Faculty Senate Monthly Packet April 1988

Portland State University Faculty Senate

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To: Senators and Ex-officio Members to the Senate

From: Ulrich H. Hardt, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on April 4, 1988, at 3:00 p.m. in 150 Cramer Hall.

AGENDA

A. Roll

*B. Approval of the Minutes of the March 7 and 14, 1988, Meetings

C. Announcements and Communications from the Floor
   1. OSSHE Foreign Language Requirement Decision -- Diman
   2. Semester Conversion Up-date -- Heath

D. Question Period
   1. Questions for Administrators
   2. Questions from the Floor for the Chair

E. Reports from the Officers of Administration and Committees
   *1. Annual Report, Academic Requirements Committee -- Teral
   *2. Annual Report, Committee on Effective Teaching -- Bowlden
   *3. Annual Report, General Student Affairs Committee -- Westover
   4. Spring Term Registration Report -- Tufts

F. Unfinished Business
   1. Up-date regarding Status of the University Planning Council -- Burns
   2. Up-date regarding Status of Budget Committee Assignment -- Burns

G. New Business
   *1. Proposal for Master of Arts in Foreign Literature and Language -- Rodich
   2. Proposal for Ph.D. in Public Administration and Policy -- Rodich

H. Adjournment

*The following documents are included with this mailing:

B Minutes of the March 7 and 14, 1988, Meetings
E1 Annual Report, Academic Requirements Committee**
E2 Annual Report, Committee on Effective Teaching**
E3 Annual Report, General Student Affairs**
G1 Proposal for M.A. in Foreign Literature and Language**
G2 Proposal for Ph.D. in Public Administration and Policy**

** Included for Senators and Ex-officio Members only
Minutes: Faculty Senate Meeting, April 4, 1988
Presiding Officer: Marjorie Burns
Secretary: Ulrich H. Hardt


Alternates Present: Cabelly for Anderson (part of the meeting), Farr for Brenner, Adler for Chapman, Gray for Cheifetz, Cease for Ellis, Spoelk for Etesami, Scholten for Dahl, Poracsky for Poulsen, Morris for Weikel, Noda for Wetzel.

Members Absent: Balogh, Bowlden, Goslin, Heflin, Martinez, Gurtov, Thompson.

Ex-officio Members Present: Diman, Edgington, Erzurumlu, Hardt, Martino, Miller, Paudler, Reardon, Ross, Sheridan, Stephens, Toulan.

APPROVAL OF THE MINUTES

The minutes of the March 7 and 14 meetings were approved. On p. 43 the reference to a comment by Cooper was changed from "was not workable" to "was destructive to academic standards of teaching in high school."

ANNOUNCEMENTS

DIMAN announced that the OSSHE foreign language requirement had been dropped for the time being, awaiting the arrival of a new chancellor.

HEATH said this would be his last report regarding the calendar conversion. He has resigned from the OSSHE committee feeling that someone from the administration now needed to attend those meetings in order to talk about matters which he, as a member of the bargaining unit, could not deal with (e.g., sabbaticals, summer session). HEATH reported that the Chancellor's Office and the state committee want to give each faculty member an opportunity to comment on the proposed 1990-93 calendar. A copy of the calendar and pertinent guidelines are attached to these minutes. Faculty are invited to respond in writing to the proposed calendar and should do so by Fall 1988.

BURNS said that she wanted to give a report, as ex-officio member of the PSU Foundation Board and the only faculty member, of some of her investigations, since many people had expressed concern. She set the stage by saying that she did not want to be seen as a negative person who is only criticizing. She reported that she had recently talked with President Sicuro.
and they had parted with a handshake. She also sent a letter to The Oregonian in support of the PSU Plan for the 90s. Nevertheless, questions regarding the Foundation persisted, and she felt responsible to provide answers. BURNS said she did not want to denigrate or disregard the value of donors or those who have helped the Foundation. The Foundation is important to PSU and must continue.

She said she had been given permission to xerox Foundation Board minutes, had seen some print-outs, had been given summary sheets with 6 and 4 months totals and a list of contributors and accounts. She had not, as yet, been able to see all requested print-outs, and she had been asked not to show the print-outs to an accountant or to anyone else.

BURNS reported that there is a broad list of donors but most of the donations were restricted and designated. However, there is an increasing problem with unrestricted funds which are needed for the operation of the Foundation. To the best of her understanding designated funds have been used as unrestricted funds. She reported the following figures for 1987:

<table>
<thead>
<tr>
<th>Restricted/designated gifts</th>
<th>Unrestricted gifts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major donations</td>
<td>$875,000</td>
</tr>
<tr>
<td>All donations</td>
<td>987,000</td>
</tr>
<tr>
<td>Year's total</td>
<td>$1,056,000</td>
</tr>
<tr>
<td></td>
<td>$69,000</td>
</tr>
</tbody>
</table>

At the January Foundation Board meeting it was reported that Foundation expenditures were $234,000, outstripping the total undesignated account by around $94,000. This deficit has been covered from the present year's restricted or designated funds, yet BURNS said that the administration is not calling this "borrowing." She also said that it was not clear from the minutes who made decisions. For instance, she did not find where the 5% levy was decided by either the Board or the Executive Committee, and she could only find a $20,000 amount for President Sicuro and his wife, approved on October 15, 1986, and reapproved on February 17 but not reported in the board minutes. No other perks for the President or the School of Business were approved, and nothing regarding these appears in the board minutes. Therefore the Board is not involved in making decisions; in fact, Executive Committee minutes of July 27 quote the President as saying "the Board is not directly involved with disbursements." But BURNS read from the Foundation Operating Policies, Procedure V D: "Funds are disbursed at the agreement of the Foundation Board." She repeated that there was no way of telling who makes decisions; she has been sent to Vice President Edgington for answers, yet he is a University official and not a Foundation officer. The rules seem to say that there should be more separation. EDGINGTON agreed. BURNS acknowledged that money has to be spent in order to raise money, but she said that faculty felt that money had not been given proportionately to primary causes at the institution. Excessive amounts have been spent for parties and entertainment, and according to Edgington there is no indication that money raising has been more effective than under the previous administration.
BURNS said that it appears that the perks given to the School of Business were from designated funds for that purpose, but she pleaded for openness in these matters. JONES asked if gifts had been specifically given for salary enhancements. BURNS replied that that would be illegal, but money could be given to the Foundation for disbursement. The problem she saw was with secret allocations without collegial decision making. M. DAILY, however, said she and others were concerned about spending designated funds for salary enhancement.

Finally, BURNS reported that there were concerns about the nearly 25% operating expense for the Foundation. President Lindblad is quoted in the January 20, 1988, Executive Committee minutes as saying: "If we did not cut our management cost, we were going to have many unhappy contributors."

Thus BURNS identified the remaining basic problems with the Foundation as (1) the need for being open, (2) not overspending restricted funds for unrestricted purposes, (3) stopping excess personal spending, and (4) restoring control to the Foundation Board or Executive Committee. And she announced the formation of a temporary secondary foundation, the PSU Faculty Trust Fund, a low-key organization with tax exempt status able to receive contributions and under faculty control, with no levy and with open books. She said the organization would not compete for funds with the Foundation but rather would simply be there for people who do not want to donate to the Foundation at the present time. She said it had the same goals and served the same University. She reported that President Sicuro had said that the emphasis of the Foundation was not on insignificant faculty contributions but rather was on large donations; however, Vice President Edginton had told her that PSU needed all contributions it could get. BURNS said the trust fund would last no longer than necessary and said Whitney Bates, treasurer, would accept donations.

WALKER was confused about the salary enhancement issue. He said he understood the endowed chair method but wondered what happens when donors cut off gifts for salary enhancement. EDGINGTON explained that if there was no money there would be no enhancement. MARTINO added that that was a classic issue which a university faces with all of its programs which heavily depend on federal funding. Federal agencies can thus be said to interfere with university business same as private industry which chooses to support programs or individuals through gifts to the Foundation. A university could choose not to accept such funds, and some have done so (e.g., because they were not given complete freedom to publish research results). He added that a vast number of university foundations supplement faculty salaries; it often is the major expenditure for many foundations.

GREENFIELD observed that there was a credibility gap problem and wondered if an external audit would be made. EDGINGTON reported that Gary Powell and Lou Merrick were conducting an audit now. Nothing wrong, or illegal or immoral has been found; however, because there is the perception of immorality they are digging away like crazy. He also said that since he had gotten the job of supervising the Foundation he had developed a format for getting approval for spending money; this included getting approval from departments, deans and the Provost.
EDGINGTON said decisions regarding the Foundation budget for the most part were made by the Budget and Executive Committees. For instance, the Executive Committee approved the president support package. BURNS countered that not all items in the package were approved (e.g., the Willamette Athletic Club fees) and there was nothing in the committee and board minutes. EDGINGTON also felt the creation of a shadow foundation was not a good idea and saw potential damaging effects. He wished the faculty had waited for the audit report before creating the trust fund. He said, however, he could understand reasons for it if there were people who refused to give to the Foundation or if people objected to the Foundation's management fee. He added that the matter of the 5% was being looked into.

HAMMOND thanked Burns for her energy and effort in looking into these matters.

REPORTS FROM OFFICERS OF ADMINISTRATION AND COMMITTEES

1. The annual report of the Academic Requirements Committee was accepted. TERDAL announced that the Senate in May would receive the ARC recommendations related to semester conversion.

2. The annual report of the Committee on Effective Teaching, Larry BOWLDEN, chairperson, was accepted as circulated.

3. WESTOVER presented the annual report of the General Student Affairs Committee.

4. TUFTS reported that spring term demand was up 5.2% in head count and 8.9% in student credit hours. He also reported 10% more activity on Add/Drop day compared to last spring and a 3.8% increase in head count at the end of first week.

MOOR inquired about the policy of part-time student priority for registration. TUFTS explained that priority was established according to the rank of the student; i.e., graduate students, undergraduate seniors followed by juniors, etc.; non-admitted students have the lowest priority. Thus part-time status does not enter into the picture.

UNFINISHED BUSINESS

1. HARDT reported that the Steering Committee had appointed an ad hoc committee (John Hammond, Chairperson) to bring a recommendation regarding status of the University Planning Council and its relationship to the Budget and Educational Policies Committees. The recommendation will be presented in May.

2. BURNS said she had not heard anything about the investigation into the Foundation, the assignment given to the Budget Committee at the March meeting. Apparently White wanted to form his own task force to do the work. WHITE said things were in a holding pattern, and he was waiting to see what the actions of the Senate were. He said he was not clear on what the task was. He had talked to several people, believed in
wide participation and believed the investigation should be constructive. MOOR said that the Budget Committee was aware of the questions from the last Senate meeting, and NUSSBAUM was amazed that nothing had happened in one month. WHITE said, however, that additional issues had been identified for the investigation.

J. DAILY/JONES moved "that a task force be formed but that the chairperson not be one who has received a salary supplement from the Foundation."

JONES explained that the appearance of prejudice should be avoided. He thought that White should be on the task force, because his expertise was needed, but White should have the good sense not to chair the committee, since he had earlier reported having received a $5,000 salary enhancement for each of the last four years. MATSCHEK agreed that appearances were important, but she declared that she trusted all of her colleagues and therefore would not support the motion.

MARTINO and CABELLY wondered if the resolution went far enough. Should it not include all faculty who had received any financial support from the Foundation? WRENCH doubted if that was necessary but strongly supported the notion that the chairperson should have no conflict of interest.

The motion was passed 34 to 13.

Referring to two recent mailings, REARDON stated that PSU had made it a policy never to refer or respond to anonymous letters, and he urged the University not to start now. JONES agreed and asked to be taken off the mailing list.

NEW BUSINESS

RODICH presented the Graduate Council's positive recommendation for the proposals to grant the M.A. in Foreign Literature and Language and the Ph.D. in Public Administration and Policy.

ALBERTY "moved the graduate Council's recommendation on both programs."

The motion was passed unanimously.

ADJOURNMENT

The meeting was adjourned at 16:15.
TO: Calendar Conversion Coordinating Committee

Ron Anderson, OSSHE
Jerry Berger, CCC
Bill Cowart, WOSC
Jack Davis, OSU
Jim Heath, PSU
Mike Holland, ODE

FROM: H. Ray Hoops

SUBJECT: Consideration of Early Semester Calendar
Starting and Ending Dates

At the last meeting of the Calendar Conversion Coordinating Committee (CCCC) we discussed providing an opportunity for input on the starting and ending dates for the early semester calendar beginning in 1990, the implementation date for the early semester calendar. The Committee unanimously adopted a four stage approach for reconsideration of the starting and ending dates:

1. Each member of the Committee will inform their own campus of the intent to review starting and ending dates. The guidelines under which alternate early semester calendar schedules may be developed will be disseminated on campus. The conversion guidelines which were adopted by the Oregon State Board of Higher education and which guided the CCCC in the development of the model calendar are listed at the end of this memorandum. The committee will consider alternative calendar schedules which are consistent with those guidelines. Committee members will initiate discussions on their home campus regarding problems with the current early semester calendar schedule and possible alternatives.

2. Written proposals of alternative early semester calendar schedules, in order to be considered by the Committee, shall include term starting and ending dates, vacation dates, and exam schedules. Proposals should include the three years 1990-1991 through 1992-93 and should be presented in the format of the early semester calendar which is attached. Alternative early semester calendar schedules should be submitted to the campus

To Call Direct 686-5722
April 1, 1988

OFFICE OF ACADEMIC AFFAIRS
P.O. BOX 97403
EUGENE, OREGON 97403
(503) 363-3720
representative on the Statewide Calendar Conversion Coordinating Committee or to local semester conversion committees by June 15, 1988 to ensure consideration by the CCCC.

3. The CCCC will provide an opportunity for discussions of alternative early semester calendar schedules with proposers on each campus early in the fall quarter of the 1988-89 academic year following discussion of proposals by the CCCC.

4. The CCCC will meet in the fall term or as soon after the campus discussions as possible to review proposed alternative early semester calendar schedules and to reconsider the system early semester calendar schedule for the period 1990-91 through 1992-93.

The CCCC is committed to a thorough and open review of the early semester calendar schedules. Proposals from both within and outside the institution will be considered. If a schedule which is deemed more satisfactory for the Oregon State System of Higher Education is developed, the CCCC will propose that calendar schedule for reconsideration by the Board of Higher Education.

PERTINENT GUIDELINES

The standard for a credit hour in the typical classroom/lecture situation shall be one fifty (50) minute period. Classes retaining the same number of credit hours shall have the same number of contact hours per week and will require additional subject matter content. Each campus shall expedite the adoption of a computerized preregistration system to support the calendar conversion.

The institutions of the Oregon State System of Higher Education shall adopt a model calendar except where authorized exceptions are made on the basis of demonstrated educational need. Characteristics of that calendar shall include:

a. One hundred fifty (150) days of instruction per academic year.

b. The first semester must be at least seventy-three (73) days of instruction.

c. The second semester shall equal one hundred fifty (150) days of instruction minus the number of days of instruction in the first semester.

d. There will be a Spring break of one week.
e. The first semester final examination schedule shall end no later than December 21st.

f. The second semester final examination schedule shall end no later than May 12th.

g. There generally will be five days of final examinations each semester. Saturday may be one of those five days.
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<tbody>
<tr>
<td><strong>First Semester</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classes Begin</td>
<td>August</td>
<td>29</td>
<td>28</td>
<td>26</td>
</tr>
<tr>
<td>Labor Day Holiday</td>
<td>September</td>
<td>3</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>November</td>
<td>22-25</td>
<td>28-Dec 1</td>
<td>26-29</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>December</td>
<td>14</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>Last Day of Final Exam Week</td>
<td>December</td>
<td>21</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>Number of Days of Instruction</td>
<td></td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classes Begin</td>
<td>January</td>
<td>14</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March</td>
<td>9-17</td>
<td>7-15</td>
<td>6-14</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>May</td>
<td>3</td>
<td>1</td>
<td>April 30</td>
</tr>
<tr>
<td>Last Day of Final Exam Week</td>
<td>May</td>
<td>10</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Number of Days of Instruction</td>
<td></td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td><strong>TOTAL DAYS OF INSTRUCTION</strong></td>
<td></td>
<td>150</td>
<td>150</td>
<td>150</td>
</tr>
</tbody>
</table>
During the past year the Academic Requirements Committee has met regularly on a biweekly basis. In addition to reviewing student petitions, the Committee has addressed a variety of issues related to semester conversion and consulted with the appropriate academic departments:

- HPE requirement
- Writing Requirement
- General education requirements
- Upper division requirements in distribution areas
- Pass/No Pass credits
- Transfer credits
- Residence credits
- Minimum number of credits for graduation
- Minimum upper division credits
- Maximum credits transferred from two-year institutions
- Maximum correspondence credits
- General Studies I and II

Specific recommendations will be sent to the Faculty Senate for approval.

The Committee reviewed the Block Transfer plan and made suggestions to the Acting Vice Provost for Academic Program Operations.

The Committee clarified issues with Degree Requirements regarding applicability of catalogs and credit by exam for 199 courses.

From March 6, 1987, through March 3, 1988, the ARC read and voted on 330 petitions, of which 272 were granted and 58 denied. The Committee notes that many petitions arise due to errors in advising and ambiguities in the catalog.

Sarah Andrews-Collier, TA
Loyde Hales, ED
Guy Houk, FL
David Jannsen, ME
Hugo Maynard, PSY
Leonard Robertson, BA
Marjorie Terdal, Chair, ESL
Roderic Diman, Ex-officio
Robert Tufts, Ex-officio
COMMITTEE ON EFFECTIVE TEACHING

Annual Report to the Faculty Senate

April 4, 1988

Since the last annual report, 16 funding requests have been received by the Committee, and 11 have received at least partial funding. All of the Committee's $4,600.00 budget has been allocated. For the first time, in the 87-88 academic year, we changed our funding procedure from a first-come, first-served method to a Dec. 15 deadline for all requests. Even though we (again) felt that there was insufficient advertisement of the Committee's existence and new deadlines, we received requests for double the actual amount allocated. We intend to announce the Committee's guidelines and deadlines sooner and more often (more widely) next year. We will stay with the single deadline since we are convinced that it is fairer and allows greater comparative judgments by the Committee.

The grants were awarded to eight different academic units; the proportion of total funding was distributed as follows:

<table>
<thead>
<tr>
<th>Department</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech and Hearing</td>
<td>20.0</td>
</tr>
<tr>
<td>Speech Communication</td>
<td>14.0</td>
</tr>
<tr>
<td>English as Second Language</td>
<td>11.0</td>
</tr>
<tr>
<td>Music</td>
<td>11.0</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>10.0</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>10.0</td>
</tr>
<tr>
<td>Physics</td>
<td>10.0</td>
</tr>
<tr>
<td>Art</td>
<td>10.0</td>
</tr>
<tr>
<td>Effective Teaching Comm.</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Hoping to return the Committee to its past practice of stimulating effective teaching by conducting workshops and utilizing excellent teachers already at P.S.U. as speakers who will discuss methods, materials, and concepts related to effective teaching, the Committee (in addition to its awarding of grants) is planning a Spring workshop. We will use $150.00 for that purpose.

Provost Martino was helpful in advising the Committee on the continuing problem of expensive computer-related requests. However, the Committee again strongly urges that a higher level of funding be given for the 1988-89 academic year. A level of between $12,000.00 and $15,000.00 should be adequate.

The Committee consists of 8 members:
Larry Bowlden, PHL, Chairperson
David Cox, ED
Janice Haaken, PSY
Joan McMahon, SP
Richard Muller, ART
Sandra Rosengrant, FLL
Peter Turney, BA
Roderic Diman (ex-officio), OAA
During the 1987/88 academic year, the General Student Affairs Committee has dealt chiefly with the following five matters of concern to the students of Portland State University:

1. **1988/89 Student Legal Services Incidental Fee Budget**

   The Committee met with Elaine Engelstad, Student Legal Adviser, to review and approve the proposed I.F.C. budget for 1988/89.

2. **Change in Rules for Contested Cases**

   The Committee met with Robert Vieira, Assistant Vice-Provost for Student Affairs, to discuss a proposed change in the Rules for Contested Cases as they relate to hearings involving student conduct. Under the old Rules, the President of the University was responsible for taking final action on appeals from student conduct hearings. The Committee unanimously approved a change whereby the Vice-Provost for Student Affairs will now be responsible for final action to be taken in such cases.

3. **Review of Student Conduct Code**

   The Committee will be continuing to review the existing Student Conduct Code during the next quarter. One major effort will be to make the student hearing process less cumbersome while preserving due process. This anticipated review has been delayed by personnel changes in the Office of Student Affairs.

4. **Review of Student Insurance Contract**

   Representatives of the Committee will soon meet to review bids from prospective carriers of the 1988/89 student health care insurance contract.
5. Review of the A.S.P.S.U. Constitution

The Chairperson of the General Student Affairs Committee has served as a member of an ad hoc committee to review the current A.S.P.S.U. Constitution and governmental structure. When the review process has been completed, any changes in these areas will be referred to the students for approval in an election.

Committee Membership:

Faculty: Amy Driscoll, ED
        Jack Finley, SW
        Donald Tang, BA
        Robert C. Westover, LIB, Chairperson

Student: Michael Dehner
         Jennifer O. Carlson
March 22, 1988

Portland State University

Proposal for the initiation of a new instructional program leading to the Master of Arts in Foreign Literature and Language.

DESCRIPTION OF THE PROPOSED PROGRAM

1. Definition of Academic Area
   a. Define or describe the academic area or field of specialization with which the proposed program would be concerned.

   This degree will allow specialization in a combination of two foreign languages and literatures, chosen from French, German, Spanish as primary or secondary languages; Japanese and Russian will be available only as secondary languages.

   b. What subspecialties or areas of concentration would be emphasized during the initial years of the program?

   None.

   c. Are there other subspecialties the institution would anticipate adding or emphasizing as the program develops?

   Other languages will be added as the curriculum and staffing become adequate.

   d. Are there other subspecialties the institution intends to avoid in developing the program?

   No.

   e. When will the program be operational, if approved?

   Immediately.

2. Department, School, or College Responsible.
   a. What department and school or college would offer the proposed program?

   The Department of Foreign Languages and Literatures and the College of Liberal Arts and Sciences, PSU.

   b. Will the program involve a new or reorganized administrative unit within the institution?

   No.

3. Objectives of the Program
   a. What are the objectives of the program?

   The objectives of the program are: to strengthen graduate studies and research in foreign literature and languages; to increase and improve support of the International Studies Programs at PSU; to add breadth and depth to
graduate studies and research in linguistics; to provide support and training for graduate teaching assistants who will be able to staff the increase in first- and second-year classes caused by the new statewide foreign language exit requirement; to provide a high quality graduate degree program in foreign literature and language with an emphasis on oral proficiency; to accomplish this without the addition of faculty, and without duplication of any other program available in the State of Oregon at public or private institutions; to provide a program unusual enough to attract out-of-state students.

b. How will the institution determine how well the program meets these objectives?
Identify specific post-approval monitoring procedures and outcome indicators to be used if the program is approved.

Enrollments in foreign languages, linguistics and international studies courses will be monitored; the oral and written proficiency of all graduates will be monitored and tested in both languages studied. The provenance of all applicants will be monitored.

c. How is the proposed program related to the mission and academic plan of the institution?

The Strategic Plan of the Oregon State System of Higher Education calls for Portland State University to strengthen its international offerings. In addition, the proposed degree is a perfect response to the draft report published by the OSSHE Foreign Language Committee (Sept. 28, 1987) which recommends "that additional doctoral degrees, particularly in Asian language, should not be an OSSHE priority for the foreseeable future.... The critical need to OSSHE in the next decade will be the preparation of foreign language teachers to provide the beginning years of language instruction, at both the elementary/secondary and higher education levels. Master's programs that emphasize the methods of teaching language should be developed and/or expanded at OSSHE campuses." (our underlining)

d. What are the employment opportunities for persons who have been prepared by the proposed program?

In addition to the need for teachers at all levels (see Strategic Plan), oral proficiency is a sought-after skill in many other sectors of the employment market. Increased emphasis on foreign trade and business, especially in the Portland area, promises increasing employment opportunities for our graduates.

4. Relationship of Proposed Program to Other Programs in the Institution.

This program will draw upon and supplement coursework offered in: International Studies, History, Linguistics, International Business and TESOL. It will also tie in with PSU's several foreign study programs in both western and eastern hemispheres.

5. Course of study

a. Describe the proposed course of study.

Proposed catalogue description:

The Department of Foreign Languages and Literatures offers graduate work in French, German, Japanese, Russian and Spanish leading to the award of the Master of Arts in Foreign Literature and Language. The candidate for the degree will take specified course work in a primary and a secondary language. At present Japanese and Russian may only serve as secondary languages.

Degree Requirements
A minimum of 60 credits distributed among the following areas:
* In the primary language: twenty-seven (27) graduate credits to include:
  History of the Language (3)
  Fundamentals of Literary Research (3)
Twenty-one (21) graduate credits of literature

- In the secondary language: twenty-one (21) credits to include:
  - Phonetics (3)
  - Advanced Composition and Conversation (9) grad

Nine (9) graduate credits chosen from:

- 400 grad and/or 500-level literature courses, and/or, if
  secondary language is French or Spanish:
  - Romance Linguistics (3)
  - Stylistics (3), and/or if secondary language is German:
  - Germanic Linguistics (3)
  - Germanic Stylistics (3)

NOTE: If upper division courses in phonetics and/or advanced composition and conversation have been successfully completed at the undergraduate level (with a grade of B or better), they can be waived, reducing the total credits required by a maximum of 12.

- In linguistics and methods: Twelve (12) graduate credits chosen from the following:
  - Methods of Teaching Foreign Languages
  - Applied Linguistics (in Foreign Languages and Literatures and/or in other departments)
  - Romance Linguistics
  - Germanic Linguistics
  - Language Proficiency Testing and Teaching
  - Sociolinguistics
  - Other adviser-approved courses

- Final comprehensive oral and written examination in the literature of the primary language.
- The candidate will also submit two revised research papers (originally submitted as part of graduate-level courses) to a graduate committee for review and discussion.

b. What elements of this course of study are presently in operation in the institution?

All elements of this program are presently in operation at PSU.

c. How many and which courses will need to be added to institutional offerings in support of the proposed program?

No courses need to be added.

6. Admission requirements

a. Please list any requirements for admission to the program that are in addition to admission to the institution.

In addition to general University requirements this program asks for the following:

- In the primary language: 1) a Bachelor of Arts in the language with a 3.0 GPA in the literature courses, or its equivalent as determined by the department graduate committee; and 2) oral proficiency:
  - Advanced Plus (ACTFL/ETS scale); written proficiency: Advanced Plus; and the ETS test (Graduate School Foreign Language Test).
- In the secondary language: university language courses completed through the third-year level.

b. Will any enrollment limitation be imposed? Please indicate the limitation and rationale therefore. How will those to be enrolled be selected if there are enrollment limitations?
No enrollment limitations are projected.

7. **Relationship of Proposed Program to Future Plans**

   a. Is the proposed program the first of several steps the institution has in mind in reaching a long-term goal in this or a related field?

      No.

   b. If so, what are the next steps to be if the Board approves the program presently being proposed?

      Not applicable.

8. **Accreditation of the Program**

   a. Is there an accrediting agency or professional society which has established standards in the area in which the proposed program lies?

      No.

   b. If so, does the proposed program meet the accreditation standards?

      Not applicable.

   c. If the proposed program is a graduate program in which the institution offers an undergraduate program, is the undergraduate program fully accredited?

      Yes, the undergraduate program is fully accredited.

9. **Evidence of need.**

   a. What evidence does the institution have of need for the program? Please be explicit.

      Many of our undergraduates and students currently enrolled in an M.A.T. program and in the German M.A. have expressed a interest in such a degree. Our students with a B.A. major in two languages currently have no program available in the metropolitan area. In addition, the Department receives many inquiries from non-PSU students on the availability of an M.A. program. We now offer no graduate work, except in German, for students wishing to take an academic degree that does not lead to a secondary school teaching position. The proposed program will be excellent preparation for doctoral level work in languages and literature and will provide a valuable foundation for post-graduate studies in other fields as well. Graduates of the program will also be linguistically trained to enter careers in international business, government agencies, journalism, or other fields in which proficiency in foreign languages is necessary or desirable.

   b. What is the estimated enrollment and the estimated number of graduates of the proposed program over the next five years? If the proposed program is an expansion of an existing one, give the enrollment in the existing program over the past five years.

      We foresee that 10 students will register for this degree program in its first year of existence. Thereafter we expect the numbers to increase, so that 15 students would enter in the second year, and 20 annually in subsequent years.
Is the proposed program intended primarily to provide another program option to students who are already being attracted to the institution, or is it anticipated that the proposed program will draw its clientele primarily from students who would not otherwise come to the institution were the proposed program not available there?

This program is intended to appeal to some students already attracted to PSU, but we expect it to draw at least half its customers from those who would otherwise not come here.

c. Identify statewide and institutional service area manpower needs the proposed program would assist in filling.

Graduates of this program will be top candidates for teaching positions in state community colleges and for lectureships at universities, especially in the coming years when the new foreign language requirement is instituted.

d. What evidence is there that there exists a regional or national need for additional qualified persons such as the proposed program would turn out?

There is a growing and very evident need both regionally and nationally for proficient, well-trained teachers of foreign languages. The *Chronical of Higher Education* has devoted a number of articles to this issue over the past two years.

e. Are there any other compelling reasons for offering the program?

This M.A. program offers a very attractive combination of languages, especially in that it allows those interested in languages normally under-represented at the M.A. level (Japanese and Russian) to obtain a higher degree and one that focuses on language preparation and training. The emphasis on language proficiency puts this degree at the forefront of contemporary developments in foreign language teaching.

f. Identify any special interest in the program on the part of local or state groups (e.g., business, industry, agriculture, professional groups).

The new M.A. will be especially useful to those seeking careers in international business, government agencies, journalism, or other fields in which proficiency in foreign languages is necessary or desirable.

g. Have any special provisions been made for making the complete program available for part-time or evening students?

It is a practice of the PSU Department of Foreign Languages and Literatures to offer as many graduate courses as possible either in the late afternoon or in the evening so those of our students who have jobs can enroll. Part-time students are always welcome.

DUPLICATION OF EFFORT

10. Similar Programs in the State

a. List any similar programs in the state.

None.

b. If similar programs are offered in other institutions in the state, what purpose will the proposed program serve?
c. In what way, if any, will resources of any other institutions be utilized in the proposed program?

The resources of other state institutions will not be utilized by this program.

RESOURCES

11. Faculty

a. List any present faculty who would be involved in offering the proposed program, with pertinent information concerning their special qualifications for service in this area. Attach an up-to-date resume for each individual.

All of the full-time FLL faculty teaching in the five targeted languages will be involved in the program:

Jeanne Bernard, B.A.
Associate Professor of French

George Cabello, Ph.D.
Associate Professor of Spanish

Roderic Diman, Ph.D.
Professor of Spanish and Acting Vice Provost

Louis J. Elteto, Ph.D.
Professor of German and Hungarian

William Fischer, Ph.D.
Professor of German

Claudine Fisher, Aggregation-ès-Lettres
Professor of French

Guy Houk, Ph.D.
Assistant Professor of Russian

Alan Kim, Ph.D.
Assistant Professor of Japanese, Korean, and Linguistics

Larry Kominz, Ph.D.
Assistant Professor of Japanese

Franz Langhammer, Ph.D.
Professor of German

Wenceslao Miranda, Ph.D.
Associate Professor of Spanish

Laureen Nussbaum, Ph.D.
Professor of German
Marie Noda, M.A.
Instructor of Japanese

Françoise Paheau, Ph.D.
Assistant Professor of French and Linguistics

Linda Parshall, Ph.D.
Professor of German & Head of Department

Earl Rees, Ph.D.
Associate Professor of Spanish

David Romey, M.A.
Associate Professor of Spanish

Sandra Rosengrant, Ph.D.
Associate Professor of Russian

Eric Swenson, Ph.D.
Assistant Professor of French

Frank Vecchio, Ph.D.
Professor of Spanish and Italian

Sr. Rita Rose Vistica, Ph.D.
Associate Professor of French

Patricia Wetzel, Ph.D.
Associate Professor of Japanese and Linguistics

In addition, those faculty teaching applied linguistics and sociolinguistics courses in other departments will be tangentially involved, in that their courses can be counted in meeting the linguistics requirement of the new M.A.

Jeanette S. DeCarrico, Ph.D.
Associate Professor of English as a Second Language

Thomas Dietrich, Ph.D.
Associate Professor of English and Linguistics

James Naninger, Ph.D.
Professor of English and Linguistics

Baxter Wilson, Ph.D.
Professor of English and Linguistics

b. Estimate the number, rank, and background of new faculty members that would need to be added to initiate the proposed program; that would be required in each of the first four years of the proposed program's operation, assuming the program develops as anticipated in Item 9-b. What kind of commitment does the institution make to meeting these needs? What kind of priority does the institution give this program in staff assignment?

No new faculty must be added to initiate the proposed program. All of the proposed courses are being regularly
offered, and the expected increase in enrollment of up to 20 new students a year, should not put an impossible strain on the system. We do expect to hire a number of new faculty at the lower ranks in order to meet the demands of the new state B.A. foreign language requirement; this should, where necessary, help to free some of our current faculty for additional upper division and graduate courses as the need arises.

c. **Estimate the number and type of support staff needed in each of the first four years of the program.**

A half-time secretary should be added to the departmental office staff in order to adequately provide the administrative services relating to the proposed program.

12. **Library**

a. Describe in as objective terms as possible the adequacy of the library holdings that are relevant to the proposed program (e.g., if there is a recommended list of library materials issued by the American Library Association or some other responsible group, indicate to what extent the institution’s library holdings meet the requirements of the recommended list).

Presently the library holdings for the M.A. in German are adequate. The holdings in French and Spanish, in which we offer the M.A.T. degree, have been built up over a period of 27 years and are adequate for this proposed program. In Japanese and Russian the holdings are growing steadily and will be adequate with the present library budget.

b. How much, if any, additional library support will be required to bring the library to an adequate level for support of the proposed program?

No additional support is required.

c. How is it planned to acquire these library resources?

Not applicable.

d. Attach a statement from the Director of Libraries indicating present resources and funding of future needs.

See attached.

13. **Facilities and Equipment**

a. What special facilities in terms of buildings, laboratories, equipment are necessary to the offering of a quality program in the field and at the level of the proposed program.

No new facilities will be necessary.

b. What of these facilities does the institution presently have on hand?

Not applicable.

c. What facilities beyond those now on hand would be required in support of the proposed program?

None.

d. How does the institution propose these additional facilities and equipment shall be
provided?

Not applicable.

14. Budgetary Impact

a. Please indicate the estimated cost of the program for the first four years of its operation, following the format found on page 6 of this document. Instructions for filling out the summary table are found on page 7.

See attached.

b. If a special legislative appropriation is required to launch the program (as shown in Item 4-b of the estimated budget), please provide a statement of the nature of the special budget request, the amount requested, and the reasons a special appropriation is needed. How does the institution plan to continue the program after the initial biennium?

Not applicable.

c. If federal or other grant funds are required to launch the program (Items 4-c and 4-d), what does the institution propose to do with the program upon termination of the grant?

Not applicable.

d. Will the allocation of going-level budget funds in support of the program have an adverse impact on any other institutional programs? If so, which program and in what ways?

There will be no adverse impact on any other institutional programs.

e. If the program will be financed from existing resources, specifically state:

(1) What the budgetary unit will be doing as a result of the new program that is not now done, in terms of additional activities; and

(2) What these new activities will cost and whether financed or staffed by shifting of assignments within the budgetary unit or reallocation of resources within the institution.

State which resources will be moved and how this will affect those programs losing resources.

(1) The FLL Department will offer the same courses as currently; the only change will be in timing, namely that course schedules will be carefully planned to assure appropriate offerings at appropriate sequences for the M.A. candidates.

(2) These activities will be staffed by the shifting of assignments within the Department. No resources will be moved.
Description of Proposed Program

1. Definition of Academic Area

a. Define or describe the academic area or field of specialization with which the proposed program would be concerned.

Public administration and policy is an established and recognized graduate academic area that is broadly concerned with the formulation, implementation, and analysis of policies at all levels of government. The central foci of the field are: the institutions of government and their roles in society as created by public policy; the techniques and processes of management and administrative support required for the orderly operation of government institutions and public supported programs; and the methods of analysis and systematic inquiry required in the conduct of research to increase the knowledge base.

Doctoral programs in public administration and policy should prepare students to undertake significant research during their careers as well as provide access to a particular career setting. Whether in a governmental, academic, or other career setting, holders of the doctorate should add to the ranks of those who generate and share knowledge of public administration.

b. What subspecialties or areas of concentration would be emphasized during the initial years of the program?

Students are required to develop two substantive field areas within the general framework of public administration and policy. These field areas include, but are not limited to: health care administration, human resources, criminal justice, personnel and collective bargaining, natural resources, not-for-profit organizations, land use and development, aging, and transportation.

c. Are there other subspecialties the institution would anticipate adding or emphasizing as the program develops?

There is considerable interest at all levels of government to: (1) more effectively use the vast amount of data collected by governmental agencies, (2) develop more effective methods of resolving the many areas of conflict within the public sector, and (3) allocate more attention to public works issues. Therefore, at
d. Are there subspecialities that the institution intends to avoid in developing the program?

This Ph.D. proposal may include some elements that overlap present and future programmatic concerns and interests of other academic units within the University. When a shared scope of inquiry becomes known, cooperation and collaboration will be developed between the respective units of Portland State University to accommodate their mutual interests. Examples which illustrate potential areas of mutual concern are: Education Policy, Social Work and Human Services, Fiscal Management, Human Resources Management, Organization Development, Employment Policy, Management Science, Health Policy and Administration.
least the three areas of information systems, conflict resolution, and public works administration will be added to the program at the appropriate time.

d. Are there subspecialties that the institution intends to avoid in developing the program?

See Replacement — Delivery of social services.

e. When will the program be operational, if approved?

It is currently operational with the degree title Ph.D. in Urban Studies: Public Administration and Policy.

2. Department, School, or College Responsible

a. What department and school or college would offer the proposed program?

The School of Urban and Public Affairs offers the program through the collective efforts of the Departments of Administration of Justice, Public Administration, and Urban Studies and Planning.

b. Will the program involve a new or reorganized administrative unit within the institution?

No; however, because of the interdepartmental nature of the program, the Dean's Office assumes a greater coordinating role than is the case for the other Ph.D. programs within the School of Urban and Public Affairs.

3. Objectives of the Program

a. What are the objectives of the program?

. Advanced graduate education that provides a thorough understanding of the relevant theoretical knowledge, as well as operational and research skills, needed for a wide variety of positions in public affairs and administration, including college-level teaching;

. the conduct of applied and basic research; and

. a broad range of public service outreach and continuing professional education.

b. How will the institution determine how well the program meets these objectives? Identify specific post-approval monitoring procedures and outcome indicators to be used if the program is approved.

One major requirement of a doctoral program is the production of dissertations and research papers. The success of a research
doctorate, therefore, is partly measured by the quantity and quality of dissertations and scholarly output of both students and faculty. Three professional associations sponsor annual competitions for dissertations in the area of public administration and policy—i.e., the National Association of Schools of Public Affairs and Administration, the Association for Public Policy and Management, and the American Political Science Association. Worthy dissertations will be submitted to these competitions. Another major outcome indicator is the ability of graduates to apply their learning to the solution of operational problems in the various professions they enter. Their professional growth will be systematically monitored. Those few graduates who obtain employment with institutions of higher education will also have their academic achievements assessed.

c. How is the proposed program related to the mission and academic plan of the institution?

It is directly related to PSU's assigned mission to provide fully developed programs of teaching, research, and public service in Oregon's major metropolitan area. Public administration is one of the listed research programs to be given priority consideration during the current planning period of the Oregon State System of Higher Education (1987-1993).

d. What are the employment outlets and the employment opportunities for persons who would be prepared by the proposed program?

It is anticipated that most graduates of the program will already be employed in federal, state, and local government; international agencies; not-for-profit organizations; research and consulting firms. Some will be seeking entry faculty positions in institutions of higher education. Most applicants to the program will probably continue to be younger and mid-career professionals seeking to upgrade their skills and training. An increasing number of foreign nationals serving in government and educational institutions that require training at the Ph.D. level are being attracted to the program.

4. Relationship of Proposed Program to Other Programs in the Institution

List the closely related programs and areas of strength currently available in the institution which would give important support to the proposed program.

The Ph.D. in Public Administration and Policy will continue to attract a number of graduates from the Master in Public Administration program within the School of Urban and Public Affairs. The Ph.D. program also will channel some students into courses offered by Systems Science, Business Administration, Political Science, Psychology, Sociology, and Economics. Most
students will utilize courses offered as part of the School's doctoral options in Regional Science and Urban Studies. Specialized offerings from these academic units of the University will continue to be used in support of field area requirements.

5. Course of Study

a. Describe the proposed course of study.

A total of 88 credits of coursework are required. Six foundation courses must be completed before students are permitted to develop their two areas of concentration. At the conclusion of these first-year courses, students must pass a comprehensive examination designed to allow those with the greatest intellectual and scholarly potential to move forward in the program. Upon completion of the three-course methodology sequence, students must pass a methodology examination. A faculty committee assists in the development of two substantive field areas, to total 48 credits, within the general framework of administration and policy. Field area examinations will test knowledge of relevant literature and ability to use it at the doctoral level.

After successful completion of all coursework, faculty approval of student programs, successful completion of field examinations and methodology examinations, and demonstration of foreign language proficiency, students are asked to prepare a dissertation proposal and present a colloquium on the problem selected to be investigated. Successful presentation of the colloquium leads to advancement to candidacy and completion of the dissertation. During the preparation of the dissertation, students must register for a minimum of 27 hours of dissertation.

Below is an outline of the program of study as it appears in the 1987-88 PSU Catalog; no changes are proposed at this time:

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**Ph.D. URBAN STUDIES: PUBLIC ADMINISTRATION AND POLICY**

18 credits required
Research Design & Strategies
Research Utilization & Impact
Institutional Context of Public Administration & Policy
Organizational Theory & Behavior
Administrative Theory & Policy
Understanding Political & Organizational Change

---
Social Science:

10 credits required
Cultural & Comparative Systems

Economics: Application in Urban Studies
Plus an additional doctoral-level economics course, selected with approval of adviser

Methodology:

12 credits required
Urban Data Systems
Data Analysis
Plus two additional methodology courses, one in each field area

Field Areas:

48 credits required
Two substantive areas composed of administration and policy courses, selected with approval of a graduate committee. Each field area is roughly equal in credit hour composition.

b. What elements of this course of study are presently in operation in the institution?

All elements are currently in full operation.

c. How many and which courses will need to be added to institutional offerings in support of the proposed problem?

The six new core courses are being offered for the first time during 1987-88 as part of the Ph.D. in Urban Studies: Public Administration and Policy. These courses are currently being offered under omnibus seminar numbers; discrete numbers will be requested as part of the semester conversion.

6. Admission Requirements

a. Please list any requirements for admission to the program that are in addition to admission to the institution.

- Graduate Record Examination scores (advanced optional);
- three letters of recommendation from individuals familiar with the applicant's academic or professional background; and
- letter of intent indicating: (1) basis of interest in graduate work in public administration and policy, (2) relevance of any previous professional experience to work within the program, (3) means of support available during the period of graduate study, and (4) whether the student expects to attend full or part time.
b. Will any enrollment limitations be imposed? Please indicate the limitation and rationale therefore. How will those to be enrolled be selected if there are enrollment limitations?

Current available faculty resources limit enrollment to no more than 12 students each year. They will be admitted during Fall Quarter. A waiting list will be established when the limitation is reached. Qualified students will be rank-ordered according to the strength of their admission qualifications as determined by vote of an admissions committee.

7. Relationship of Proposed Program to Future Plans

a. Is the proposed program the first of several curricular steps the institution has in mind in reaching a long-term goal in this or a related field?

Yes, a future goal is to jointly offer a graduate degree in Health Administration with the Oregon Health Science University. Work in this area will complement the proposed program.

b. If so, what are the next steps to be, if the Board approves the program presently being proposed?

No immediate action anticipated. However, active dialogue is currently going among representatives of the SUPA, OHSU, and CEOs of major hospitals and health organizations to develop a Master's Degree Program in Health Administration.

8. Accreditation of the Program

a. Is there an accrediting agency or professional society which has established standards in the area in which the proposed program lies?

There is no accrediting agency for doctoral programs in public administration. However, the National Association of Schools of Public Affairs and Administration has approved and published a policy statement on doctoral education in public affairs and administration (see Appendix A).

b. If so, does the proposed program meet the accreditation standards? If it does not, in what particulars does it appear to be deficient? What steps would be required to qualify the program for accreditation?

The Ph.D. in Urban Studies: Public Administration and Policy meets all the standards contained in the NASPAA policy statement.
9. Evidence of Need

a. What evidence does the institution have of need for the program? Please be explicit.

In order for the School of Urban and Public Affairs to more fully achieve its graduate instructional, research, and public service objectives students from a wide geographical region need to be attracted. And it is within this context that the national competition for doctoral-level applicants becomes quite keen. Nationally, there are 193 NASPAA university affiliates which have master-level programs. Only 28 of those institutions offer a Ph.D. in public administration or policy studies. Their geographic distribution is shown on the following page. Twelve universities offer the DPA, while 13 provide a substantial emphasis in the discipline as part of another degree area, usually political science. A number of the nationally recognized universities offering doctoral degree work in public administration and policy have new or substantially redesigned programs. These are aggressive institutions which are determined to have significant impact and visibility with the field. To be competitive in attracting the highest caliber student, PSU's title of the degree must reflect the emerging standard set by these leading universities.

An increasing number of international students--fully funded by their sponsoring organizations--are coming to the U.S. to undertake doctoral training in public administration, policy analysis, and related subject matter. They are attracted to those universities which offer discrete programs of quality in this field. This assertion is reinforced by observations on international education made by institutions such as: the American Society for Public Administration, Partners for International Education and Training, U.S. Aid for International Development, the Association of University Programs in Health Administration, the National Association of Schools of Public Affairs and Administration, and the Ford, Rockefeller and Carnegie Foundations.

Student demand for the currently advertised degree (Ph.D. in Urban Studies: Public Administration and Policy) has produced a class of twelve domestic and foreign students for 1987-88. Ten are practice-oriented, interested in enhancing their professional skills for use in the consulting and government service markets. The other two are clearly interested in academic careers. The majority of them are mid-career.

Additionally, 103 requests for information about the doctoral program in public administration and policy have been received by
Location of institutions granting the Ph.D. or major concentrations in public administration/policy, and/or DPA degree
the School of Urban and Public Affairs from March to October, 1987. Based on discussions with current students and some of those inquiring about the program, dropping the Urban Studies prefix from the degree title and making it a discrete degree would make the program more attractive. Some express interest in careers with such non-urban agencies as the Forest Service and Bureau of Land Management. Foreign students, many of whom will return to countries that are primarily non-urban, have also indicated that their national ministries and educational affairs offices more readily recognize a discrete program in this field.

b. What is the estimated enrollment and the estimated number of graduates of the proposed program over the next five years? If the proposed program is an expansion of an existing one, give the enrollment in the existing program over the past five years.

During the five-year period 1987-1992, it is estimated that no more than 12 students will be enrolled each year for a total of 60. The first group to graduate, an estimated five students, will probably be in the fourth year (1990-91), with approximately 10 students receiving the Ph.D. in Public Administration and Policy by 1992.

The proposed free-standing Ph.D. in Public Administration and Policy is a modification of the existing Ph.D. in Urban Studies: Public Administration and Policy, rather than an expansion. Nevertheless, reporting the enrollment of students in the doctoral policy analysis specialization provides useful insight into the potential of the proposed program. Since 1982 over one hundred students have enrolled in the urban studies doctoral program—approximately 40 of those students selected policy analysis as their primary fields of specialization.

Is the proposed program intended primarily to provide another program option to students who are already being attracted to the institution, or is it anticipated that the proposed program will draw its clientele primarily from students who would not otherwise come to the institution were the proposed program not available there?

The underlying intent of the proposed change to the title of the existing doctoral program in public administration and policy is threefold: first, to more adequately reflect what is taking place in the mainstream of doctoral education within the field; second, to be more competitive in attracting high quality students from within the state, the region, the nation, and the world; and third, to provide those students who graduate from PSU with a Master of Public Administration or a Master of Urban Planning an enhanced opportunity to earn a Ph.D. that is relevant to their needs and that is at the cutting edge of their field. A number of students who have entered the existing doctoral program have received their professional master's degree at PSU. There is no discrete doctoral degree opportunity available to them in the
c. Identify statewide and institutional service area manpower needs the proposed program would assist in filling.

It is not possible to project any meaningful numeric estimate of the number of individuals employed in government, health service, research institutions concerned with public affairs issues, or in institutions of higher learning who might be attracted to the degree program. Nevertheless, there is an increasing number of people—mainly mid-career professionals—employed in this array of occupational settings who need or desire the education and training commensurate with a Ph.D. Many are in government or public sector positions and faced with rapidly escalating skill obsolescence. Others are attempting to enhance career mobility. Some are attempting to prepare for the increasingly complex futures they anticipate for their organizations. What can be said with some certainty is that the demand and need for this proposed doctoral program will continue as the institutions of government and the infrastructure of society becomes more complex and interdependent.

d. What evidence is there that there exists a regional or national need for additional qualified persons such as the proposed program would turn out?

Academically, the much discussed "greying" of the professorate would indicate a need for replacement personnel in public administration and policy. Additionally, NASPAA's development of a policy statement on this particular degree area (see Appendix A) indicates national interest in the subject matter. The involvement of the Association of Public Policy and Management in Sloan Fellowships for Public Policy substantiates the continuing need for professionals in this area. Finally, the consistent student demand for doctoral study in public administration and policy indicates a continued constituent interest.

e. Are there any other compelling reasons for offering the program?

The Public Administration and Policy option within the Ph.D. in Urban Studies currently exists at PSU. Students have been admitted. The required curriculum is in place and is presently being taught. The change in degree title that is requested in this proposal is a logical and culminating step in the evolution of the program. This final change will remove the ambiguity and confusion about the substance of the degree—a problem for many prospective students and employers of graduates from the current program.

The inter-departmental nature of the Ph.D. in Public Administration and Policy requires it to be separated from its current single department designation—Urban Studies—to
facilitate access to the program by a more diverse group of students.

f. Identify any special interest in the program on the part of local or state groups (e.g., business, industry, agriculture, professional groups).

A wide array of departments and programs in federal, state, and local governments, regional bodies, not-for-profit agencies, and corporations contact the School of Urban and Public Affairs for assistance in undertaking research and evaluation studies, training, and access to specific data. Often these organizations request the services of advanced graduate students. The School's ability to meet these requests is dependent upon the presence of a highly qualified student body.

g. Have any special provisions been made for making the complete program available for part-time or evening students?

Yes. The current program is available primarily for part-time and evening students. The required six-course core is offered entirely at night. As many of the other courses as possible will also be offered either late afternoon or evening.

Duplication of Effort

10. Similar Programs in the State

a. List any similar programs in the state.

None

b. If similar programs are offered in other institutions in the state, what purposes will the proposed program serve? Is it intended to supplement, complement, or duplicate existing programs?

Not applicable

c. In what way, if any, will resources of any other institutions be utilized in the proposed program?

Students may transfer 30-45 advanced standing credits earned at other institutions, upon approval of the program faculty.

11. Faculty

a. List present faculty who would be involved in offering the proposed program, with pertinent information concerning their special
qualifications for service in this area.

The faculty are listed below with their rank, tenured affiliation, and specialization. Complete resumes are contained in Appendix B.

<table>
<thead>
<tr>
<th>Rank and Department</th>
<th>Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seymour Adler</td>
<td>Associate Professor, Urban Studies and Planning, Policy Implementation, Health Policy, Transportation Policy</td>
</tr>
<tr>
<td>Ron Cease</td>
<td>Professor, Public Administration, State and Local Government, Public Administration</td>
</tr>
<tr>
<td>Sheldon Edner</td>
<td>Professor, Urban Studies and Planning, Political Science, Intergovernmental Relations, Policy Administration, Transportation Policy</td>
</tr>
<tr>
<td>Walter Ellis</td>
<td>Professor, Public Administration, Labor Relations, Administrative Theory, Personnel Management</td>
</tr>
<tr>
<td>Elizabeth Kutza</td>
<td>Associate Professor, Urban Studies and Planning, Federal Health Policy, Aging Policy</td>
</tr>
<tr>
<td>Jerry Lansdowne</td>
<td>Associate Professor, Urban Studies and Planning, Small Group Theory, Policy Analysis, Organizational Development</td>
</tr>
<tr>
<td>Anthony Rufolo</td>
<td>Professor, Urban Studies and Planning, Program Evaluation, Public Finance</td>
</tr>
<tr>
<td>Dan O'Toole</td>
<td>Professor, Public Administration, Public Budgeting &amp; Finance, Organizational Development</td>
</tr>
<tr>
<td>Brian Stipak</td>
<td>Professor, Public Administration, Program Evaluation, Research Methodology</td>
</tr>
<tr>
<td>Nohad Toulan</td>
<td>Professor, Urban Studies and Planning, Housing Policy, Development Policy</td>
</tr>
<tr>
<td>Charles Tracy</td>
<td>Professor, Administration of Justice, Criminal Justice Policy, Program Evaluation</td>
</tr>
<tr>
<td>Charles White</td>
<td>Professor, Political Science, Survey Research, Research Methodology</td>
</tr>
</tbody>
</table>

b. Estimate the number, rank, and background of new faculty members who would need to be added to initiate the proposed program; that would be required in each of the first four years of the proposed program's
operation, assuming the program develops as anticipated in item 9-b.

The program is currently operating with existing faculty resources, which for the most part have been reallocated, and will be able to continue to do so during its initial year of being separated from Urban Studies (1988-89). However, during the second year (1989-90), when comprehensive examinations and dissertations will increase the existing faculty's workload, a new 1.00 FTE senior faculty (associate professor) with a health administration background should be added to the Department of Public Administration. No additional faculty will be necessary during the third and fourth years—with the exception of one 1.00 FTE graduate assistant in the second year, supplemented with an additional 1.00 FTE graduate assistant in the fourth year.

What kind of commitment does the institution make to meeting these needs?

PSU attaches great significance to the enhancement of its role as a leader in graduate education and research in the various fields that relate to public and urban institutions, the understanding of the nature of urban systems, and the development of appropriate measures to enhance the efficiency of agencies providing public service. The PSU mission as adopted by the OSBHE stresses the role of the institution in conducting research and offering academic instruction in the areas of "health systems administration, the criminal justice system, management of complex urban systems, public administration, . . . " The University maintains one of the better established schools of urban and public affairs in the country, and the only one in the Pacific Northwest that offers a comprehensive range of academic and research programs. The proposed degree will enhance PSU's ability to meet the growing demands in this area and the added resources will not be a measurable burden to the institution.

c. Estimate the number and type of support staff needed in each of the first four years of the program.

No additional support staff is needed.

12. Library

a. Describe in as objective terms as possible the adequacy of the library holdings that are relevant to the proposed program (e.g., if there is a recommended list of library materials issued by the American Library Association or some other responsible group, indicate to what extent the institution's library holding meet the requirements of the recommended list.)
PSU's library collection of books, scholarly and professional journals, and government publications are adequate to meet the needs of the existing doctoral program. Some additional journal subscriptions may be needed in the future as specialized concentrations, such as health administration, are developed more fully. Library holdings in support of the present Ph.D. in Urban Studies, Master in Public Administration, and Master in Urban Planning degrees, the social sciences, business administration, education, and social work—including computer access to the collections of other libraries and organizations—will allow effective research in public administration and policy to be conducted.

b. How much, if any, additional library support will be required to bring the library to an adequate level for support of the proposed program?

No additional support required at this time.

c. How is it planned to acquire these library resources?

Not applicable

13. Facilities and Equipment

a. What special facilities in terms of buildings, laboratories, equipment are necessary to the offerings of a quality program in the field and at the level of the proposed program?

No additional facilities are required at this time. The recent move of the School of Urban and Public Affairs to its current location provides the concentration of necessary instructional facilities, including a computer laboratory, to make the program effective.

b. What of these facilities does the institution presently have on hand?

All facilities are presently available.

c. What facilities beyond those now on hand would be required in support of the program?

No additional facilities are required at this time.

14. Budgetary Impact

a. Please indicate the estimated cost of the program for the first four years of its operation, following the format on the following page.
## Summary of Estimated Costs for Proposed Program

**Portland State University, School of Urban and Public Affairs**  
**Program:** Ph.D. in Public Administration and Policy  
**Effective Date:** September 15, 1988

### 1. Personnel
- **A. Faculty**  
  - First Year: $46,000  
  - Second Year: $50,400  
  - Third Year: $52,200  
  - Fourth Year: $57,900
- **B. Graduate Assistants**  
  - First Year: $13,000  
  - Second Year: $13,650  
  - Third Year: $27,000
- **C. Support Personnel**  
  - First Year: $3,000  
  - Second Year: $3,000
- **D. Fellowships & Scholarships**  
  - First Year: $0

**TOTAL**  
- First Year: $61,000  
- Second Year: $64,050  
- Third Year: $79,900

**Percentage of Total from State Funds**  
- First Year: 100%  
- Second Year: 100%  
- Third Year: 100%

### 2. Other Resources
- **A. Library**  
  - First Year: $0  
  - Second Year: $0
- **B. Supplies & Services**  
  - First Year: $1,000  
  - Second Year: $1,050
- **C. Movable Equipment**  
  - First Year: $0  
  - Second Year: $0

**TOTAL**  
- First Year: $1,000  
- Second Year: $1,100

**Percentage of Total from State Funds**  
- First Year: 100%  
- Second Year: 100%

### 3. Physical Facilities
- **Construction of New Space or Major Renovation**  
  - First Year: $0  
  - Second Year: $0
  
**GRAND TOTAL**  
- First Year: $62,000  
- Second Year: $65,100  
- Third Year: $81,000

**Percentage of Total from State Funds**  
- First Year: 100%  
- Second Year: 100%

### 4. Source of Funds
- **A. State Funds—Going Level Budget**  
  - First Year: $62,000  
  - Second Year: $65,100  
  - Third Year: $81,000
- **B. State Funds—Spec. Appropriation**  
  - First Year: $0  
  - Second Year: $0
- **C. Federal Funds**  
  - First Year: $0  
  - Second Year: $0
- **D. Other Grants**  
  - First Year: $0  
  - Second Year: $0
- **E. Fees, sales, etc.**  
  - First Year: $0  
  - Second Year: $0
- **F. Other**  
  - First Year: $0  
  - Second Year: $0

**TOTAL**  
- First Year: $62,000  
- Second Year: $65,100  
- Third Year: $81,000

**Sequence of Action:**  
- Approved by Library  
- Approved by Unit (i.e., Dept., Curriculum Comm.)  
- Approved by Dept. Head  
- Approved by College/School Curriculum Comm.  
- Approved by College/School Dean  
- Date: 12/24/87
b. If a special legislative appropriation is required to launch the program, please provide a statement of the nature of the special budget request, the amount requested, and the reasons a special appropriation is needed. How does the institution plan to continue the program after the initial biennium?

Not applicable

c. If federal or other grant funds are required to launch the program, what does the institution propose to do with the program upon termination of the grant?

Not applicable

d. Will the allocation of going-level budget funds in support of the proposed program have an adverse impact on any other institutional programs? If so, which programs and in what ways?

No adverse impact will occur.