation by members: establish an Apple ID account, create an ID in Directors Desk, download the Directors Desk App on your iPad, and bring your iPad to the meeting. (Directions are found in the 10/30 Bergh email, "Important information for the 11/7 ASAC meeting.")
   Directors Desk instructions final - Page 4

4. **New Academic Program Proposal: Master of Public Policy**  
   **Presented By:** Sona Andrews, Provost  
   **3:45**  
   **Approve**  
   PSU MPP Board Packet - Page 6

5. **Report on the 10/27/14 Meeting of the BOT Special Committee on Campus Safety**  
   **Presented By:** Margaret Kirkpatrick, Chair  
   **Discussion**  
   (4 p.m.)

6. **Adjourn**  
   **4:15 p.m.**  
   Standing  
   Adjourn the business meeting to allow members to participate in the scheduled tour.

7. **Onsite Visit of the Center for Student Health and Counseling (SHAC)**  
   **Presented By:** Dan Fortmiller, Interim Vice President for Enrollment Management and Student Affairs  
   **4:15 p.m.**  
   **Presentation**  
   The group will walk to the Center for the tour and briefing. For a preview of SHAC, please go to http://www.pdx.edu/shac/center-for-student-health-and-counseling.
MEETING NOTES

Committee members present: Chair Margaret Kirkpatrick; Vice Chair Swati Adarkar; Pam Campos-Palma, via remote access; Sho Dozono (arrived at 3:30 p.m.); Pete Nickerson (ex-officio), via phone; Sona Andrews (ex-officio, non-voting); and Dan Fortmiller (ex-officio, non-voting)

Committee members not present: Maude Hines and Irving Levin

Committee staff present: David Reese, Rachel Martinez and Donna Bergh

1. CALL TO ORDER/ROLL/ DECLARATION OF QUORUM

Margaret Kirkpatrick, Chair of the Academic and Student Affairs Committee (ASAC), called the meeting to order at 3:10 p.m. David Reese called roll. A quorum was present, and the meeting was convened.

2. CONSENT AGENDA

Action: The minutes from the June 4, 2014 ASAC meeting were approved.

3. MASTERS IN EARLY CHILDHOOD EDUCATION—DISCUSSION AND ACTION

Kirkpatrick introduced the topic and asked Sona Andrews, Provost and Vice President for Academic Affairs, to summarize the information included in the docket and provide context for the proposal for a Master of Arts/Master of Science in Early Childhood Education: Inclusive Education and Curriculum & Instruction. Andrews reminded members of the review and approval steps required for new academic programs, summarized the potential demand for new graduates in this program, expressed the expectation that the new program will attract bachelor’s graduates from other Oregon campuses and concluded that the program does not duplicate other Oregon programs. Dean Randy Hitz and Associate Dean Micki Caskey, from the Graduate School of Education, joined the discussion and fielded questions from Committee members. Caskey provided information on projected revenue generation. Swati Adarkar, Vice Chair of the Committee, attested to the need for educating leaders in early childhood education, remarked on the positive impact on 40-40-20 efforts and congratulated the Graduate School of Education on the collaboration among their departments in the development of the proposals.

Portland State University Board of Trustees
Kirkpatrick thanked Andrews, Hitz and Caskey. There was no public comment.

**Action:** Sho Dozono made a motion to approve the Masters in Early Childhood Education; Adarkar seconded the motion. The motion carried unanimously. Andrews will bring the program for review to the November Provosts Council and then to the Higher Education Coordinating Commission. This approval is to be reported to the Board of Trustees at its December 11 meeting.

4. **ENROLLMENT MANAGEMENT AND STUDENT AFFAIRS—DISCUSSION**

Kirkpatrick introduced the discussion and asked Dan Fortmiller, Interim Vice President for Enrollment Management and Student Affairs, to highlight the information provided in the docket regarding the Portland State student profile and issues affecting student success. Fortmiller described various student success and student preparedness initiatives, including the ways in which Portland State addresses student misconduct, food insecurity and student health issues. He concluded with a look at student financial concerns and unmet financial needs.

Committee member comments and questions included interest in a deeper briefing on African-American recruitment and enrollment, graduation rates at Portland State comparator schools, and the balance of resources expended on freshmen and sophomores. Interest was expressed about the polling of transfer students. Members asked to be kept updated on food insecurity issues and efforts to address them.

Kirkpatrick thanked Fortmiller for the discussion and invited public comment. Eric Noll, ASPSU President, provided comments to the Committee and emphasized the work being done by ASPSU and the University to address food insecurity.

5. **ACADEMIC AFFAIRS ENROLLMENT MANAGEMENT AND BUDGET—DISCUSSION**

Kirkpatrick asked Andrews to present the docket information on the topic of strategic enrollment management and budget. Andrews described the recent move from an incremental budgeting model to a Performance-Based Budget (PBB) model and showed a short video that described PBB. Andrews emphasized that the campus can now better capitalize on areas in which it has the greatest and most strategic potential to grow. She went over the final FY15 academic general fund budgets describing the reductions and investments that were applied in the budget balancing of FY15. (Note: The general fund budgets do not include fees, philanthropic, auxiliaries or sponsored research dollars.) Andrews referred to the last docket item, the FY16 enrollment management and performance-based budget working timeline. The iterative process results in a budget that reflects enrollment projections, new initiatives and needed services and support. In response to a few questions, Andrews explained that the investments in the Honors College and Engineering were based on enrollment increases and projected growth.

Kirkpatrick thanked Andrews. There was no public comment.

6. **NEXT STEPS AND ADJOURNMENT**

Donna Bergh reminded members that the next meeting of ASAC will be held on November 7. With no further comments or questions from the committee, Kirkpatrick adjourned the meeting.

Portland State University Board of Trustees
Downloading the Directors Desk Application

Before following the directions below, please be sure you have received and responded to the welcome email from Directors Desk and have created your password, pin number and security question for your account. If you do not find a welcome email in your pdx.edu email account, please check your spam/junk folder. Problems? Contact steven.mcclary@nasdaq.com or you can call the Directors Desk 24/7 support line at 866-895-3375.

Step 1: Install the iPad App

Go to the App Store on your iPad and search for “Directors Desk.” Once you find our App, click on install and wait for the download to complete. When downloaded, you should see the Directors Desk icon on your device.

Step 2: Data Protection and Encryption Layer (Temporary Password)

A. Tap on the Directors Desk App icon that should now be downloaded onto your iPad device
B. Enter your username and tap on Get Temp Password button. After validation, an email will arrive with your temporary password
C. Enter your Temp Password and tap on Submit button
D. If validation is successful, you will be directed to the Login Screen

Step 3: Entering Your Personal Password

On this second log in screen,

A. Enter your Directors Desk password (not the temporary one above. Use the same one created when you received the Directors Desk welcome email and where you established a password and pin)
B. Click on Login button
C. If successful, you will be taken to the Directors Desk iPad application dashboard/homepage
DATE: November 7, 2014

TITLE: Master of Public Policy

COMMITTEE ACTION: Approve the proposal to establish an instructional program leading to the Master of Public Policy, effective Fall 2015. Once approved by the ASAC, the provost will forward the proposal to the Higher Education Coordinating Committee (HECC) for final approval.

ATTACHED DOCUMENTS: 1. Executive Summary
2. Full Program Proposal
Executive Summary:
November 7, 2014

College/School: College of Urban and Public Affairs
Department/Program: Mark O. Hatfield School of Government
Proposed Degree: Master of Public Policy

1. Description of the Program.

The Mark O. Hatfield School of Government proposes to offer a Master of Science in Public Policy (MPP) degree designed for students interested in public policy analysis and leadership. The proposed start date is Fall 2015. The degree will establish PSU as a leading institution for public policy studies on the West Coast and among a select group of highly regarded universities nationwide, bringing strategic advantages to the university. This cutting edge degree is designed to meet the growing demand for public policy professionals in the public, non-profit, and private sectors. The MPP would draw on existing courses, faculty, and strengths at Portland State University, bridging the foundational strengths of the Mark O. Hatfield School of Government with the specialized policy strengths of other units. The proposed MPP aims to fill a growing need with a highly-professional training program that is designed in accordance with the accreditation principles of the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). The degree aims to generate revenue, enhance the reputation of the school, expand opportunities for graduate students, serve the public policy needs of governments and communities at various levels, and bolster faculty research and teaching opportunities.

The MPP is designed a 61-credit, two-year degree. The focus will be professional education and training for students seeking careers in policy-related domains in both the public and private sectors. Accordingly, the course of study and the management of the program will be designed to enhance analytic and leadership capacities in public policy as well as to advance professional development goals. The first year is composed of a 31-credit core covering public policy process, basic analytics, leadership essentials, as well as public ethics. In the second year, students will transition to specialized tracks in analysis or leadership as well as coursework in issue-specific policy areas. A summative project (either a thesis-length policy report or an applied research paper written for a client) as well as a professional development plan (wherein the student plans and initiates their professional development) fills out the program.

By the end of the program, students should be able: (1) to develop the capacity to understand and act within particular public policy processes as an effective advocate of public values; (2) to plan effectively for a career in public policy that will develop over time to attain the career goals; (3) to integrate and use general public policy knowledge with the particularities of a specific policy domain or domains; (4) to apply methods and theories of policy analysis to public policy problems; (5) to apply ethical frameworks to public policy problems; and (6) to apply education through experiential and interactive exercises with practitioners.

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

The MPP responds to and advances the Portland State Mission and Strategic Plan in several ways. The core institutional goals of PSU of student learning, educational opportunity, community engagement, global
excellence, and resource expansion are all targeted by the MPP.

In pursuit of educational access, the program will seek to expand access for both non-resident international students and resident disadvantaged students (students from lower socio-economic strata or from ethnic groups often placed at a disadvantage), both groups targeted by the university’s strategic plan. The former will be recruited through promotion of the program through existing Hatfield School and university partnerships with foreign universities in countries such as China, South Korea, Vietnam, Saudi Arabia, Turkey, Mexico, and Thailand. The latter will be recruited through the provision of existing and expanded scholarship awards based on need and background that seek to expand access for disadvantaged individuals.

The MPP will also create an opportunity for new faculty resources (evidenced in the budgeting of an additional faculty hire), new faculty teaching and collaborative research opportunities, and new external grant and client-based public policy research opportunities for the university. Again, the public service relevance of such capacities as they will be developed by the MPP program is strong.

The service aims of Portland State University will be advanced by the MPP degree both directly through student activities involving community internships and faculty research driven by community demands as well as indirectly through the creation of a Professional Advisory Board for the MPP degree drawn from local, state, national, and international figures in the public policy sector. The planned Professional Advisory Board will advise on program development and service opportunities. The building out of community strategic partnerships through student learning, faculty research, and program management operations will enhance the service outputs of the Mark O. Hatfield School of Government and of the university.

The MPP would fit into the PSU and Hatfield School goals of successfully benchmarking against peer institutions. Among relevant peer institutions for the Hatfield School, Rutgers University and Oregon State University both currently offer Master of Public Policy degrees. The University of California system approved a new School of Public Policy offering both a PhD. as well as an MPP at UC Riverside in 2008, which began operations in 2010, and has approved another MPP for UC Irvine. PSU’s aspirations to be a globally-relevant university make a public policy program critical.

Finally, the program would integrate existing public policy competencies at PSU for the first time and communicate the public policy strengths of PSU better to the community and to the world. The National Policy Consensus Center, Center for Public Service, Center for Women, Politics, and Policy, Criminal Justice Policy Research Institute, and various policy research projects of Hatfield School faculty show the strong existing public policy focus within the School. The Northwest Institute of Applied Economic Research has also recently been established within the Department of Economics, a department which will be a key partner in the development of public policy studies at PSU. The Master of Public Policy should thus be seen as an institution-building as well as a curriculum and enrolment/grant-building program.

3. What evidence of need does the institution have for the program?

Internationally, nationally, and regionally, the Master of Public Policy degree is one of the fastest-growing degree programs. New schools and masters programs of public policy have been established at institutions such as University of Oxford and Georgetown University in recent years. Oregon State University began offering a 2-year MPP in 2003 with an initial cohort of 3 students. In 2013-2014, the incoming class reached 28 students (of which 10 were international students), bringing to 62 the number of currently enrolled MPP majors. The OSU MPP program averages 50 to 60 applications per year, making its 50% acceptance rate slightly lower than the 60-70% acceptance rate of all NASPAA-accredited MPP programs. There is however no MPP degree offered in the Portland area and only three in the western United States outside of
California. In data for 2011-12, NASPAA reported the unemployment rate for MPP graduates nationally at 2%, slightly less than the 4% rate for Master of Public Administration graduates. Of the 94% in employment (a further 4% were pursuing further education), 30% worked for national government, 24% for non-profits, and 22% for the private sector. MPP programs have been growing to supply rising employer demand for staff who can navigate in complex policy environments.

4. Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?

At present, the only other Master of Public Policy program offered in the State of Oregon is at Oregon State University, which established a highly-successful program that began in the fall of 2003.

PSU and the Hatfield School supported the establishment of OSU’s MPP program when it was proposed, and OSU and its MPP program have likewise supported this proposal. This mutual support was due to the distinctive natures of the target student populations and of the program emphases, which will create a strongly integrated, collaborative, and complementary public policy graduate training capacity between the two universities. The unique emphasis of the OSU core curriculum is policy research, while the unique emphasis of the PSU core curriculum is policy advocacy. The OSU program has strengths in particular policy issue areas including rural studies, agriculture, forestry, food policy, resource economics, and marine management, while PSU strengths in particular policy issue areas will include urban studies, women, health policy, crime policy, race, population, defense, and foreign policy. The two programs intend to allow students to pursue electives for credit in each other’s program and to provide exchanges of mentoring on an ongoing, case-by-case basis.

All appropriate University committees and the PSU Faculty Senate have positively reviewed the proposed program. This graduate program has undergone a successful external review as required by PSU policy.

**Recommendation to the Board**

The Provost recommends that the Board authorize Portland State University to pursue approval from the Higher Education Coordinating Commission (HECC) to establish an instructional program leading to the Master of Public Policy, effective Fall 2015.
Portland State University
College of Urban and Public Affairs
Mark O. Hatfield School of Government

Master of Public Policy

1. Program Description

a. Proposed Classification of Instructional Programs (CIP) number: 44.0501

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

Portland State University through the Mark O. Hatfield School of Government proposes to offer a Master of Public Policy (MPP) designed for graduate-level students interested in public policy analysis, process, and leadership provisionally beginning in the 2015-2016 academic year. The degree will establish PSU as a leading institution for Public Policy studies on the West Coast and among a select group of highly regarded universities nationwide, bringing strategic advantages to the university.

This cutting edge degree is designed to meet the growing demand for public policy professionals in the public, non-profit, and private sectors. The MPP would draw on existing courses, faculty, and strengths at Portland State University, bridging the foundational strengths of the Mark O. Hatfield School of Government with the specialized policy strengths of other units in areas such as sustainability/environment, economics/finance, technology/innovation, health/social welfare, urban planning, and economic development. The proposed MPP aims to fill a growing need with a highly-professional training program that is designed in accordance with the accreditation principles of the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). The
Master of Public Policy degree is intended to expand and renew the teaching and research capacities of the Mark O. Hatfield School of Government by providing a degree program for graduate students primarily interested in professional education for careers in public policy. The degree aims to generate revenue, enhance the reputation of the school, expand opportunities for graduate students, serve the public policy needs of governments and communities at various levels, and bolster faculty research and teaching opportunities.

Public policy is concerned with government actions that address public issues. The degree is built on the disciplinary foundations of the study of public policy within the fields of political science, public administration, and economics. Public policy is a field of study that appeals to research and leadership-oriented policy professionals whose main interest is the acts of government rather than the practice or theory of government. It is a rapidly growing field in higher education, as evidenced by the highly-successful MPP program at nearby Oregon State University, which supports this proposal.

The core courses will be taught by faculty from the Division of Political Science and the Division of Public Administration with additional emphasis on courses in the Department of Economics. The programmatic focus is to educate public policy generalists who can operate in a variety of policy contexts, while offering students the opportunity to explore a specific policy domain as well. By developing a graduate degree program to meet the need for public policy professionals in a wide range of issue-areas, this proposal advances the broader institutional objectives at Portland State related to community engagement, internationalization, and research expansion.

c. **Course of study – proposed curriculum, including course numbers, titles, and credit hours.**

The Master of Public Policy is designed as a two-year, full time masters program of 61 credits. Coursework will be made up of a first-year core curriculum in policy leadership, analysis, and process (31 credits), and then a second-year curriculum composed of policy tracks (12 credits), policy specializations (12 credits), a summative project (3 credits), and a professional development plan (3 credits). The inclusion of both a traditional Policy Analysis track as well as a separate Policy Leadership track will build upon PSU strengths and make the PSU MPP an innovative program in the field. These MPP core courses will draw mainly upon existing courses offered by programs in Political Science, Public Administration, Public Affairs and Politics, and Economics which already have strong competencies in both these areas.

The MPP program would be housed in the Hatfield School and administered by the divisions of Political Science and Public Administration. An MPP program director will be appointed by the Director of the Hatfield School from among school faculty for this purpose. The MPP director will be responsible for curriculum design, instruction assignments, student advising, admissions, program evaluation, and specific student requests.

The MPP curriculum was worked out by an MPP Committee within the Hatfield School. The curriculum is designed to offer a set of core courses in the first year and a set of track and specialization courses in the second year that meet a set of core and mission-specific competencies. In particular, the MPP program aims to adhere to several core values in public policy education as outlined by the national accreditation body, the Network of Schools of Public Policy, Affairs, and Administration (NASPAA):

• The focus will be professional education and training for students seeking careers in policy-related domains of public and private life.
• It will seek to serve public policy needs at the local, state, national, and international levels.
• It will draw both from our traditional population base in the Pacific Northwest and California while expanding our reach to the rest of the U.S. and to foreign countries.
• It will be built around the public service values emphasized by Portland State University (Opportunity and Competitiveness for the Region: Portland State University Strategic Plan 2011-2014) including educational opportunity, community engagement, sustainability leadership, civic leadership through partnerships, global excellence, and resource expansion.
• The delivery of the program will emphasize campus-centered education under the supervision of qualified faculty in order to emphasize the interpersonal interaction, hands-on collaborative work, discursive learning, socialization into the norms and aspirations of the profession, and observations by faculty of student progress.
• The program will emphasize the strengths of the Mark O. Hatfield School of Government in both the analytical as well as leadership aspects of public policy.
• The program will aim to contribute both to public policy education, research, and practice by creating an institutional framework in which faculty, students, and public policy professionals can work on pressing public policy issues.

Consistent with the standards emphasized by NASPAA, the MPP will aim to help students acquire several universal core competencies, namely:
1. to lead and manage in public governance
2. to participate in and contribute to the policy process
3. to analyze, synthesize, think critically, solve problems and make decisions
4. to articulate and apply a public service perspective
5. to apply education through experiential and interactive exercises with practitioners
6. to develop professional career development capacities in areas like communication, networking, teamwork, and public presentation and leadership

In addition, the PSU MPP will have several mission-specific competencies that relate to the particularities of public policy education and to the context of the degree program, namely:
7. to apply methods and theories of policy analysis to public policy problems
8. to apply ethical frameworks to public policy problems
9. to develop the capacity to understand and act within particular public policy processes as an effective advocate of public values
10. to plan effectively for a career in public policy that will develop over time to attain the career goals
11. to be able to integrate and use general public policy knowledge with the particularities of a specific policy domain or domains
YEAR 1: Core Courses (31 credits)

**Introduction to Public Policy (3 credits)**
Provides an overview of the field of public policy and current issues in public policy. Ideally, this would be a separate cohort class for MPP students to provide networking and socialization skills. Initially, it could be covered using an existing course.

**Policy Process Core (14 credits)**
Covers the process and dimensions of public policy, including the stages of policy, the role of political interests and institutions, the role of advocacy, leadership, and strategy, and comparative perspectives on public policy for the purposes of policy learning and comparative analysis. Emphasis here will be placed on leadership, participation, advocacy, and communication competencies.

**Policy Analysis Core (14 credits)**
Provides the foundations of positive and normative policy analysis. Includes basic methods of data analysis, policy analysis techniques, the economic dimensions of public policy, and the ethics of public policy. It is expected that through these courses, students will be provided with opportunities for interactions with practitioners on analytic questions. Emphasis here will be placed on analysis, communication, and experiential application.

YEAR 2: Track, Specialization, Professional, and Project Courses (30 credits)

**Policy Analysis Track (12 credits)**
Policy analysts create and communicate information that is useful for the policy process. Covers the analysis of policy problems including problem structuring, forecasting, prescription, monitoring, and evaluation. Methods and techniques relevant to these forms of analysis and to their communication.

**OR**

**Policy Leadership Track (12 credits)**
Policy leaders must direct policy analysis, identify policy opportunities, formulate strategies, build networks, and lead policy proposals through the policy process. Covers communication, legal reasoning, network-building, policy arguments, problem solving, political feasibility assessments, and public values.

**Policy Specializations (12 credits)**
Covers issue-specific policy issues. Engages students in in-depth learning about particular issue areas. Students may specialize in one or several policy areas. Emphasis here is placed on developing policy-domain specific knowledge as well as professional networking and experiential application opportunities.

Areas inside the HSOG may include:
- Crime and Criminal Law
- U.S. Foreign Policy
- Democracy, elections, and institutions
- National and International Security
- Immigration
- Native Governance
- Public Sector Reform
- Development and Democracy Aid
Areas in both the HSOG and outside the HSOG may include:

- Energy Policy
- Environment and Sustainability
- Education
- Race and Ethnicity
- Women and Gender
- Health, Medicine, and Pharmaceuticals
- Social Policy
- Economic, Fiscal, Budgetary, Trade, and Commercial Policy

Areas outside the HSOG may include:

- Science and Technology Management
- Engineering Management
- Urban Design and Planning
- Population
- Arts and Culture

**Summative Policy Project (3 credits)**

Students will work with a single faculty member to complete a summative project, which could take one of several forms depending on the needs and interests of the student. In all cases, the project is intended as an integrative experience in which the student links their MPP work to their professional goals. The project is similar to the summative Policy Analysis Exercise completed by students in the Kennedy School’s MPP program. The summative project could be, for instance: (1) a research-oriented report that tackles a question of policy analysis or public policy theory; or (2) a client report prepared upon completion of a short internship.

**Professional Development Plan (3 credits)**

Students will work with their faculty advisor in their second year to prepare a career-oriented plan that outlines a pathway to professional development for the student based on a set of career goals and links that plan to their MPP course of study. The plan is intended to provide an opportunity for students to build individual networks, establish job search plans, and prepare a professional portfolio. This requirement is similar to the Professional Portfolio requirement of the MPP offered by the University of Massachusetts at Dartmouth in which students create a professional portfolio that brings together their MPP training with their other professional skills and credentials and is the basis of an exit interview with MPP faculty and Professional Advisory Board members.

**Courses and Competencies**

The specific courses that will be included in each part of the curriculum are mainly existing courses. There are 4 or 5 proposed new classroom courses and 2 proposed new independent work courses.

**Introduction to Public Policy (3 credits)**

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<th>Number</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PAP 511</td>
<td>Introduction to Public Policy</td>
<td>3</td>
<td>(1) (2) (4) (6) (9)</td>
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<td>OR</td>
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<td>PA 533</td>
<td>Public Policy: Origins and Processes</td>
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**Policy Process Core (14 credits)**
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<tr>
<td>PAP 512</td>
<td>Introduction to Policy Leadership</td>
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<td>(1) (4) (9)</td>
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<td>PS 515</td>
<td>Comparative Public Policy</td>
<td>4</td>
<td>(2) (3) (7)</td>
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<td>PS 520</td>
<td>American Political Institutions</td>
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<td>(9)</td>
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<td>PA 535</td>
<td>Regulation: Policy and Practice</td>
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### Policy Analysis Core (14 credits)

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<tr>
<td>PAP 513</td>
<td>(new course) Ethics of Public Policy</td>
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<td>(4) (8)</td>
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<tr>
<td>PAP 653</td>
<td>Policy Analysis: Theoretical Foundations</td>
<td>3</td>
<td>(3) (7)</td>
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<tr>
<td>PAP 654/PA 554</td>
<td>Policy Analysis Research</td>
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<td>(3) (7)</td>
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<td>TBD based on course offerings in 2016-2017 (at present there are many possible courses, namely USP 634, PAP 607, ST 551, ST 552, ST 561, ST 564, EC 569, and EC 572)</td>
<td>Data Analysis Course</td>
<td>4</td>
<td>(3) (7)</td>
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### Policy Leadership Track (12 credits)

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<tbody>
<tr>
<td>PA 517</td>
<td>Leadership Development for Public Organizations</td>
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<td>(1) (2) (4) (9)</td>
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<td>PA 539</td>
<td>National Policy Process (in DC)</td>
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<td>PA 543</td>
<td>Creating Collaborative Communities</td>
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<td>SW 527</td>
<td>Political and Legislative Advocacy</td>
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<td>PHE 541</td>
<td>Media Advocacy and Public Health</td>
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<td>PA 537</td>
<td>Law and Public Policy</td>
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<td>Civic Capacity</td>
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<td>PA 538</td>
<td>Advocacy/Political Participation by Nonprofit Orgs</td>
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<td>MGMT 513</td>
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<td>MIM 551</td>
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### Policy Analysis Track (12 credits)

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<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Credits</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>USP 615</td>
<td>Economic Analysis of Public Policy</td>
<td>4</td>
<td>(3) (7)</td>
</tr>
<tr>
<td>PAP 690</td>
<td>(new course) Research Design for Policy and Politics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PS 559</td>
<td>Political and Economic Decision-Making</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>USP 578</td>
<td>Impact Assessment</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PA 555</td>
<td>Program Evaluation and Management</td>
<td>3</td>
<td></td>
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<tr>
<td>EC 527</td>
<td>Cost-Benefit Analysis</td>
<td>4</td>
<td></td>
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<tr>
<td>EC 586</td>
<td>Project Evaluation</td>
<td>4</td>
<td></td>
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<tr>
<td>USP 654/655/656</td>
<td>Data Analysis Sequence</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>EC 569/570/571</td>
<td>Econometrics Sequence</td>
<td>4</td>
<td></td>
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</tbody>
</table>

### Policy Specializations (12 credits)
Competencies: (2) (5) (7) (11)

There is a wide breadth of policy domain expertise and courses across campus. The number of students that would likely enroll in courses offered outside the HSOG as part of their specializations would be modest -- 10 students each seeking 12 credits of policy specialization per year would imply 60 SCH of outside coursework if half of the courses were outside the HSOG. Economics and Urban Studies, the two units that would potentially experience more MPP student enrolment, have expressed their support for the program. Students will be expected, in consultation with their advisors, to select a set of courses that cover the areas they are likely to pursue professionally.

**Summative Policy Project (3 credits)**

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Credits</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAP 509 (new course)</td>
<td>Public Policy Project</td>
<td>3</td>
<td>(5) (6) (7) (10)</td>
</tr>
</tbody>
</table>

**Professional Development Plan (3 credits)**

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<tr>
<th>Number</th>
<th>Title</th>
<th>Credits</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAP 508 (new course)</td>
<td>Professional Development Plan</td>
<td>3</td>
<td>(5) (6) (9) (10)</td>
</tr>
</tbody>
</table>

The core offerings in the MPP will be offered by tenure-line faculty teaching full-time in the Hatfield School, as well as in Economics (see attached letter of support). The table below shows some of the core faculty who will be contributing to teaching in the core MPP areas.

**Tenure-Line MPP Core Faculty Examples**

<table>
<thead>
<tr>
<th>Name</th>
<th>Status</th>
<th>MPP Core Areas Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen, Jennifer</td>
<td>Associate</td>
<td>policy process, environmental policy</td>
</tr>
<tr>
<td>Benstead, Lindsay</td>
<td>Assistant</td>
<td>research methods, comparative public policy</td>
</tr>
<tr>
<td>Clucas, Richard</td>
<td>Full</td>
<td>policy process, policy advocacy</td>
</tr>
<tr>
<td>Desrochers, Lindsay</td>
<td>Full</td>
<td>policy process, economic analysis of policy</td>
</tr>
<tr>
<td>Kaimanu, Theresa</td>
<td>Associate</td>
<td>policy analysis, policy research</td>
</tr>
<tr>
<td>Gilley, Bruce</td>
<td>Associate</td>
<td>policy analysis, comparative public policy</td>
</tr>
<tr>
<td>Harris, G.L.A.</td>
<td>Associate</td>
<td>policy process, policy analysis, policy administration</td>
</tr>
<tr>
<td>Ingle, Marcus</td>
<td>Full</td>
<td>government performance and leadership</td>
</tr>
<tr>
<td>Rissi, Jill</td>
<td>Assistant</td>
<td>policy process, policy advocacy</td>
</tr>
<tr>
<td>Shinn, Craig</td>
<td>Associate</td>
<td>policy process, policy advocacy</td>
</tr>
<tr>
<td>Shortell, Chris</td>
<td>Assistant</td>
<td>U.S. public policy, law and public policy</td>
</tr>
<tr>
<td>Valdini, Melody</td>
<td>Assistant</td>
<td>governance institutions, comparative government</td>
</tr>
<tr>
<td>Wallace, Neal</td>
<td>Associate</td>
<td>economic analysis of public policy</td>
</tr>
</tbody>
</table>

In addition to this strong foundation of faculty and teaching resources, the proposed PSU MPP program will work in close cooperation with the Oregon State University MPP program on an informal and ongoing-assessment basis to collaborate in support of public policy education where suitable. (See attached letter).
d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The Master of Public Policy degree is conceived of as a traditional campus-centered professional education degree under the supervision of qualified faculty in order to emphasize interpersonal interaction, hands-on collaborative work, discursive learning, socialization into the norms and aspirations of the profession, and observations by faculty of student progress. As such, the program scheduling is likely to follow closely that of the Master of Public Administration and Ph.D. in Public Affairs and Policy programs in which most courses are offered in the afternoon, late afternoon, or evening at the PSU main campus in order to accommodate students with professional and family obligations. Standard classroom technology will be sufficient for program delivery. At the same time, while the aims and justification of the MPP program center around this campus-centered model, the creation of such a program will create the basis on which to craft an Executive Master of Public Policy degree whose delivery methods will likely include an online component. There has also been interest expressed by the Academy of Policy and Development of the Government of Vietnam, a major program partner of the HSOG, for an Executive MPP degree to be offered in Vietnam through collaborative teaching arrangements. The present proposal however is limited to the on-campus MPP degree.

e. Ways in which the program will seek to assure quality, access, and diversity.

The Master of Public Policy degree, as can be seen from the curriculum, will offer a wide variety of policy specializations. As such, access and diversity will be important parts of program recruitment because of the diverse and sometimes non-traditional student body that will be needed to ensure high-quality cohorts of students. Issues such as social housing, immigration policy, and education policy require a student body that has the ability to draw upon diverse perspectives. Measures to be taken to ensure access and diversity to a wide student cohort will include recruitment materials that emphasize the importance of diverse students and an admissions process that seeks to build such a student body. The importance of maintaining quality in the program will revolve centrally around accreditation, covered below.

f. **Anticipated fall term headcount and FTE enrollment over each of the next five years.

Taking into account enrolments at Oregon State University’s MPP, we anticipate the admission (net of attrition) of 10 full-time equivalent students in the first year, rising to an annual net admission of no less than 15 FTE students by the fifth year of the program. This means that the MPP program would reach approximately 35 students (2 cohorts of 15 students plus several part-time students still in the program from previous cohorts) in the initial launch period. Based on the applicant profiles to the OSU program, we expect that all of these will be newly-enrolled students (i.e. those who would not otherwise be enrolled in a graduate program at PSU).

In terms of student breakdown, we anticipate that a minimum of 33% of these students will be non-residents, including international students and out-of-state domestic students. In applications for the Public Affairs and Policy PhD program, for instance, more than 50% of applicants each year are non-residents.

g. **Expected degrees/degrees produced over the next five years.

A full-time student would be expected to complete the MPP in two academic years and such students would be expected to be awarded the degree at the end of each year. The exceptions will be graduate students completing other degree programs simultaneously, as well as graduate students working part-time. Since as much as half of graduate students in the Hatfield School are part-time, the number of degrees would not reflect...
One growing trend in MPP education is the offering of Executive MPP (EMPP) programs targeted at working professionals. The intake and degree forecasts above do not include potential EMPP numbers, although these could be a significant source of students and revenues linked to the MPP. The EMPP is a future and long-term aim relating to in part to the international public sector market. But it is not central to the immediate, short-term justification of the degree.

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

The characteristics of students to be served are expected to include both domestic resident as well as domestic and international non-resident students. The initial budget document for the proposal anticipates not less than 33% of annual intake will be non-resident students. We anticipate that the program will attract a significant proportion of its student body from overseas, which will support both the revenue and globalization aims of the program.

These students would represent a distinctive category from those served by the HSOG’s existing masters programs in political science and public administration. Both are unable to serve applicants whose interests are in “policy analysis and leadership” and who aim at a terminal professional degree. The MPP is an attempt to serve this distinctive market.

i. **Adequacy and quality of faculty delivering the program.**

Despite the absence of an MPP degree at present, the Hatfield School of Government has a significant number of tenure-line faculty with both teaching and research expertise as well as a declared interest in the field of public policy. At the time of the approval of the MPP program by the HSOG units in June 2013, 16 tenure-line faculty (Professors Gilley, Kinsella, Benstead, Harris, Kaimau, Wallace, Eastin, Valdini, Yesilada, Clucas, Shortell, Williams, Shinn, Rissi, Desrochers, Nishishiba) as well as two fixed-term faculty (Professors Ingle and Keisling) had expressed an interest in participating in the teaching, mentoring, and management of the MPP program. Most of these faculty currently teach public policy-related courses as part of other programs in the school (mainly those listed in the curriculum above). They are also recognized leaders in their sub-fields of policy studies in areas such as natural resources (Shinn), health systems (Wallace), foreign policy (Kinsella), and higher education (Desrochers). In addition, the initial budget for the MPP program includes provision for 0.5FTE of additional tenure-track faculty, rising to 1.0 FTE by the fifth year of the program. There is also provision for the costs of two adjunct-taught courses within the MPP budget.

j. **Faculty resources – full-time, part-time, adjunct.**

Among the faculty resources listed above, the breakdown of faculty types among full-time, part-time, and adjunct is: 16 full-time rising to 17 by the fifth year of the program; 2 part-time (fixed term); and 2 adjunct. In general, the MPP program is intended to be fully integrated into the teaching and research activities of the HSOG and its other graduate-level offerings. This is why the faculty resources draw mainly from the core faculty resources of the School.

k. **Other staff.**

The draft budget for the MPP program includes provision for 0.33 FTE of administrative support. This compares favorably to the levels of administrative support given to other programs in the school with a larger student
enrolments. The budget also includes provision for the conversion from 9-month to 12-month salary for the MPP director, a full-time tenure-line faculty member to be appointed by the Director of the School who will exercise overall leadership and management duties for the program. Again, this arrangement compares favorably to those relating to the faculty in charge of other graduate programs in the School.

I. Facilities, library, and other resources.

Library resources at PSU are at present sufficient for the launch of the MPP degree. Key journals of public policy are available through the library, as are many key volumes in public policy studies. However, the draft budget includes provision for additional library resources of $5,000 in the first year, rising to $6,800 by the fifth year in order to support the purchase of additional subscriptions to more public policy journals.

m. Anticipated start date.

In order to allow sufficient time for program promotion, student recruitment, and economic recovery, it is proposed that the initial cohort of MPP students be enrolled in fall 2015 for the 2015-2016 academic year. This assumes a planning cycle of: program approval (2013-2014) and then program planning and recruitment (2014-2015).

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution’s mission and goals for access; student learning; research, and/or scholarly work; and service.

The MPP program has been designed to further the institutional goals of Portland State University across a range of areas. Most centrally, it seeks to advance student learning through the provision of a professional education and training degree in a field with both strong market demand and strong public service relevance. As mentioned, it will be delivered in a manner that emphasizes the public service values emphasized by Portland State University (Opportunity and Competitiveness for the Region: Portland State University Strategic Plan 2011-2014) including educational opportunity, community engagement, sustainability leadership, civic leadership through partnerships, global excellence, and resource expansion.

As with all professional programs, the director of the MPP would be expected to take a leading role in facilitating practitioner interactions and opportunities for experiential learning. As part of the experiential learning, each MPP cohort would be guided to participate in the annual National Invitational Public Policy Challenge organized by the Fels Institute of Government at the University of Pennsylvania (Oregon Solutions Director Beverly Stein was a judge in the 2013 competition and is working with HSOG faculty to encourage a HSOG graduate student submission for the 2014 competition). The MPP cohort would also be guided to participate in the annual Policy Solutions Challenge USA competition organized by Erik Devereux, the former executive director of the Association for Public Policy Analysis and Management.

In the pursuit of this mission goal, the program will seek to expand access for both non-resident international students and resident disadvantaged students (students from lower socio-economic strata or from ethnic groups often placed at a disadvantage), both groups targeted by the university’s strategic plan. The former will be recruited through promotion of the program through existing Hatfield School and university partnerships with foreign universities in countries such as China, South Korea, Vietnam, Saudi Arabia, Turkey, Mexico, and Thailand. The latter will be recruited through the provision of existing and expanded scholarship awards based on need and background that seek to expand access for disadvantaged individuals.
The second core aim of the program is to advance the research and scholarly capacities of Portland State University in the public policy field. The creation of a new degree program in public policy will create an opportunity for new faculty resources (evidenced in the budgeting of an additional faculty hire), new faculty teaching and collaborative research opportunities, and new external grant and client-based public policy research opportunities for the university. Again, the public service relevance of such capacities as they will be developed by the MPP program is strong.

The service aims of Portland State University will be advanced by the MPP degree both directly through student activities involving community internships and faculty research driven by community demands as well as indirectly through the creation of a Professional Advisory Board for the MPP degree drawn from local, state, national, and international figures in the public policy sector. The planned Professional Advisory Board will advise on program development and service opportunities. The building out of community strategic partnerships through student learning, faculty research, and program management operations will enhance the service outputs of the Mark O. Hatfield School of Government and of the university.

b. **Connection of the proposed program to the institution’s strategic priorities and signature areas of focus.

The proposed Master of Public Policy fits well with the strategic priorities of Portland State University, the College of Urban and Public Affairs, and the Mark O. Hatfield School of Government.

First of all, the program meets the goal of expanding enrolment and resources because of the anticipated student demand which is important because of the institutional aim of the HSOG of expanding public policy capacity (see Need below), especially if complemented by an EMPP.

Second, the program fits into the strategic goal of community engagement because of its explicit policy focus. Most directly, the culminating organizational experience project is envisaged as a community-based project. In addition, serving the needs of federal, state, and local agencies in Oregon is a top priority for the build-out of public policy research and manpower capacities at PSU. As the public sector becomes increasingly driven to perform critical tasks in a more cost-efficient manner, the need for public policy professionals will grow, both in Oregon as well as nationally and internationally. Recently, the Center for Public Service at the Hatfield School launched a Mark O. Hatfield Public Service Resident Fellows program in which top students who have recently graduated from public administration and public policy schools nationwide will be placed in 6 to 12 month paid fellowships with local public service organizations. The MPP would give PSU a second, policy-focused feeder degree into this fellowship in addition to its existing Master of Public Administration (and EMPA) programs. Moreover, there are discussions underway for the creation of an Oregon University System-Level Public Policy Institute within the HSOG led by the Center for Public Service. As the experience of other leading institutions, such as the Georgetown Public Policy Institute of Georgetown University (http://gppi.georgetown.edu), has shown, the presence of an MPP is needed to establish a high profile community role on public policy issues, which in turn stimulates the attraction of external grants, contract-based policy research, and premium students and tuitions.

Third, the program would fit into the PSU and Hatfield School goals of successfully benchmarking against peer institutions. Among relevant peer institutions for the Hatfield School, Rutgers University and Oregon State University both currently offer Master of Public Policy degrees. The University of California, whose Goldman
School of Public Policy at UC Berkeley is one of the oldest in the nation and which also offers an MPP at its UCLA campus, approved an additional School of Public Policy offering both a PhD. as well as an MPP at UC Riverside in 2008, which began operations in 2010, and has approved another MPP for UC Irvine. As another comparison, the Bush School of Government at Texas A&M offers a Public Policy track as one track in its Master of Public Service and Administration degree. There are now 100 institutional members of the Association of Public Policy Analysis and Management (APPAM), the national association for public policy education. More broadly, public policy studies are a rapidly growing field of higher education in the U.S. around the world, reflecting the increasingly globalized market for MPP programs. China’s most prestigious university, Tsinghua University, has recently established a School of Public Policy and Management that is becoming a center of global innovation and interchange on policy issues. The University of Oxford launched an innovative MPP degree through the newly-created Blavatnik School of Government in 2012. The Berlin-based Hertie School of Governance’s MPP graduating class for 2012 numbered 86 students from 31 countries (implying a two-year enrolment of about 170 students). PSU’s aspirations to be a globally-relevant university make a public policy program critical.

Fourth, the MPP would fill an increasingly noticed curricular void within the programs of the Hatfield School. The recent renaming of the School’s doctoral program as the Ph.D. in Public Affairs and Policy, with a specific track in Politics and Public Policy, has created a need for a masters-level intermediate degree. Although primarily intended as a terminal degree, this would be an added benefit should some students decide to pursue a PhD.

Fifth, it is expected that the MPP will contribute to growing grant-seeking capacity within the school. Recent Calls for Proposals from the U.S. government agencies such as USAID and the State Department seek institutions that can offer training in public policy.

Finally, the program would integrate existing public policy competencies at PSU for the first time and communicate the public policy strengths of PSU better to the community and to the world. The National Policy Consensus Center, Center for Public Service, Center for Women, Politics, and Policy, Criminal Justice Policy Research Institute, and various policy research projects of Hatfield School faculty show the strong existing public policy focus within the School. The Northwest Institute of Applied Economic Research has also recently been established within the Department of Economics, a department which will be a key partner in the development of public policy studies at PSU. The Master of Public Policy should thus be seen as an institution-building as well as a curriculum and enrolment/grant-building program.

c. Manner in which the proposed program contributes to Oregon University System goals for access; quality learning; knowledge creation and innovation; and economic and cultural support of Oregon and its communities.

The proposed Master of Public Policy degree will serve many functions for Oregon and its communities both because of its direct relevance to the ways that policy can improve the economic and cultural life of the state and because of its educational goals. Given the wide range of stakeholders involved in public policy issues and the increasingly complex governance challenges that public policy seeks to address, the program will be managed so as to attract and train as diverse a group of public policy professionals as possible. This means not just a culturally diverse group, but also a politically, regionally, educationally, and socially diverse group as well. Quality learning and the knowledge creation and innovation that will come with the emphasis on problem-based learning and civic engagement that the program will include ensures that the MPP delivers to Oregon both a high-quality and inclusive education program as well as a set of deliverables from the program that enhance the quality of life for all Oregonians. The MPP will be an incubator for innovative solutions to public policy challenges faced by the state. Through its Summative Policy Project component as well as the broader range of teaching
and research that the program will entail, the program will contribute to the publication of new knowledge and innovation on public policy issues. At present, the Hatfield School’s Center for Public Service already partners with advanced graduate students in public administration and public affairs and policy to bring their research into public light. The MPP will create a more significant cohort of students and faculty working on such issues on a regular basis.

d. Manner in which the program meets broad statewide needs and enhances the state’s capacity to respond effectively to social, economic, and environmental challenges and opportunities.

No aspect of Oregon life is unaffected by public policy. This program will help to ensure that those responsible for leading in the public arena, managing the public policy processes, or contributing to policy discourse are well-informed, well-prepared, and well-practiced. Knowledge and competency in public policy leadership and analysis are essential to meet the challenges of meeting the increased demands and expectations of public services in the face of constrained resources. The proposed MPP will allow Oregon to take advantage of the headquartered international, federal, tribal, state, and regional government, business, and non-governmental personnel located within commuting distance of PSU. The program will allow Oregon, through the state higher education system, to work in close partnership with such public service and private organizations. Such relationships, paired with greater competency in public policy leadership and analysis, will contribute directly to the state’s capacity to respond effectively to social, economic, environmental, and political challenges and opportunities.

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

The Network of Schools of Public Policy, Affairs, and Administration (NASPAA) is the official accrediting body for MPP programs in the United States. While most accredited programs are MPA programs, at present there is a growing roster of programs seeking NASPAA accreditation for MPP degrees. There were 14 universities with NASPAA-accredited MPP programs in 2012 including American University, George Washington University, University of Minnesota, and Rutgers University. The successful MPP degree at Oregon State University is currently seeking NASPAA accreditation.

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

NASPAA uses a mission-based accreditation process which allows programs to identify their specific mission consistent with the overall goals of public service education stated above. The curriculum of the proposed MPP has been designed in order to meet the accreditation requirements of NASPAA (see 1.c above). Based on a review of accreditation standards and guidelines, and a review of existing MPP programs accredited by NASPAA, the program being proposed would meet accreditation standards. At present, the Hatfield School’s acclaimed Master of Public Administration program is NASPAA accredited, having been re-accredited in 2013. The experience and skills developed in NASPAA accreditation by the MPA program will be a valuable resource for the early accreditation of the MPP.
c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

There is no undergraduate program in public policy offered by PSU or the Hatfield School.

d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation.

If the program is not seeking accreditation, the proposal should indicate why it is not.

The MPP committee has been mindful of NASPAA accreditation guidelines and standards from its inception. The curriculum design and program management planning have been undertaken with a view to following those guidelines so as to achieve a successful early accreditation. Typically, accreditation is sought after three or more years of program operation in order to have sufficient data. The MPP Committee has sought the advice of the NASPAA Commission on Peer Review and Accreditation in order to ensure that accreditation expectations are "mainstreamed" and built into the program from its inception. We have been advised that by NASPAA to do three things if the proposal is approved and moves into development; (1) to consult closely with the already-accredited MPP programs; (2) to develop every aspect of the program in close correspondence with the stated mission; and (3) to ensure a solid program evaluation system is in place, particularly direct assessments of student learning outcomes and competencies. Items (1) and (2) have been addressed above. Item (3) is addressed below in the assessment section.

4. Need

a. ** Evidence of Market Demand

Nationally and regionally, the Master of Public Policy degree is one of the fastest-growing degree programs. The reason is that students who pursue an MPP degree are primarily interested in public policy analysis and leadership while the more traditional Master of Public Administration students remain primarily interested in public sector leadership and management.² For instance, MPP applications increased by nearly 75 percent between 2000 and 2007 in southern California.³ This has translated into a rapid expansion of MPP programs. In 2009-2010, 21% of institutions that offered a Master of Public Administration degree also offered an MPP degree (with 4,000 students enrolled in all), compared to 16% in 2001-2002 (2,500 students), according to NASPAA.

Within the Portland area, there is strong evidence of demand. Oregon State University began offering a 2-year MPP in 2003 with an initial cohort of 3 students. In 2013-2014, the incoming class reached 28 students (of which 10 were international students), bringing to 62 the number of currently enrolled MPP majors. The OSU MPP program averages 50 to 60 applications per year, making its 50% acceptance rate slightly lower than the 60-70% acceptance rate of all NASPAA-accredited MPP programs. The success of the program led to the creation of a new School of Public Policy in 2010 which has hired seven new full-time faculty, and the approval of a PhD in Public Policy due to enroll its first cohort in Fall 2013. In the Portland area, the WSU-Vancouver campus offers a Master of Public Affairs which currently enrolls approximately 70 students. This growing demand in the Pacific Northwest is however underserved. Outside of California, there are only three MPP programs currently offered in the western United States (at OSU, Utah, and Brigham Young).

Demand will be driven by the view that the PSU MPP is unique and innovative among MPP programs because of

³ “Regents Approve UCR School of Public Policy”, UCR Newsroom, September 17, 2008.
PSU’s strengths in specific policy areas like sustainability and because of the unique programmatic focus on policy leadership in addition to the more traditional policy process and analysis. The fact that there are two nearby programs at OSU and WSU should be taken both as evidence of demand. The premise of this proposal is that PSU can capture some of that demand by offering a professional degree in an urban setting with particular strengths that the other two programs cannot serve as well.

The student demand will come from two sources: domestic and international.

Domestically, demand for public policy professionals is expected to grow due to retirements in the public sector. PSU in particular is well-positioned because of its urban location and international attractions to tap a large potential market for public policy training. A NASPAA survey of 2008 asked federal government managers what sorts of skills and knowledge they believed would be critical in coming years: 31% identified “policy analysis”. More recently, it has become common for public policy analysis and leadership positions at the state and especially the national level to require a relevant master’s level qualification.4 A significant new source of employer demand for MPP graduates comes from private business and non-profits, which face complex regulatory environments in which they operate. Among the 59 professional placements reported by the MPP program at OSU, for example, 23 are in non-profits and 5 are in private business, or a combined 47% of the total.

In the most recent compilation of employment data for graduates of Master of Public Administration and Master of Public Policy programs nationally (for 2011-12), NASPAA reported the following employment status of graduates:

![Employment Status Chart](image)

This suggests that demand for MPP graduates is particularly strong in the national/central government levels

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and within the private sector compared to MPA graduates. It is also notable that the unemployment rate for MPP graduates is lower.

The HSOG does not anticipate any diversion from its current masters programs given the distinctive market served. OSU has not found any diversion but only new growth. Internationally, it is anticipated that student demand will come from institutional relationships between the Hatfield School and its various international partner institutions (such as Lanzhou University in China, Waseda University in Japan, the Academy of Policy and Development as well as the Ho Chi Minh Academy in Vietnam, the Japanese Municipal Training Officers program, and a relationship under discussion with Beijing City College). The Hatfield School has been approached by universities in China and Vietnam to produce an MPP degree program for their students. The MPP program would also attract individuals from foreign countries depending on the positioning of the program within PSU’s international student recruitment efforts. The markets in China, India, and South Korea are expected to be large growth markets for MPP programs in the U.S. as evidenced by applications and inquiries to the OSU MPP program.

The ability to offer some of the MPP (or EMPP) courses through online platforms such as D2L could enhance demand since it will allow students to be present on campus for more limited time. This development of an online MPP (separate from the online component of an EMPP) could be a top priority for the program going forward in light of the success of online graduate programs elsewhere. For instance UMassOnline, the online education arm of the University of Massachusetts system, offers an online MPP degree. However, in its initial phase, the MPP will remain a traditional on-campus program.

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

d. Manner in which the program would address the civic and cultural demands of citizenship.

Among the core courses that students will take will be courses on ethics and public policy and on American political institutions, both of which will provide necessary training in the civic, moral, and cultural demands of
citizenship. Just as important, the proposed MPP will be unique among all MPP programs in the country in having a track devoted to Policy Leadership, including an emphasis on citizen participation, civic capacity, policy advocacy approaches, public leadership, and collaborative communities. This track is intended to build upon existing unique strengths of the Hatfield School and more broadly on Portland State’s community engagement brand to offer an MPP program with a clear and distinct focus on the civic and cultural demands of citizenship.
5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

Based on the program principles, framework, core competencies, and curriculum given above, the Master of Public Policy program intends to deliver learning outcomes consistent with the professional needs of public policy actors in a variety of spheres. In particular, the learning outcomes will be centered on:

1. Public policy analysis skills in areas of policy structuring, policy forecasting, policy prescription, cost-benefit analysis, policy monitoring and evaluation, and policy process analysis/prediction
2. Public policy design skills in areas of a particular issue-area, with specifically an ability to conduct policy inventory, feasibility, and pilot analysis and planning
3. Public policy management skills in areas of program administration and organization
4. Public policy practice skills in areas of communication, advocacy, leadership, and collaboration

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

Consistent with the accreditation standards of Network of Schools of Public Policy, Affairs, and Administration (NASPAA), the post-approval procedures used to monitor and evaluate learning outcomes will consist of the following:

1. Individual course evaluations
2. Periodic student surveys
3. Student exit interviews
4. Periodic alumni surveys
5. Periodic public sector agency and client surveys
6. Periodic self-study reports
7. Periodic site visitations by NASPAA accreditation committees

The collected information will be incorporated into the MPP Program Committee’s regular curricular review process and will be used as part of a continuous quality improvement process.

c. Program performance indicators, including prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate.

Several metrics will be used to trace overall program performance that measure the program objectives above. These are shown in the table below:
<table>
<thead>
<tr>
<th>Objective</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| Student-Centered | • individual course evaluations  
|                | • periodic student, alumni, public sector, and client surveys  
|                | • student exit interviews                                                    |
| Student learning | • proportion of graduates employed in related field within one year of graduation  
|                | • proportion of graduates accepted into further graduate programs  
|                | • periodic alumni surveys                                                    |
| Student career prospects | • proportion of MPP courses taught by multiple faculty  
|                | • number of faculty mentoring MPP students  
|                | • periodic surveys of MPP faculty  
|                | • program self-study reviews                                                 |
| Faculty-Centered | • increase in public policy-related research by MPP faculty  
|                | • research-related grants by MPP faculty                                     |
| Faculty engagement | • program net revenues after 5 years  
|                | • program-related grant and contract revenues after 5 years                 |
| Faculty research | • number of students inquiring about, applying to, accepting admission to, enrolled in, and completing the MPP program annually  
|                | • net increase in students enrolled in all Hatfield School graduate programs |
| Institution-Centered | • enrolment performance                                                                 |
|                | • enrolment performance                                                                 |
d. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

A major aim of the proposed MPP program is to enhance the research capacities of the Mark O. Hatfield School of Government in the public policy field. This is because research serves a public purpose, attracts higher quality students, and enhances the grant-generating capacity of the school. At present, public policy research is conducted by various faculty in their specific field and by the Center for Public Service and other institutes in the School. The Northwest Economic Research Center within the College of Urban and Public Affairs is also engaged in public policy research. The MPP program will do three things to enhance public policy research capacity: (1) increase teaching opportunities and student-faculty mentorship relationships on public policy issues; (2) increase faculty resources through the addition of at least one full-time public policy faculty position (as contained in the MPP budget); and (3) increase the cross-division collaboration on public policy issues within the School. Success in this aim will be measured in terms of research output and grants by public policy faculty.

6. Program Integration and Collaboration

   a. Closely related programs in other OUS universities and Oregon private institutions.

   At present, the only other Master of Public Policy program offered in the state of Oregon is at Oregon State University, which established a highly-successful program that began in the fall of 2003.

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

   PSU and the Hatfield School supported the establishment of OSU’s MPP program when it was proposed, and OSU and their MPP program have likewise supported this proposal (see Attachment 2). This mutual support was due to the distinctive natures of the target student populations and of the program emphases, which will create a strongly integrated, collaborative, and complementary public policy graduate training capacity between the two universities. The unique emphasis of the OSU core curriculum is policy research while the unique emphasis of the PSU core curriculum is policy leadership. The OSU program has strengths in particular policy issue areas include rural studies, agriculture, forestry, food policy, resource economics, marine management while the PSU strengths in particular policy issue areas will include urban studies, women, health policy, crime policy, race, population, defense, and foreign policy. The two programs intend to allow students to pursue electives for credit in each other’s program and to provide exchanges of mentoring on an ongoing, case-by-case basis.

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

   d. Potential impacts on other programs in the areas of budget, enrollment, faculty workload, and facilities use.

   The cooperative approach between the OSU and PSU MPP programs is a commitment of both sides and is based on a positive sum logic.

   As for the potential impacts on other programs, those potentially most affected are the existing masters degrees offered by the Hatfield School’s divisions of public administration and political science. While faculties in both
divisions believe that the MPP will have minimal impact on enrollment, any diversion which is captured by the MPP is seen as beneficial in terms of serving students better and broadening teaching and research opportunities for faculty. The provision of adequate budgetary resources for the MPP is intended to minimize any administrative diversion from other programs, while the addition of teaching resources (see above) is intended to do the same for faculty workload. Facilities at PSU are deemed adequate for a new program of this size.

7. Financial Sustainability
   
   **Fill out the appendices A through G (see attached).**

8. External Review (if the proposed program is a graduate level program, follow the guidelines provided in External Review of new Graduate Level Academic Programs in addition to completing all of the above information)

Proposing Department Suggested External Reviewers:

- Brent Steel, Professor and MPP Director, School of Public Policy, Oregon State University
- M.V. Lee Badgett, Professor and Director, Center for Public Policy and Administration, University of Massachusetts at Amherst
- Martha Chavez, Assistant Dean for Academic Affairs, Goldman School of Public Policy, University of California at Berkeley
- Bruce Owen, Morris M. Doyle Centennial Professor in Public Policy, Director of the Public Policy Program, Stanford University
ATTACHMENTS

1. Letter of Support from Department of Economics
2. Letter of Support from School of Public Policy, Oregon State University
3. Budget RCAT
Attachment 1

From: Thomas Potiowsky [potiowskyt@pdx.edu]
Sent: Monday, April 30, 2012 10:12 AM
To: Bruce Gilley
Subject: Master of Public Policy

Bruce,

I reviewed the revised proposal for the Master of Public Policy. The program looks very promising and the Economics Department is very willing to assist with course offerings.

Please keep me abreast as your proposal moves forward.

Regards, Tom

--
Tom Potiowsky
Professor of Economics
Department Chair
Cramer Hall 241-H
1721 SW Broadway
Portland, OR 97201
503-725-3915 Dept
503-725-2288 Office
503-725-3945 Fax
potiowskyt@pdx.edu
www.pdx.edu/econ
Attachment 2

Professor Brent S. Steel, Director
Public Policy Graduate Program
300E Gilkey Hall, Corvallis, Oregon 97331
Tel 01-541-737-6133 | Fax 01-541-737-2289 | bsteel@oregonstate.edu
http://oregonstate.edu/cla/mpp/

TO: Professor Bruce Gilley, Portland State University
Professor Phil Keisling, Portland State University
FROM: Brent S. Steel, Professor and Director
DATE: May 3, 2012

RE: Master of Public Policy at Portland State University

The Public Policy Graduate Program at Oregon State University strongly supports the development and implementation of a Master of Public Policy (MPP) Program at Portland State University. We look forward to our growing relationship with the Mark O. Hatfield School of Government and relish the opportunity to collaborate with a new MPP program at Portland State University. Such a program would allow for greater synergy in public policy research and education in Oregon and the region, and the ability to cross-list courses, jointly supervise students, and leverage resources where available. Based on our nine-year experience with the MPP at OSU, we believe the MPP at PSU will be in high demand for excellent students.

(Signed)
Brent Steel
### Revenue:

<table>
<thead>
<tr>
<th></th>
<th>YR 1</th>
<th>YR 2</th>
<th>YR 3</th>
<th>YR 4</th>
<th>YR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition in-load:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grad-Res Full Time</td>
<td>$ 73,080</td>
<td>$ 147,420</td>
<td>$ 191,700</td>
<td>$ 193,860</td>
<td>$ 217,800</td>
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<tr>
<td>Grad-Res Part Time</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Grad-NonRes Full Time</td>
<td>$ 48,960</td>
<td>$ 98,820</td>
<td>$ 116,340</td>
<td>$ 117,600</td>
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<tr>
<td>Grad-NonRes Part Time</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Differential</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Subtotal Tuition</td>
<td>$ 122,040</td>
<td>$ 246,240</td>
<td>$ 308,040</td>
<td>$ 311,460</td>
<td>$ 387,600</td>
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<tr>
<td>Other Fees/Misc Revenue</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Gifts/Grants/Contracts</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Remissions</td>
<td>$ (610)</td>
<td>$ (1,231)</td>
<td>$ (1,540)</td>
<td>$ (1,557)</td>
<td>$ (1,938)</td>
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<tr>
<td>Total Revenue</td>
<td>$ 121,430</td>
<td>$ 245,009</td>
<td>$ 306,500</td>
<td>$ 309,903</td>
<td>$ 385,662</td>
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### Expense:

<table>
<thead>
<tr>
<th></th>
<th>YR 1</th>
<th>YR 2</th>
<th>YR 3</th>
<th>YR 4</th>
<th>YR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Expense</td>
<td>$ 50,544</td>
<td>$ 51,545</td>
<td>$ 163,157</td>
<td>$ 166,834</td>
<td>$ 170,641</td>
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<tr>
<td>Other Expenses</td>
<td>$ 26,607</td>
<td>$ 27,429</td>
<td>$ 74,747</td>
<td>$ 76,768</td>
<td>$ 78,880</td>
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<tr>
<td>Physical Facilities</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Total Expenses</td>
<td>$ 77,151</td>
<td>$ 78,974</td>
<td>$ 237,903</td>
<td>$ 243,602</td>
<td>$ 249,521</td>
</tr>
</tbody>
</table>

**Net Increase/(Deficit)**

<table>
<thead>
<tr>
<th></th>
<th>YR 1</th>
<th>YR 2</th>
<th>YR 3</th>
<th>YR 4</th>
<th>YR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>RAM funding anticipated**</td>
<td>$ 44,279</td>
<td>$ 166,035</td>
<td>$ 68,597</td>
<td>$ 66,301</td>
<td>$ 136,141</td>
</tr>
</tbody>
</table>

**Note:** Versions prior to FY11 included a summary of anticipated RAM funding; however due to continuing reductions of general fund allocation to campuses, it is assumed there is no increase of funding available for increased sch / fte.

**Notes:**

1) Program description notes students may enroll in courses outside of SOG, however, estimated number of students is modest (not more than 10 per term) which is assumed will not create additional teaching expense outside the SOG.

2) At an enrollment of 30 students annually, advising is estimated at 2 students per faculty. There is no additional expense included in this budget for advising.

3) Final version dated 5/2/13 has been revised to reduce some of the personnel expense in years 1 & 2. Therefore, this budget overview dated 11/18/13 will supersede that 5/2/13 version (revisions prepared by Robin Michell and approved by Dan Valles in the Budget office). Due to anticipated budget constraints in the upcoming FY15 (and potentially FY16), the likelihood of available E&G funds to support increased personnel expenses in the first 2 years of this program are fairly non-existent. Therefore, this proposal requests a commitment from the university (OAA) for the director support and additional faculty line in year 3, working under the assumption that the enrollment will meet the expectations included herein.