



UNIVERSITY OF
OREGON

School of Planning, Public
Policy and Management

Institution: University of Oregon
College/School: College of Design
Department/Program Name: School of Planning, Public Policy and Management
Degree and Program Title: PhD in Planning and Public Affairs [Feb 2019]

1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number.

440401

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

The PhD in Planning and Public Affairs will train students to conduct rigorous, original research that will inform scholarship, policy and practice. Our goal is to train graduates to be leaders in education, research, and policy, and make a significant difference in their chosen endeavor. A key theme of our program will be engaged and applied scholarship, which builds on our international reputation and offers a unique and emerging skill set for our graduates.

The program will accept students in one of three main disciplinary tracks: (1) Community and Regional Planning; (2) Nonprofit Management and Arts Administration; and (3) Public Administration/Public Policy. These tracks will provide students with the core classes and training necessary to teach and conduct research in academic and research careers related to these disciplines.

Students will be admitted into a limited number of Concentrations based on faculty expertise and important emerging areas of need in the field. These Concentrations will be structured around PPPM Research Groups, which currently consist of:

- UrbansismNext
- Access and Equity
- Philanthropy and Social Enterprise

The PhD program will be supported by the Institute for Policy Research and Engagement (IPRE) and the Sustainable Cities Initiative (SCI). The Institute and SCI will help support grant funded research, provide the networks and infrastructure to work with funders on applied research projects, and serve as a teaching and training ground for integrating applied research and experiential learning.

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

To graduate with a Ph.D. in Planning and Public Affairs, students must complete 73 credits as outlined in the curriculum table below, pass comprehensive examinations and successfully complete and defend a dissertation.

Students admitted to the Planning and Public Affairs Ph.D. program must have already obtained a masters degree in a related field, and there must be at least two PPPM tenure track faculty members willing to serve as their advisor. The PhD Program Committee will oversee the admissions process and determine the relevancy of the masters degree.

Admitted students will work with their primary advisor to develop a course plan subject to the approval of the PhD Program Committee. The plan will outline the courses necessary to prepare the student in the areas of research methods, a disciplinary area, a concentration area and academic career development. Students also need to take coursework to prepare them for their comprehensive exams. Students may propose a lower course load if they have previously taken equivalent graduate level courses.

PPPM doctoral students must comply with the following UO Graduate School requirements (see Graduate School web site for details):

- Students are required to be continuously enrolled (for a minimum of 3 graduate credits) until all requirements have been completed.
- At least one full-time academic year--the residency year--must be completed. This year of residency will occur after the student has been admitted in a doctoral program.
 - During this year of residency, the student is expected to make progress toward the degree by completing course credits and satisfying doctoral degree requirements.
 - The residency year consists of three consecutive terms of full-time University of Oregon coursework toward the degree, with a minimum of 9 completed graduate credits a term.
 - Courses in Research (601), Reading and Conference (605), and other individualized study options may be a part of the 9 credits, but the majority of the year of residency is expected to consist of regular graduate course work.
- The year of residency is expected to be the first year after admission as a doctoral student. A doctoral student may fulfill the residency requirement during the period in which the student works toward a masters degree on the university campus as long as the student has been officially awarded the masters degree, the doctoral degree program immediately follows the masters degree program, and both the masters degree and the doctoral degree are in the same major.

Curriculum Overview

Students entering the program must satisfy the requirements in three main areas:

- **Methods** courses appropriate to the student's focus and specialty. The advisor and PhD Program Committee will determine if any prior graduate level coursework satisfies their methods requirements. These methods courses will be focused around one or more of the following areas:
 - Quantitative methods
 - Qualitative methods
 - Spatial methods
- **Disciplinary track and Concentration:** depending on the prior academic degree, the student will take graduate classes to fulfill these requirements.
 - **Disciplinary Track:** Each student must demonstrate competency in a disciplinary track relevant to one of three areas: (1) Community and Regional Planning; (2) Nonprofit Management and Arts Administration, and (3) Public Administration/Public Policy. This will be fulfilled through graduate level coursework that covers the competencies of the discipline based on its accreditation standards or guidelines. Courses required to fulfill this track will must be approved by the PhD Program Committee
 - **Concentration:** Each student will take graduate level elective courses from across the university to develop a concentration. These courses can include regular research seminars offered by each research group, and graduate level courses from across the University. These courses will be chosen in consultation with the student's academic advisor.
- **Academic Career Development:** students will participate in classes designed to support an academic career and enhance skills and knowledge related to engaged research and teaching. It is anticipated that these classes will also enroll students from across the university to provide interdisciplinary opportunities and support other doctoral programs. These courses will include:
 - Professional Development Seminar: focusing on the skills of academic careers (Note: this course could also be rotated with Political Science and Sociology, which currently offer a similar course)
 - Seminar on Engaged Instruction: working with faculty in Institutes and Centers to develop community and organizational partnerships for delivering engaged instruction
 - Research Internship: Internship with an Institute or Partner agency working on a research task

Curriculum Table

Curriculum Area	Program Requirements
Methods Plan: approved by the academic advisor and the PhD Program Committee based on field of study	16 cr
Disciplinary Track and Concentration: <ul style="list-style-type: none"> • Disciplinary Track coursework must be approved by the PhD Program Committee • Concentration coursework is determined by the student in consultation with their advisor 	36 cr
Career Development <ul style="list-style-type: none"> • PPPM 607: Seminar: Academic Career Development (1cr, repeatable) [may also substitute professional development classes in Sociology, Political Science or other Departments] • PPPM 607: Seminar: Engaged Instruction (1-3 credits, repeatable) • PPPM 604: Internship: Applied Research (1-10 Credits) 	3 cr
Dissertation	18 cr
TOTAL UO CREDITS	73 cr

Comprehensive Examinations

All students will be required to pass comprehensive exams before advancing to candidacy. The comprehensive exams will cover methods, the disciplinary track and a field of study. The comprehensive exam procedures will be detailed in the PPPM Doctoral Program Handbook.

Dissertation

As per the UO Graduate School policies, students must register for a minimum of 18 credit hours of Dissertation (603) before advancing to candidacy. The composition of the dissertation committee, process for oral defense, and writing and submission of the dissertation must follow UO Graduate School policies. Additional guidance will be provided in the PPPM PhD Program Handbook.

Courses Supporting the Curriculum

Methods

Critical to an effective doctoral program is a robust method sequence that trains students in one or more areas. Researchers in a concentration may use a range of methods, including qualitative, quantitative, spatial, and combinations of these.

The methods needs for each student will depend upon their prior educational training. Therefore, each entering student will develop a methods plan in consultation with their advisor, subject to the approval of the PhD Program Committee.

Methods Courses in PPPM

PPPM currently offers the following methods classes, which are primarily geared towards Masters students. Most of these courses cover introductory content and will need to be supplemented with advanced courses.

- PPPM 656: Quantitative Methods
- PPPM 657: Research Methods in PPPM
- PPPM 611: Planning Analysis
- PPPM 610: Research Skills (introduction to qualitative and survey methods)
- PPPM 534: Urban Geographic Information Systems
- PPPM 508: Advanced Urban GIS

The School of PPPM may also be introducing new methods courses, depending on cross-campus needs and discussions. These could include:

- Qualitative methods
- Advanced GIS Analysis

Methods Courses in Other Programs

The School of PPPM has identified a range of methods classes in other departments that could be appropriate for doctoral students. Permission to enroll in these classes will depend on the department and the instructor, but the number of PPPM doctoral students interested in enrolling in a particular methods classes is likely to be quite low. The School of PPPM has consulted with an array of units to identify suitable classes that could accommodate a few students. The Appendix lists potentially relevant courses from:

- Political Science*
- Economics*
- Sociology*
- Education
- Geography
- Psychology
- Anthropology

*Department or instructors have been contacted informally about access to methods classes

Disciplinary Track

To be trained for an academic career, it is important that students have a broad grounding in a primary discipline. Students entering the doctoral program with a Masters degree in the same discipline may not need to complete coursework to fulfill a disciplinary track. However, students coming from a related discipline will need to demonstrate competency.

The entering student will work with their advisor to develop a list of courses necessary to demonstrate competency. These competency requirements will be based on the guidelines or professional accreditation standards of the discipline. Examples of the current courses offered to meet these standards include:

- Community and Regional Planning
 - PPPM 611 Introduction to Planning Practice
 - PPPM 612 Legal Issues in Planning
 - PPPM 613 Planning Analysis I
 - PPPM 616 Planning Theory and Ethics
 - PPPM 617 Human Settlements
- Public Administration/Public Policy
 - PPPM 618 Public Sector Theory
 - PPPM 628 Public Sector Economics
 - PPPM 629 Public Budget Administration
 - PPPM 633 Public Management
 - PPPM 636 Public Policy Analysis
 - PPPM 684 Public and Nonprofit Financial Management
- Nonprofit Management and Arts Administration
 - PPPM 522 Grant Proposal Writing
 - PPPM 581 Fundraising for Nonprofit Organizations
 - PPPM 586 Philanthropy and Grant Making
 - PPPM 618 Public Sector Theory
 - PPPM 680 Managing Nonprofit Organizations
 - PPPM 681 Nonprofit Financial Management
 - PPPM 687 Nonprofit Board Governance
 - PPPM 688 Nonprofit Management Consultancy
 - PPPM 670 Cultural Administration (pending)
 - PPPM 571 Cultural Policy (pending)
 - PPPM 570 The Arts in Society (pending)
 - PPPM 572 Creative Placemaking (pending)

Concentration

Students will be recruited into the program through a limited number of specific concentration areas supported by a research group. The purpose of this structure is to ensure that there is a research community of faculty and students for each student. Some students may cross multiple concentrations, which will be permissible as long as there are faculty willing to serve as their advisor.

Each student will develop a set of concentration classes in consultation with their advisor. This concentration will be composed of PPPM classes and classes offered by other departments at the University of Oregon. Students may

The PPPM PhD program will be focused around a few key areas related to faculty expertise and the potential for cross-campus collaboration. PPPM faculty will also be able to offer some advanced seminars around rotating topics that serve doctoral students and top masters students interested in these topics. These areas may change periodically due to changing faculty, changing research emphases of faculty and research funding. Additional concentrations may be added with additional faculty.

PPPM Electives

The School also offers a number of graduate level electives that students may use for their concentration area. The School of PPPM plans to offer advanced seminars for doctoral students and selected masters students in key areas of interest. Additional courses will be added with the hiring of new faculty. A current listing of available courses includes:

- PPPM 607: Seminar: Advanced Topic. 4 Credits.
- PPPM 685. Social Enterprise. 4 Credits.
- PPPM 560. Health Policy. 4 Credits.
- PPPM 555. Social Planning and Policy: [Topic]. 4 Credits.
- PPPM 518. Introduction to Public Law. 4 Credits.
- PPPM 522. Grant Proposal Writing. 1 Credit.
- PPPM 525. Project Management. 4 Credits.
- PPPM 526. Strategic Planning for Management. 4 Credits.
- PPPM 532. Justice and Urban Revitalization. 4 Credits.
- PPPM 538. Transportation Issues in Planning: [Topic]. 4 Credits.
- PPPM 541. Growth Management. 4 Credits.
- PPPM 542. Sustainable Urban Development. 4 Credits.
- PPPM 543. Natural Resource Policy. 4 Credits.
- PPPM 544. Environmental Policy. 4 Credits.
- PPPM 546. Socioeconomic Development Planning. 4 Credits.
- PPPM 548. Collaboration. 4 Credits.
- PPPM 552. Public Participation in Diverse Communities. 4 Credits.
- PPPM 565. Program Evaluation. 4 credits.
- PPPM 583. Volunteer Management. 2 credits.
- PPPM 587. Impact Philanthropy. 4 credits.
- PPPM 588. Nonprofit Legal Issues. 4 credits.

PPPM Research Groups

The research groups will provide a community of scholars and colleagues for each doctoral student. Potential students applying to the doctoral program must have commitments from two research group core PPPM faculty to be admitted to the program. The list of core faculty in each research group may change over time, and research groups may be added or amended. Research group core faculty will be listed in the doctoral student handbook.

Research Group: UrbanismNext

Scholars in Urbanism Next research analyze the secondary impacts of emerging technologies in e-commerce, sharing economy, and new mobility on the form and function of cities, including land use, urban form, design, transportation, public budgeting/finance, and real estate, among other related issues. Applied research in this area is geared toward understanding and positively impacting issues of equity, health, governance, health, the environment, and the economy.

Research Group: Access and Equity

Scholars in the Access and Equity research hub play a leading role in investigating theory and practice regarding issues of access, equity, social justice, representation, and power for under-represented and under-served communities across planning, community engagement, non-profit management, and public policy. More specifically, this research hub includes leading researchers examining the links between immigrant communities and placemaking; the role of design for both participatory processes as well as public spaces in supporting under-represented; and under-served communities for meaningful participation. We are also investigating the organization and formation of interest/advocacy organizations; and the relationships between art, education, community, and place for under-represented and under-served communities. Researchers who are part of the Access and Equity research hub have engaged and collaborated with communities in a wide range of contexts. This includes conducting research at international, urban, suburban, and rural levels.

Research Group: Nonprofit and Philanthropic Enterprise

Scholars in this group address research related to nonprofits, social enterprise, arts and cultural leadership, and philanthropy. Research would focus on the following areas within this field: (1) The Economics of Nonprofit and Philanthropic Enterprise; (2) Social Entrepreneurship and Social Enterprise; and (3) Charitable Giving and High-impact Philanthropy

Academic Career Development

An important part of an academic career is professional development related to teaching, research and service. PPPM will offer several courses designed to train students for academic work. The School of PPPM is also discussing doctoral seminars with other departments at the UO, and may rotate some of these courses to serve students across multiple programs.

PPPM 607: Seminar: Academic Career Development (1cr, repeatable). This course will explore the professional skills related to a career in academia, government or the nonprofit sector. Topics will include: teaching effectiveness, grant proposal writing, cultural competency, conference presentations, governing boards, research communication.

PPPM 607: Seminar: Engaged Instruction (1-3 credits, repeatable). This course is designed to introduce students into the approaches and strategies of engaged instruction through the Institute for Policy Research and Engagement or the Sustainable Cities Initiative. Students will meet weekly with a School of PPPM faculty member, researchers and client organizations to develop and deliver an engaged class at the Masters or undergraduate level.

PPPM 604: Internship: Applied Research (1-10 Credits) As part of their doctoral research, students may enroll in a research internship with a government or nonprofit entity. This internship must be designed around a specific research task in collaboration with staff from the host organization.

- 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).

Program will be delivered in person and on campus, primarily in Eugene. Research work may take place off campus depending on the research topic and funding.

Institute for Policy Research and Engagement

Research in our fields often involves intensive work with agencies, government entities, nonprofit organizations and communities to gather data, test processes, conduct quasi-experiments, and evaluate outcomes. The intensive and applied nature of this work requires a “laboratory” to support grant funded research. In the case of PPPM the Institute for Policy Research and Engagement (IPRE) (formerly the Community Service Center) serves as one of our key applied research laboratories.

Our vision is that the Institute will become the laboratory to support teams of researchers supported by grant funded research. These funding sources will include both the current agency and foundation funded research, and more significant grants from sources such as NSF, USDA, EPA, and NIH.

As part of these efforts, IPRE and the School are developing a prototype policy lab in partnership with Lane County that will provide funding to address local government problems and issues. The goal is to expand this partnership with other local governments and organizations to link their needs with areas of faculty research. These areas can allow faculty to develop longitudinal research projects that can also support doctoral students.

The Institute serves a key role in delivering our applied research classes, many of which involved funding from agencies, local governments and foundations. This includes an undergraduate capstone course and three different capstone courses serving our Planning, Public Administration and Nonprofit Management programs. PhD students would have the opportunity to be involved in teaching these capstone courses, and could engage student teams in data collection efforts for their doctoral research.

The Institute will serve three main roles. (1) support externally funded research in the School; (2) integrate applied research opportunities with training for Masters students and undergraduate students through our workshop and capstone courses; and (3) train doctoral students in experiential learning strategies and methods.

Sustainable Cities Initiative

Faculty in the School of PPPM have also been heavily involved in the Sustainable Cities Initiative. The Sustainable Cities Initiative (SCI) promotes education, service, public outreach, and research on the design and development of sustainable cities. The Sustainable City Year Program (SCYP) offers opportunities for doctoral students to work with partner organizations and students on applied projects. Doctoral students will also opportunities to participate in the process and planning of SCYP through PPPM 607 Seminar: Engaged Instruction.

SCI also serves as a network of researchers focusing on sustainability-based topics and its impact on policies and government. SCI’s areas of research include urban design, transportation, communication, and civic engagement. SCI’s Urbanism Next initiative focuses on the ramifications of changes in technology on city development, form, and design, with implications for sustainability, resiliency, equity, cost, and general livability. It is building a

national network of thought leaders from the private sector, public sector, and academia to address these topics.

e. Adequacy and quality of faculty delivering the program.

The School of PPPM has 18 faculty members who support over 120 masters students and approximately 300 undergraduate majors, minors and pre-majors.

Full Professors: 4

Associate Professors: 7

Assistant Professors: 7

An important part of developing a successful program will be to credit faculty with the time and effort to support doctoral students. Therefore, the School will revise its TTF Duties and Responsibilities policy to allocate a teaching FTE to doctoral student advising. This will provide teaching load credit to faculty for doctoral student advising to ensure this workload is recognized.

f. Adequacy of faculty resources – full-time, part-time, adjunct.

In the fall of 2018, we added three new faculty. Two faculty were hired in the area of Engaging Diverse Communities (Dr. José Melendez and Dr. John Arroyo) and (2) Sustainable Transportation (Dr. Anne Brown). The School will need 2 additional faculty to support the size of the doctoral program outlined in this proposal, while maintaining the current master degree program enrollment and growing the undergraduate program. The investment in these faculty will be focused in key areas of research identified through the School's Research Hubs strategy.

Potential areas for additional investment include:

- Philanthropy
- Housing Policy and Affordability
- Resilience and Natural Hazards

g. Other staff.

The addition of new faculty in key areas and the restructuring of the Community Service Center into the Institute for Policy Research and Engagement (IPRE) creates opportunities to significantly increase grant funded research in the School of PPPM that will also support doctoral student research. To support doctoral students and expand grant funded research, the School and IPRE will need additional support staff in the following areas:

- Senior Research Director
- Designated Grant Administrator
- Administrative Program Support

h. Adequacy of facilities, library, and other resources.

Resources: GE Support

Important to the success of a doctoral program will be graduate employee support. PPPM anticipates several sources for this support:

- GE positions allocated by College to PPPM doctoral students
- GE positions developed through external grants and contracts
- GE positions through university competitive processes (e.g., Promising Scholars)
- Dissertation fellowships from UO and other sources

The School currently allocates a limited number of Graduate Employee positions to masters students, which are critical for recruitment and graduate student diversity. Our peer university’s programs provide more support for masters degree students, so it is important that GE positions are not shifted from the masters program to the doctoral program. A robust masters program is important for maintaining a national reputation of our School and sustaining a strong graduate curriculum. Maintaining the programs are also important, because doctoral students may be recruited from top students in our masters program.

The following new GE resources will be provided by non-PPPM resources to successfully launch and maintain a PhD program. Additional PhD students will be admitted when supported by external grant funding.

Year	GE terms needed	PhD students supported
2020	9	3
2021	18	6
2022	27	9
2023	36	12
2024	45	15
On-going	45	15

Libraries

The UO Libraries has a research collection of over 3 million volumes and over 17,000 journal subscriptions. It is the only Oregon member of the Association of Research Libraries. In addition to its large collection of planning-related journals, the Library provides access to many relevant bibliographic and full-text databases. The Library is also a depository library for publications of the governments of the United States, Canada, and the State of Oregon. It has developed several specialized digital resources for the School of PPPM:

- Data for Local Communities website: <http://libweb.uoregonl.edu/dlc>
- Oregon Policy Directory: <http://libweb.uoregon.edu/govdocs/opd.html>
- Digital collections of Oregon local planning documents
<https://scholarsbank.uoregon.edu/xmlui/>

The library is host site for the Orbis Cascade Alliance, a consortium of thirty-four colleges and universities in Oregon and Washington with a shared catalog; and provides rapid interlibrary loan of books and electronic delivery of journal articles. The liaison librarian to the School provides frequent library instruction for PPPM courses and consults often with students on research strategies.

Facilities

The School of PPPM is currently housed in the ground floor and basement of Hendricks Hall. These facilities are inferior and not adequate to support current needs. The School will need additional space to support the program. The University has announced the intention to open a new Environment and Society Building in 2022, which will house the School of PPPM, the Department of Geography and the Environmental Studies Program. This building has also been programmed to include space for PPPM doctoral students, the Institute for Policy Research and Engagement and the Sustainable Cities Initiative.

The School is working with the College and University committees to identify space options until the new building is ready for occupancy. These interim space needs include:

- 1-2 additional tenure track faculty
- 1-2 additional research positions
- 1-2 new offices for staff
- Offices to consolidate IPRE and SCI adjacent to PPPM
- Offices for up to 9 doctoral students

- i. Anticipated start date.
Fall 2020

2. Relationship to Mission and Goals

- a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

This program will advance the university's mission in several key areas:

- Increase grant funded research and publications
- Increase the number of doctoral students at the University of Oregon
- Increase the diversity of doctoral students by focusing on key areas (Engaging Diverse Communities, Housing Policy and Affordability) that attract more diverse students and faculty

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

Student Access and Diversity

The School of PPPM is committed to student access and diversity. We have prioritized our recruitment and retention efforts for graduate students to support these goals. We have also supported a School-wide Equity Initiative, which is co-facilitated by faculty and students. This Initiative has identified strategies and supported conversations to foster a supportive atmosphere for students from diverse backgrounds.

For the PhD program, the School believes that financial support for students is key to program success and the viability of graduates to pursue academic careers. We plan to fully support doctoral students for 5-6 years of full-time study.

In addition to funding, the School seeks to increase the diversity of students by recruiting and retaining diverse faculty and offering specializations that attract more diverse students. Among our current tenure track faculty:

- 9 are female and 9 are male
- 3 faculty are Asian or South East Asian
- 3 faculty are Latino

Quality Learning and Research

The School of PPPM has research active faculty with a strong reputation for quality teaching and engaged learning. The PhD program will build on these traditions and ensure a rigorous program through several means. First, we have developed rigorous methods options for the program in collaboration with other Departments. Second, we have focused on research areas in which there is a concentration of faculty within PPPM and connections across campus to ensure depth and redundancy of advising support. Finally, our research will be linked to our applied research efforts. Doctoral students will have the opportunity to teach and support their research through the Institute for Policy Research and Engagement (formerly the Community Service Center), which trains undergraduate and graduate students in applied research. Doctoral students will also have the opportunity to conduct engaged instruction and/or applied research through the Sustainable Cities Initiative. Each year the Sustainable City Year Program works with a partner city or organization to pair their research needs with the expertise and energy of UO faculty and students. PPPM doctoral students would have the opportunity to work with SCI faculty and staff to learn this model and how it is delivered.

Knowledge Creation and Innovation and Support for Oregon Communities

The School of PPPM and its associated Institutes and Initiatives have a long tradition of supporting research and innovation that supports the State of Oregon and communities throughout Oregon. The doctoral program will enhance these efforts in several ways:

- Increase the amount of externally funded research that benefits Oregon: faculty/doctoral student research in the key research areas identified for the program
 - Increase the capacity of the Institute for Policy Research and Engagement and the Sustainable Cities Initiative to support applied research throughout Oregon. This includes:
 - Funded research projects involving teams of masters students in our capstone projects in planning, public administration and nonprofit management
 - Pro bono projects to support agencies, communities and nonprofit organizations without the financial capacity to support applied research
- c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:
- i. improve educational attainment in the region and state;

The doctoral program itself will have only a minimal effect on educational attainment. However, its link to new and expanded applied research for undergraduate and graduate students creates new opportunities for funding and training. In particular, the undergraduates in our program who engaged our applied research classes with government and non-government partners have been energized and motivated by these

opportunities. We believe exposing more students to these classes will motivate more students for these career options.

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

The applied research undertaken in the School of PPPM addressed some of the most significant social, economic, and environmental challenges facing Oregon and this doctoral program will enhance that capacity. In particular, the School seeks to increase its research, training and applied work related to:

- Access and Equity (engaging and supporting diverse communities)
- UrbansimNext (supporting sustainable transportation and cities)
- Philanthropy and Social Entrepreneurship (nonprofit giving and innovation)

In the future this work may expand to address

- Housing Affordability and Land Use
- Resilience and Natural Hazards

- iii. address civic and cultural demands of citizenship.

The doctoral program supports the overall mission of the School of PPPM to train students to be effective leaders in their chosen field. Our strong tradition of engaged and applied learning will expose students to the problems and issues facing communities throughout Oregon. Our curriculum and training also prepares students to contribute to a range of needs in communities, government and the nonprofit sector.

3. Accreditation

The degree will not be accredited by a professional organization.

4. Need

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

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
New Students	3	3	3	3	3	3
Total Students	3	6	9	12	15	15
Graduating Students	0	0	0	0	3	3
Total Graduating Students	0	0	0	0	3	6
Total PhD Terms/yr	9	18	27	45	45	45
GE Terms: PhD Allocation	9	15	15	33	33	33
GE Terms: Research/Teach		3	12	12	12	12

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

Approximately 3 students in first 5 years. Graduating approximately 3 students per year after that.

- c. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).
 - All full time, traditional students
 - Cross section of resident, nonresident and international students
- d. Evidence of market demand.

In identifying the areas research areas for the doctoral program, the School has focused on areas with: (1) faculty capacity; (2) market demand; and (3) emerging areas where we have a competitive advantage.

Most graduates from the PPPM PhD program are expected to pursue academic careers, but some may work for research organizations, agencies or private companies. We assessed market demand through observations of job searches, discussions at conferences, experiences of recently hired faculty, and a limited number of studies. We focused on the market in planning, public policy, public administration and nonprofit management, but some graduates may also be able to pursue careers in related fields.

A 2010 study by the Education Advisory Board examined the demand for interdisciplinary PhD programs in public affairs. The study identified unmet demand in the areas of non-profit management, budgeting and public finance. The ongoing need for nonprofit management has also been confirmed by our own investigations. PhD graduates with good nonprofit and philanthropy research expertise are rare and in high demand by both policy schools and in business schools, and there are relatively few schools that focus on this area.

The other areas of focus for the program (UrbanismNext and Access and Equity) have also demonstrated demand based on observations of the job market, demand in non-academic sectors, and fewer direct competitors. For example, there are several well-established transportation planning programs that train doctoral students, but relatively few focus on the transportation-land use-liability perspective. Even fewer focus on this area in relation to emerging technology such as autonomous vehicles, e-commerce and ridesourcing. There is a continued strong demand for faculty researching issues related to access in equity, particularly as it relates to participation, housing, and immigrant communities.

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

This program's location will not be shared with another similar program

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

The School anticipates two main career paths for graduates. The primary path will be for students pursuing academic careers. We recognize there are the in higher education job market and there are already well-established PhD programs in planning, public policy, and public administration. Therefore, we have focused our efforts on cutting edge areas of work that we believe will offer both short- and long-term career opportunities. Furthermore, the nonprofit management sector is a fairly new and rapidly emerging field. Many universities are seeking to add new coursework and programs, creating a high demand in the foreseeable future. Thus,

PhD graduates with good nonprofit/philanthropy research expertise are rare and in high demand by both policy schools and in business schools.

A secondary path will be to train graduates for careers in research and consulting. There are a considerable number of agencies, think tanks, foundations and other organizations that conduct or manage applied research. Many of these organizations hire PhD graduates with solid research training, and some students may prefer this as a career option. The areas of focus in our program also map well onto the emerging needs of these organizations.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

The goal of a doctoral program in Planning and Public Affairs will be to train graduates to conduct rigorous, original research that will inform scholarship, policy and practice. We seek to prepare students for careers in academia and government, nonprofit and private research organizations. Key learning outcomes include:

- Develop expertise in a primary track of study: evaluated through coursework and qualifying examination
- Proficiency in appropriate research methods: evaluated through methods plan, coursework, and dissertation proposal
- Demonstrated independent research competency: evaluated through proposal and dissertation defenses
- Understanding of experiential learning model: evaluated through coursework and evaluation feedback

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

Learning outcomes will be assessed through three levels of evaluation. First, each student will be assessed on their ability to meet program standards through qualifying exams, a dissertation proposal defense, and a final dissertation defense.

Second, doctoral students will be evaluated through individual courses taken to fulfill their requirements.

Third, the School surveys all students annually to obtain feedback on learning goals, curriculum, and department climate. The School also surveys graduate students 2-5 years after graduation to assess these factors after graduation. Students enrolled in the doctoral program would participate in this same review process to identify areas of improvement.

Fourth, because of the unique nature of a doctoral program, the PhD Program Committee will also sponsor periodic meetings as needed with all doctoral students to obtain feedback and hear suggestions for improvement.

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

The School expects the increased number of faculty and the doctoral table to generate increased grant activity, increased publications and other impacts. These align with several of the key research metrics proposed or the School of PPPM:

- Refereed journal articles
- Authored books
- Edited books
- Book chapters
- Grant funded research (total \$ amount, funding sources external to College of Design)
- Agency, Foundation or Government Reports (externally published)

6. Program Integration and Collaboration

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

University	Degree	Areas of Concentration
Oregon State University	PhD in Public Policy	Areas of concentration include: Energy Policy; Environmental Policy; International Policy; Law, Crime, and Policy; Rural Policy; Science and Technology; Policy; and Social Policy
Portland State University	PhD in Urban Studies or Urban Studies: Regional Science	Students choose two specializations: Planning, Community Development, Economic Development, Environment, Gerontology, Social Demography, Transportation, Urban Economic and Spatial Structure, History and Theory of Urban Studies, Sociology and Politics of Urban Life For Regional Science PhD: specializations will include either Transportation or Economic Development plus research/coursework on Regional Science
Portland State University	PhD in Public Affairs and Policy	The curriculum of the Ph.D. program focuses on governance and the integrated study of political, administrative, and policy processes in the public sector.

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.

The proposed PhD program has the potential to support existing and new research collaborations with programs at other Oregon institutions. These collaborations are most likely to be focused around joint research and joint applied teaching. Examples of existing and prior research collaboration includes:

- Transportation: joint work through the National Institute for Transportation and Communities (NITC) with Portland State University and Oregon Institute of Technology.
- Applied project collaboration between Community Service Center (now IPRE) and Portland State University
- Sustainable City Year Program: Collaboration on applied teaching with Portland State University and other Universities

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

Not applicable.

d. Potential impacts on other programs.

We do not believe the introduction of this program will have a significant impact on the existing doctoral programs at PSU or OSU for several reasons:

- The program is expected to be moderate in size, admitting approximately three students per year at its maximum
- The PPPM PhD program will be national and international in scope. We expect to recruit students from around the country and internationally
- There is limited overlap between the specializations offered by OSU and PSU
- We will be focusing on a few emerging areas of high demand within our fields and we would therefore not be competing for the same types of students
- The areas in which we are focusing are already established areas of research within PPPM and the University of Oregon, and continued work in these areas should not have an impact on existing programs
- Several areas of research offer potential collaborative research opportunities that could benefit both OSU and PSU

7. 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.

This proposal underwent an external review in October 2018. This proposal was amended in response to this review. Many of the recommendations from the review will be addressed in a PPPM PhD handbook that is being developed. The issues related to workload will be considered by the PPPM faculty and addressed through the PPPM Duties and Responsibilities Policy for Tenure Track Faculty.

A summary of issues highlighted by the external review team are listed below. The full team letter and the PPPM response are provided in the Appendix.

Overall assessment

- Proposal is sound and aligns with University goals
- There will be short term facility needs before the new building comes on line
- Despite recent additions, the School still has a relatively small faculty
- There is a relatively small number of senior faculty
- Adding an additional staff member to support recruitment, appointments, program administration and other functions will be necessary
- The College has committed to the resources to support the PhD program, but it is important that this is not done to the detriment of the Masters program
- Tue the School to develop a detailed budget for the new program to determine specific needs from the College versus funding from grants or other sources

- The review team identified several program rules and procedures that the School should develop prior to recruitment, including: faculty advising burden, procedures for examinations, formalizing relationships with research units, developing collaboration on courses with other units, and identifying doctoral level seminars to support program

Appendix A: Graduate Methods Courses at the University of Oregon

PPPM identified the following list of methods courses in other Departments across campus. The availability of these classes for doctoral students will depend on Department policies, capacity and instructor willingness.

Department of Economics Methods Courses

EC 523. Econometrics. 4 Credits.

Introductory topics in probability theory and statistical inference; regression problems of autocorrelation, heteroskedasticity, multicollinearity, and lagged dependent variables; special single-equation estimating techniques; the identification problem in a simultaneous equation setting; development of simultaneous equation estimating procedures. Prereq: MATH 281, 341; MATH 282 and 461 strongly recommended.

EC 524. Econometrics. 4 Credits.

Introductory topics in probability theory and statistical inference; regression problems of autocorrelation, heteroskedasticity, multicollinearity, and lagged dependent variables; special single-equation estimating techniques; the identification problem in a simultaneous equation setting; development of simultaneous equation estimating procedures. Prereq: EC 423/523.

EC 525. Econometrics. 4 Credits.

Introductory topics in probability theory and statistical inference; regression problems of autocorrelation, heteroskedasticity, multicollinearity, and lagged dependent variables; special single-equation estimating techniques; the identification problem in a simultaneous equation setting; development of simultaneous equation estimating procedures. Prereq: EC 424/524.

EC 528. Behavioral and Experimental Economics. 4 Credits.

Investigates the "rational choice" model and behavioral alternatives, using laboratory experiments. Topics may include altruism, auctions, bargaining, behavioral finance, hyperbolic discounting, and decision-making under uncertainty.

College of Education: Quantitative Methods Specialization

EDLD 625 Survey & Questionnaire Design and Analysis

EDLD 628 Hierarchical Linear Modeling I

EDLD 629 Hierarchical Linear Modeling II

EDLD 633 Structural Equation Modeling I

EDLD 634 Structural Equation Modeling II

EDUC 644 Multivariate Statistics

EDUC 646 Advanced Research Design

EDLD 661 Item Response Theory I

EDLD 662 Item Response Theory II

EDLD 670 Analysis of Discrete and Categorical Data

Geography

481/581 GIScience I (4) An introduction to geographic information science, geographic information systems (GIS), the current population survey (CPS), remote sensing, and cartography. Sequence with GEOG 482/582, 491/591. Kohler, Lobben.

482/582 GIScience II (4) Spatial data collection, spatial data models, database design, data editing, geographic information system (GIS) project management, and advanced topics in geographic information science. Sequence with GEOG 481/581, 491/591, 493/593. Prereq: GEOG 481/581. Bone, Kohler, Lobben.

485/585 Remote Sensing I (4) Introduction to remote sensing science including its physical basis, instruments, platforms, data, processing methods, and applications. Sequence with GEOG 486/586. Prereq: GEOG 481/581. Fonstad, Kohler.

486/586 Remote Sensing II (4) The use of digital electromagnetic data for classification, mapping, and monitoring biologic, hydrologic, atmospheric, geologic, and human processes and environmental change. Sequence with GEOG 485/585. Prereq: GEOG 485/585. Fonstad, Kohler.

490/590 GIScience: [Topic] (4R) Advanced topics on geographic information systems science including spatial analysis and modeling, data visualization, cartography, volunteered geographic information, GIS programming. Prereq: GEOG 481/581.

491/591 Advanced Geographic Information Systems (4) Socioeconomic analysis with geographic information systems (GIS) and the U.S. census, network modeling, 3-D models of natural and urban landscapes, web-based GIS and programming. Sequence with GEOG 481/581, 482/582. Prereq: GEOG 482/582. Bone, Kohler, Lobben.

495/595 Geographic Data Analysis (4) Analysis and display of geographical data by traditional data-analytical methods and by scientific-visualization approaches. Prereq: GEOG 481/581. Bartlein.

497/597 Qualitative Methods in Geography (4) Explores conceptual and practical dimensions of qualitative research. Includes linking theory and method; research question formulation; project design; ethics; data gathering, analysis, and presentation. Prereq: GEOG 341, 342, or 343. Nelson.

Sociology

Sociology 512 and 513 (Sociological Research Methods): These courses cover quantitative methods, including hypothesis testing, confidence intervals, multiple regression, regression methods with dichotomous and limited dependent variables, and an overview of other advanced quantitative methods. Because the 500-level courses are 4 credit courses, graduate students must also register for Soc 605 (Reading and Conference) for 1 additional credit for any 500 level Soc course they take.

Sociology 612 (Research Design): This course provides hands-on coverage of research design issues including problem/question formulation, literature review, hypothesis construction, sampling decisions, choice of method for data collection, and strategies for data analysis. The final assignment is a comprehensive proposal for research suitable for the Masters paper requirement. To assist their

progress toward the proposal, students work through exercises resulting in draft components of the proposal. Enrollment is normally restricted to sociology graduate students.

SOC 613. Advanced Sociological Methods: [Topic]. 5 Credits. Major methodological topics such as comparative, demographic, experimental, field, historical, and survey methods. Other possible topics include time-series analysis. Repeatable twice when topic changes for maximum of 15 credits. Prereq: SOC 612 or equivalent.

Political Science

PS 545. Methods for Politics and Policy Analysis I. 4 Credits. Introduction to quantitative analysis, concepts and methods of empirical research, applied statistical data analysis in political science. Methods include descriptive statistics, bivariate correlation, and regression techniques.
Course usage information

PS 546. Methods for Politics and Policy Analysis II. 4 Credits. Survey of multivariate model building for political analysis. Multiple regression, discrete-variable techniques, recursive systems, and cross-level analysis. Application of these techniques to concrete political problems.

PS 612. Qualitative Methods. 5 Credits. Survey of rationales for qualitative methods in the social sciences and the main conceptual and practical issues raised in qualitative research. Offered alternate years.

Psychology

PSY 611. Data Analysis I. 4 Credits. Introduction to probability, hypothesis testing, and analysis of variance with applications. Includes training in the statistical analysis of data by computer. With laboratory.

PSY 612. Data Analysis II. 4 Credits. Multiple regression and advanced topics in analysis of variance. Includes training in the statistical analysis of data by computer. With laboratory. Prereq: PSY 611.

PSY 613. Data Analysis III. 4 Credits. Multivariate techniques including MANOVA, factor analysis, principal components. Includes training in the statistical analysis of data by computer. With laboratory. Prereq: PSY 612.

Anthropology

ANTH 517. Field Methods in Cultural Anthropology. 4 Credits. Techniques of participant observation, community definition and extension, nondirective interviewing, and establishing rapport. Provides theoretical perspectives and emphasizes investigator's ethical responsibilities.

ANTH 524. Feminist Methods in Anthropology. 4 Credits. Seminar in feminist research design and methods in three subfields of anthropology: biological, sociocultural, archaeological. Examines case studies illustrating research ethics, collaboration, and activism

Appendix B: Faculty

Tenure Track Faculty

NAME	RANK/ TENURE	YEAR APPOINTED	DEGREES	DATE	DEGREE GRANTING UNIVERSITIES
Arroyo, John	Assistant Professor	2018	PhD MUP. BA	2018 2010 2001	MIT MIT USC
Blandy, Doug	Professor Tenured	1987	PhD MA BS	1983 1979 1974	Ohio State University Ohio State University Ohio University
Brown, Anne	Assistant Professor	2017	PhD MURP BA	2018 2014 2010	UCLA UCLA Macalester College
Clark, Ben	Associate Professor Tenured	2016	PhD MPA BA	2009 2000 1999	University of Georgia Syracuse University Indiana University
Irvin, Renee A	Associate Professor Tenured	2001	PhD MA BA	1998 1991 1984	University of Washington University of Washington University of Oregon
Jacobsen, Grant D	Associate Professor Tenured	2010	PhD MA BA	2010 2006 2005	UC, Santa Barbara UC, Santa Barbara College of William & Mary
Lall, Saurabh	Assistant Professor	2016	PhD MPP BEng	2015 2007 2004	George Washington University George Washington University University of Mumbai
Lambert, Patricia	Professor Tenured	2003	PhD MAMM MA BM	2004 1998 1997 1990	Ohio State University University of Linz, Austria Webster Univ., Vienna, Austria Indiana University
Leete, Laura B	Associate Professor Tenured	2007	PhD MA BA	1992 1988 1982	Harvard University Harvard University UC-Berkeley
Lewis, Rebecca	Assistant Professor	2013	PhD MPP BA	2011 2008 2006	University of Maryland University of Maryland University of Kentucky
Margerum, Richard	Professor Tenured	2001	PhD MS MCRP	1995 1993 1989	Wisconsin, Madison Wisconsin, Madison Cincinnati
Mason, Dyana P	Assistant Professor	2014	PhD MBA BA	2014 2010 1993	USC William & Mary USC
Meléndez, José	Assistant Professor	2018	PhD M.Ed. BA	2016 2009 2001	University of Illinois, Chicago University of Illinois, Chicago Oberlin
Ngo, Nicole S	Assistant Professor	2013	PhD MS BA & BS	2013 2010 2006	Columbia University Columbia University UC, Irvine

Redaelli, Eleonora	Associate Professor Tenured	2014	PhD DMA BA	2008 2000 1997	Ohio State University Conserv. di Musica Giuseppe Verdi Università degli Studi di Milano
Sandoval, Gerardo	Associate Professor Tenured	2010	PhD MCP BS	2007 2002 2000	UC, Berkeley UC, Berkeley UC, Davis
Schlossberg, Marc	Professor Tenured	2001	PhD MUP BBA	2001 1995 1991	University of Michigan San Jose State University University of Texas-Austin
Yang, Yizhao	Associate Professor Tenured	2006	PhD MRP MS BArch	2007 2001 1998 1995	Cornell University, Ithaca Cornell University, Ithaca Tsinghua Univ, Beijing Tianjin University, Tianjin

Non-Tenure Track Faculty

Name	Status	Year Appointed	Highest Degree
Hibbard, Michael	Emeritus	1980	Ph.D.
Barnhart, Erin	NTT	2007	PhD
Bruce, Josh	NTT	2008	MCRP
Callister, Jacob	NTT	2009-10	MCRP
Choquette, Robert	NTT	1991	MUP
Fracchia, Elena	NTT	2015	MPA
Götschi, Thomas	Research	2018	PhD
Holtgrieve, Donald	NTT	2001	PhD
Jepson, Edward	NTT	2013-14	PhD
Lang, Diane	NTT	2005	JD
Parker, Robert	NTT	1991	MURP B
Ruiz, Jon	NTT	2013	MS, MBA
Stotter, Dan	NTT	2014	JD

Appendix C: Research Groups

Research Group: Access and Equity

Scholars in the Access and Equity research hub play a leading role in developing the next generation of scholars whose doctoral studies investigate the nexus of theory and practice regarding issues of access, equity, social justice, representation, and power for under-represented and under-served communities across planning, community engagement, non-profit management, and public policy. More specifically, this research hub includes leading researchers in their respective fields who are examining the links between immigrant communities and placemaking; the role of design for both participatory processes as well as public spaces in supporting under-represented and under-served communities for meaningful participation. We are also investigating the organization and formation of interest/advocacy organizations; and the relationships between art, education, community, and place for under-represented and under-served communities. Researcher who are part of the Access and Equity research hub have engaged and collaborated with communities in a wide range of contexts. This includes conducting research at international, urban, suburban, and rural levels.

Possible Core PPPM faculty

- Gerardo Sandoval
- José Melendez
- John Arroyo

Possible Participating PPPM faculty

- Rich Margerum
- Dyana Mason
- Doug Blandy
- Anne Brown
- Ben Clark

Other UO potential collaborators

- Research Education and Research Center
- Center for Latino/a and Latin American Studies
- Institute for Sustainable Environment
- Center for Asia and Pacific Studies

Research Support

- Primary support through the Institute for Policy Research & Engagement (IPRE)

Potential Funding Sources

- Oregon State Agencies
- Oregon Local Governments

Research Group: Nonprofit and Philanthropic Enterprise

The group will support students in the general areas of nonprofit, social enterprise, arts and cultural leadership, and philanthropy. Possible research clusters would focus on the following areas within this field:

- The Economics of Nonprofit and Philanthropic Enterprise
- Social Entrepreneurship and Social Enterprise
- Charitable Giving and High-impact Philanthropy

Possible Core PPPM faculty

- New Philanthropy Hire
- Renee Irvin
- Dyana Mason
- Saurabh Lall

Possible Participating PPPM faculty

- José Meléndez
- Eleonora Redaelli
- Patricia Lambert
- Doug Blandy
- Gerardo Sandoval

Other UO faculty who may be potential collaborators

- Erin Beck (Political Science)
- Lamia Karim (Anthropology)
- Paul Slovic (Decision Research)
- Kathie Carpenter (International Studies)
- Stephen Wooten (International Studies)
- Anita Weiss (International Studies)
- Bill Harbaugh (Economics)
- Ulrich Mayr (Psychology)
- Susan Gary (Law)

Research Support

- Primary support through the Institute for Policy Research & Engagement (IPRE)
- Potential collaboration with Decision Research

Potential Funding Sources

- Ford Family Foundation
- Meyer Memorial Trust
- Oregon Community Foundation
- Audrey & Douglas Miller

Research Group: UrbanismNext

Urbanism Next research analyzes the secondary impacts of emerging technologies in e-commerce, sharing economy, and new mobility on the form and function of cities, including land use, urban form, design, transportation, public budgeting/finance, and real estate, among other related issues. Applied research in this area is geared toward understanding and positively impacting issues of equity, health, governance, health, the environment, and the economy.

Possible Core PPPM faculty

- Rebecca Lewis
- Marc Schlossberg
- Anne Brown
- Yizhao Yang
- Ben Clark
- Grant Jacobsen

Possible Participating PPPM faculty

- Nicole Ngo
- Rich Margerum

Other UO faculty who may be potential collaborators

- Nico Larco (Architecture)
- Lina Stepick (LERC)
- Izabel Loinaz (Business)
- Steve Fickas (Computer Science)
- Donna Davis (Journalism)
- Heather Brinton (Law)
- Elliot Berkman (Psychology)
- Yekang Ko (Landscape Architecture)
- New Law Hire (offer being made December 2018)

Research Support

- Sustainable Cities Initiative

Potential Funding Sources

- Oregon Department of Transportation
- United States Department of Transportation

Current Funding Sources

- Bullitt Foundation
- Knight Foundation
- National Institute for Transportation and Communities
- National Science Foundation

Appendix D: External Review Team Report

External Review

for

Proposed Ph.D. in Planning and Public Affairs School of
Planning, Public Policy and Management College of
Design
University of Oregon

Review Panel

Edward G. Goetz, University of Minnesota, Humphrey School of Public Affairs Carol
Ebdon, University of Nebraska at Omaha, School of Public Administration
Sean Nicholson-Crotty, Indiana University, School of Public & Environmental Affairs October

27, 2018

The School of Planning, Public Policy and Management (PPPM) at the University of Oregon is proposing a Ph.D. in Planning and Public Affairs. This report is based on a review of the written proposal and a series of interviews conducted on October 15, 2018. The Review Panel spoke with representatives of the Graduate School, the Provost and Executive Vice Provost for Academic Affairs, the Associate Dean of the College of Design, the Head of PPPM, and faculty members from the School. The following report is organized according to the specific criteria mandated by the Higher Education Coordinating Commission of the State of Oregon.

1. Program

a. The program objectives and requirements; the mechanisms for program administration and assessment.

The stated objectives of the proposed doctoral program are to “train students to conduct rigorous, original research that will inform scholarship, policy and practice.” In order to achieve these goals, the program will require that students take 73 credit hours and pass examinations in methods, 1 of 4 “disciplinary” areas, and 1 of 4 more focused “concentrations,” in addition to course work in professional development. On their face, these requirements seem reasonable and comparable to other quality Ph.D. programs in public affairs.

There are a number of specific aspects of “the mechanisms for program administration” that still require resolution, though this is completely understandable and expected at this stage of development. The biggest of these centers on the delivery of Ph.D. level course work. The current plan is to enroll doctoral students in masters level course and have faculty supplement the experience. This is a relatively standard practice, but it imposes significant demands on faculty, who are essentially expected to teach two courses for the price of one. Additionally, it denies Ph.D. students the opportunity for a seminar experience where they interact with their peers about the material in the course. The proposal suggests that some collaboration with other units may be used to build doctoral-only seminars that draw from multiple programs interested in the same topics or themes, and we encourage the program to further develop this solution.

There are some other, smaller mechanism issues that the School will want to resolve. For example, before the program is brought on-line, faculty should decide the specifics of the examination structure. Additionally, there are currently no audit procedures (e.g. progress review committees) designed to monitor and facilitate student progress. The School will also need to determine how many administrative resources the program needs to assist the faculty member who serves as the program director and develop a plan for those resources to grow as the program expands.

In addition to these administrative issues that need to be resolved, the School will want to consider and plan for the set of challenges associated with recruiting 3 students a year into a program with 4 concentration areas. The resulting distribution of students across concentration

areas may make it difficult to field seminars, maintain faculty engagement, and provide students with the emotional and intellectual support of a cohort.

b. The program's alignment with the institution's mission and strategic objectives.

PPPM's proposed doctoral program aligns very well with the stated objectives of the University. The Provost and Vice-Provost made it clear that increasing the number of graduate, and particularly doctoral, programs was an important part of the strategy for growing the reputation and visibility of the University. Similarly, the Associate Dean argued that the new Ph.D. program would help the College of Design achieve its strategic goals of improved student service and increased research.

c. The depth and breadth of coverage in terms of faculty availability and expertise, regular course offerings and directed study, and access to and use of support resources within and external to the institution.

PPPM has a well-trained and productive faculty that appears to have the requisite expertise to field a doctoral program. The concentration areas in the proposed program are built around existing areas of expertise and prominence among the faculty. Nonetheless, there are a couple of issues that the School should be attentive to moving forward. First, despite careful design choices, this is still a relatively small faculty to spread across 4 disciplinary and 4 concentration areas. That reality creates fairly thin coverage in some areas, raising the possibility that leaves or the loss of faculty to other institutions could leave students without mentors in those areas.

Second, the School currently has a relatively high proportion of junior faculty. This could mean that there will be a shortage of persons who can oversee dissertations or that junior faculty will need to take on those mentorship roles, neither of which is ideal.

d. The relationship of this program to undergraduate and other graduate programs at the institution and other institutions in the state, if appropriate. Consider collaborative arrangements, partnerships, interdisciplinary programs, service functions, joint research projects, support programs, etc.

The implication of the doctoral program for the masters program was a salient issue for the faculty. While this can be treated more comprehensively in the section of this report that deals with resources, it is also important to note here. The faculty are very proud of the masters program and feel strongly that it is a key contributor to the School's strong reputation. Several noted that their support for the doctoral program was contingent on the promise that it would not syphon resources from or erode commitment to the Masters degree.

Collaboration with other units is an important part of the plan, but it will be important to more fully develop these actual and potential relationships before the program comes on-line. For example, the proposal suggests that the Institute for Policy Research and Engagement will be an important source of research opportunities and funding for doctoral students. It is not clear, however, that IPRE in its current form will be able to provide these resources. The Institute appears to be in the midst of significant changes that may address this issue, but the outcomes of these reforms are uncertain. Given this uncertainty, the School may want to consider contingency plans in case the collaboration with IPRE does not provide the resources for the doctoral

program that are envisioned in the current plan. Additionally, as noted above, collaboration with other units for the delivery of courses and achievement of certain economies of scale are mentioned in the plan, but will need to be more fully developed in order to understand the level of resources that they will actually provide to the program.

e. The justification in terms of state needs, demand, access, and cost effectiveness (if this program represents duplication within the state).

The program does not represent duplication within the state.

f. The probable impact of the program on the department or academic unit, as well as its effect on current programs.

In the long-term the doctoral program will likely increase faculty engagement and productivity and enhance the reputation of the school. In the short-term, however, the program will place additional demands on the faculty, who already appear to be carrying a full load in terms of research, teaching, and service. Over time this additional workload will be ameliorated somewhat by the value added of having doctoral students and through the hiring of additional faculty. However, this is an issue that will need to be managed.

In terms of potential impact on current programs, please see the discussion in section 1d above.

g. The program's major strengths and weaknesses.

This section has outlined a number of strengths and what we would term challenges for, rather than weaknesses of, the proposed doctoral program. In summary, the primary strengths are the expertise and productivity of the faculty, the design of the program around clusters of existing expertise, and the strong support that the program enjoys from both the College and the Provost's Office. The challenges facing PPPM's proposed doctoral program are similar to those faced by most new programs. Perhaps the largest of these is the challenge of delivering doctoral education through coursework designed for, and delivered primarily to, masters students. The second key challenge is maintaining a multidimensional program (i.e. one with numerous tracks for students) with small numbers of incoming students during the first several years of its existence.

2. Faculty

a. The quality of the faculty in terms of training, experience, research, scholarly contributions, ability to generate external support, stature in the field, and qualifications to serve as graduate faculty.

The program faculty are productive scholars and well-qualified to operate the proposed program. The senior members of the faculty have a demonstrated history of generating external support for their research and they have sufficient stature in the field to attract both funding and students in their particular areas.

The faculty has a tradition of working with Masters students on research and in generating publications from that collaboration. Integrating Ph.D. students into their research agendas and supporting the agendas of those students should not pose any problem for the faculty. Furthermore, several members of the faculty have experience serving on doctoral committees for students in other programs at the University. Assistant professors have been trained at excellent institutions (recent hires have been trained at UC Berkeley, USC, Columbia University, The George Washington University, UCLA, and MIT) and are eager to play a role in the program.

The growth in the size of the faculty has been at the level of assistant professor. At the time of this writing PPPM has 18 tenured/tenure track faculty members. Four of the 18 are full professors, six are tenured associate professors, and eight are assistant professors. Two of these assistant professors are nearing the end of their probationary period (one of whom is currently up for promotion and tenure) and soon will be able to contribute to Ph.D. student advising. The School plans to make a request this academic year for one additional hire. If approved, the search would take place in academic year 2019-20 for a fall 2020 start. The School is considering searching at a senior level should the University okay an additional tenure line this year. The review team concurs with that strategy, noting that the new program will generate a need for advising Ph.D. students, and the heightened visibility of an already established scholar could also increase the likelihood in the near future of external grant funding to financially support Ph.D. students. A hire at the senior level could also enhance the reputation of the School and attract high quality applicants.

b. The faculty in terms of size, qualifications for areas of specialization offered, and the student body served. Include analysis of program sustainability in light of such factors as upcoming retirements, etc.

The recent expansion of the faculty provides enough capacity to establish and sustain the proposed Ph.D. program. Faculty members have the appropriate qualifications to support the four tracks proposed for the program and the specializations that will be offered, though as noted earlier, that coverage is thin in some areas. There is one looming retirement that will reduce the number of full professors in the near future. This likelihood reinforces the need to search at a senior level should the University administration grant the program an additional line.

c. Areas of faculty strength and weakness.

The faculty is strong in the areas around which the proposed program is organized. The planning faculty were recently rated as among the top 20 nationally for research impact, and faculty in public policy and administration also rate highly in citation metrics. PPPM has long been prominent in the field of sustainable transportation and nonprofit management, and recent hires have strengthened the “engaging diverse communities” concentration. The weakness of the faculty is in the relatively small number of senior faculty members.

d. Faculty workload, including availability for student advising, research oversight, mentoring, and teaching effectiveness.

Everyone with whom the Review Panel spoke indicated that faculty members are at full capacity in terms of workload. Thus, the timing of new hires (two of whom started this fall quarter and a third who will come to campus next academic year) is propitious for launching a new degree program. These three hires and possibly a fourth new, full-time T/TT faculty member will reduce advising loads for current faculty and free up capacity for advising and mentoring Ph.D. students. The proposal notes the possibility of revising the School's workload guidelines to incorporate credit for faculty members who are advising Ph.D. students. This would provide formal recognition of the workload associated with Ph.D. student mentoring.

The new faculty will also increase the teaching capacity of the School and allow for the creation of new classes, including seminars for Ph.D. students. At the current workload rate of 5 courses per year for each T/TT faculty member, the expansion of teaching capacity represented by four new lines is considerable. The proposal, however, does not envision much in the way of new substantive seminars targeted to Ph.D. students. There is in the proposed curriculum only a list of three small seminars covering professionalization and skills development for Ph.D. Students. These are, it appears, designed to be typically less than a full 3 credits when offered. We note that there should be adequate capacity to add Ph.D. seminars without adversely affecting the delivery of the current Masters curriculum in the School.

The program proposal envisions Ph.D. students acquiring substantive training by enrolling in 500-level courses. The Review Panel thinks that this approach may underestimate the amount of work involved in providing a small number of Ph.D. students an 'extra' experience in an existing course that is primarily aimed at professional Masters students. This increased workload, furthermore, may fall on faculty members who do not themselves have Ph.D. students they are advising and working with. Some of the younger faculty members we spoke with talked about this dilemma, noting that, for example, the training in theory that Ph.D. students need in planning, public administration, policy, and management is different and more extensive than is currently offered to masters students in classes that now exist. Either new courses or a substantial revision of current offerings will be necessary in these cases.

Second, the proposal may also underestimate the need and desire of Ph.D. students for a qualitatively different classroom experience, i.e., seminars, in the delivery of substantive content in their areas of study. The size of the cohorts envisioned by the proposal will make the offering of Ph.D. seminars difficult. There are, however, a number of approaches the program may take, including individual directed or independent study options, the scheduling of some seminars every second or third year so that multiple cohorts of Ph.D. students can enroll, and in some substantive topics, collaboration with other units in the University to offer doctoral seminars.

e. The credentials, involvement of, and reliance upon support faculty from other departments within the institution, from other institutions, and/or adjunct faculty.

The proposed program does not rely upon the involvement of adjunct faculty, faculty from other institutions, or faculty from other units within the University of Oregon.

3. Need

a. The evidence of sufficient demand and/or relevant employment opportunities for graduates of this program.

The proposal presents evidence of demand and relevant employment opportunities for graduates of this program. Our conversations with faculty in the School reinforce the conclusion that the program is focusing on areas in which there is a growing demand. This conclusion is in large part based on the idea that the program will be producing graduates with cross-disciplinary strengths. The program is attempting to produce a thematic doctorate in which graduates have competencies that cross narrow boundaries that often define fields of study. Success in that should ensure employability of their graduates. There is some concern among the faculty members we spoke with that without such a thematic approach, this program might have difficulty competing with larger and more established Ph.D. programs around the country.

b. The overall need for the program within the institution, state and/or region, and nation.

We heard clear expressions of the need for this program within the institution and the state. The University is attempting to strengthen its research profile and increase the number of Ph.D. students on campus. This program is an important part of that initiative. The Associate Dean of the College of Design reported to us a focus on enhancing diversity, equity, and inclusion, research productivity, and student success. College officials see the PPPM doctoral program as serving all of those areas of focus. Central administrators of the University also see the importance of PPPM for the outreach that it provides to all parts of the state and they feel that the doctoral program will enhance the profile of the department in important ways. Finally, there is agreement that the program does not duplicate other programs that exist within the state (either at Oregon State University or Portland State University). The case for the need of the program at the regional and national level must rest on the distinctiveness of the program and its thematic approach. If successful, the program will be producing distinctive graduates who will be well- positioned to fill needs across the country.

4. Resources

a. The adequacy of library, computer, laboratory, and other research facilities and equipment; offices; classrooms; support services for the program; and, if relevant, the program's utilization of resources outside the institution (e.g., field sites, laboratories, museums, libraries, and cooperative arrangements with other institutions).

A new building, which will also house the Geography Department and Environmental Sciences, is in the planning stage. This building is expected to open in January, 2022. The synergy of housing these three units together will be helpful for an inter-disciplinary doctoral program. Space for offices, classrooms, and support services should be sufficient in this building.

In the short-run, space is an issue. Three new students are anticipated per year, so nine students could be enrolled by the time the new building opens, in addition to a proposed additional faculty member. However, we were assured by the Provost that the University leadership is committed

to making space available when it is needed. For example, one unit in the existing building will be moving next fall which could potentially free up space for the School.

b. The proposed budget and any need for new resources to operate the program effectively. Where appropriate, review resources available to support graduate students (e.g., fellowships and other scholarships, teaching and research assistantships).

The proposal anticipates that funding will be available for three new Ph.D. students per year, beginning in 2019, until an ongoing funding level of 15 students is reached in 2023. Our understanding is that students are expected to receive funding for five years, which includes a competitive stipend, benefits, and tuition remission. The proposal identifies several potential sources of funding, including GE positions allocated by the College, GE positions developed through external grants and contracts, GE positions through University competitive processes, and dissertation fellowships. College leaders are enthusiastic about the proposed program and are committed to providing funding for students. We encourage the School to develop a detailed budget for the new program and to determine the specific level of commitment from the college versus the expectation of other sources such as grants.

As part of this, the School should consider the model that they will use in making admission decisions. Some programs only admit the number of students that they know that they can support, and then make offers to other students only if/when the top choices decline offers. Other programs make a higher number of initial offers, with the expectation that some admits will decline. The latter model may lead to a higher caliber of students as offers may be made sooner, but additional funding may be required in some years if more students than expected accept offers.

Finally, the proposal, as well as discussions with faculty, made clear that support for masters' students is extremely important for continued School success. Shifting funding from existing programs to support the new doctoral program would be seen as detrimental to the School.

c. In terms of national standards, the institution's commitment to the program as demonstrated by the number of faculty relative to workload and student numbers, support for faculty by nonacademic personnel (e.g., support, staff, technicians), financial support for students, and funds for faculty research and professional activities (e.g., conferences, visiting lectures).

Three new faculty were hired last year, and an additional position is being requested. As noted earlier, we do have some concerns about the effects of the doctoral program on faculty workload, especially if the doctoral students will be primarily taking masters level courses where the instructor will be required to invest more time in these students.

One new staff member is anticipated to be hired to provide support for the doctoral program. This should be sufficient.

d. Institution leaders' commitment to this program in the long term.

We spoke with the Provost, Executive Vice Provost, Associate Dean of the College, and the Graduate School Dean, among others. It is clear that they are all highly committed to this doctoral program and are encouraging and supportive. Growth in graduate enrollments is a priority of the university.

e. The institution's ability to sustain the program in the foreseeable future along with its current and future projected commitments.

We saw no signs that the University would be unable to sustain the program. Funding is available for the new building, and College officials are confident in their ability to support the students. In addition, the President recently received a large donation that is earmarked for graduate students. The School is also working towards a new model for the Institute for Policy Research and Engagement that would provide more incentives for faculty to be involved in sponsored research that could lead to additional support for students who participate in these projects.

Summary

In summary, the proposed Ph.D. program in Planning and Public Affairs seems fundamentally sound in its most important aspects. The program is designed around clusters of existing expertise within the faculty and it enjoys strong support from the College, the Graduate School, and the Provost's Office. The program will be supported with sufficient resources in terms of space (in the long term) and financial support for students. Furthermore, the program aligns with University and College initiatives and fits needs identified at multiple levels within the institution. The challenges facing PPPM's proposed doctoral program are similar to those faced by most new programs. There will be challenges delivering doctoral education through a curriculum primarily designed for professional masters students, including meeting the needs and expectations of the Ph.D. students as well as managing the increase in workload for faculty members. The small cohort size will also pose challenges for maintaining a multidimensional program (i.e. one with numerous tracks for students).

Appendix E: PPPM External Report Response

To: Graduate Council
From: Richard D. Margerum, Head, School of PPPM
Subject: External Report On Proposed Doctoral Program
Date: 4/11/19
Cc: Christoph Lindner, Dean, College of Design
Andy Karduna, Graduate School

In October, 2018 a team of three external evaluators conducted a review of the proposed PhD in Planning and Public Affairs in the School of PPPM. The panel consisted of three faculty:

Ed Goetz, University of Minnesota, Humphrey School of Public Affairs

Carol Ebon, University of Nebraska at Omaha, School of Public Administration

Sean Nicholson-Crotty, Indiana University, School of Public & Environmental Affairs

The panel submitted its report on October 27, 2018. This memo summarizes the themes and issues identified in this report and provides an update on current work the School is undertaking in response.

Overall Assessment

The review panel concluded that the proposed program “seems fundamentally sound in its most important aspects” In particular, they supported the concept of clustering the program around existing areas of expertise. They concluded that the program aligns with College and University goals of increasing the number of doctoral students and increasing the research output of the university. They also concluded that the College and University has signaled adequate support for the program in terms of student support and facilities. The issues identified in the report relate to: facilities, personnel, admissions and support, and program development.

It should also be noted that delays in scheduling the external reviews mean that we do not expect a Board of Trustees decision until June 2019. This would allow recruitment of students to be launched in Fall 2019 for a program launch in Fall 2020. This allows some additional time to ramp up support functions, develop program rules, and have junior faculty move into senior positions. The amended student program growth projection is listed below.

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

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
New Students	3	3	3	3	3	3
Total Students	3	6	9	12	15	15
Graduating Students	0	0	0	0	3	3
Total Graduating Students	0	0	0	0	3	6
Total PhD Terms/yr	9	18	27	45	45	45
GE Terms: PhD Allocation	9	15	15	33	33	33
GE Terms: Research/Teach		3	12	12	12	12

Facilities

The review team noted that the future plans for a new Environment and Society building addresses longer term needs, but that there will be short-term needs until this building comes on line.

School response:

Since the team conducted the review, we have been informed the timeline for completion is likely to be pushed back further than spring 2021. The School is currently in discussions with College and University personnel to identify temporary space until the new Environment and Society Building is completed. The temporary needs include:

- Office space for one to two new tenure track faculty
- Office space for 6-9 new doctoral students
- Space for the units that will be affiliated with the key research concentrations:
 - Institute for Policy Research and Engagement, which is currently split between the basement of Hendricks and the basement of Susan Campbell halls
 - Sustainable Cities Initiative, which is currently located in Pacific Hall

Personnel

The PhD program will be added to a School that has a growing undergraduate program and a robust set of professional masters programs. In particular, the review team noted that faculty do not want to introduce a PhD program at the expense of the masters programs. The School competes for masters students and maintaining diversity, high quality and student numbers means that it will be important to continue this support to remain competitive. The team noted:

- Despite recent additions, the School still has a relatively small faculty in light of the other programs it is running
- There is a relatively small number of senior faculty
- One full professor (Doug Blandy) has already signed retirement papers, further reducing the ranks of senior faculty
- Adding an additional staff member to support recruitment, appointments, program administration and other functions will be necessary

School response:

- Prior to embarking on the proposal to develop a PhD program, the School updated its *Strategic Plan* and developed a *Research Hubs Strategy* that identified key research areas that could support a doctoral program. From this we identified the need to hire 4-5 additional faculty. This resulted in proposals to hire faculty in two key areas through the 2016-17 Institutional Hiring Plan process, which resulted in three excellent hires:
 - Sustainable Transportation/UrbanismNext: Dr. Anne Brown
 - Engaging Diverse Communities: Dr. José Melendez and Dr. John Arroyo
- The School still needs additional depth to develop other research areas. In 2018 we intend to submit proposals to hire in one of the two following priority areas:
 - Nonprofit Philanthropy
 - Housing Policy and Affordability
- To address the need for more senior faculty, the School has been exploring potential senior hires, which we will focus in our existing areas. We have been in preliminary conversation with several potential Strategic Opportunity Hires.

Doctoral Program student Admissions and Support

The review team noted that the College has committed to the resources to fully support PhD students, and would ensure that this was not done to the detriment of the Masters program. The team identified several issues for the School to consider:

- Since the School will be competing for top students from across the country, it will need to develop recruitment policies (e.g., over-admit students and assume a lower yield rate; admit only those funding and wait list others)
- The team encouraged the School to develop a detailed budget for the new program to determine specific needs from the College versus funding from grants or other sources

School response:

The School has not yet developed policies for either of these issues, but in the coming months, the School proposes the following:

- Discuss the funding options from the College of Design, review admissions strategies of other UO PhD programs and develop an admissions strategy (related to funding)
- Map out funding needs in collaboration with affiliated centers and institutes to determine:
 - Annual GE funding needs
 - Map potential GE funding from external sources, in particular funds via:
 - Institute for Policy Research and Engagement
 - Sustainable Cities Initiative

Program Development

The review team identified several program rules and procedures that the School should develop prior to recruitment to ensure clear administration and operation. These include:

- Extra burden for faculty teaching Masters level classes to include an extra experience for doctoral students enrolled in the class
- Develop the specific policies and procedures for examinations and progress review to ensure students are progressing adequately

- The importance of developing more formal relationships with other research units to fully develop the key concentration areas
- Need to more fully develop collaboration of courses with other units on campus
- Address the issue of additional workload for faculty serving on doctoral committees
- Address the need for creating substantive seminars to support doctoral students

School response:

At a September retreat, faculty discussed several of these issues and the more detailed work is being undertaken by a Doctoral Program Task Force. The role of the task force is to recommend options to be considered by the full faculty for review and adoption. Some of these policies may also require changes to related to the collective bargaining agreement.

PPPM is moving forward to create several new “research groups” that will serve several roles

- Faculty participating in a group will commit to supporting the research area and PhD students in this area
- Faculty participation will offer faculty with the opportunity to work with PhD students as research and/or teaching assistants
- Faculty participation may also be incentivized by access to travel grants, research seed funding and other resources
- Research groups will help develop foster a research climate in the topic area through
 - Speaker series that bring in external speakers
 - Research talks for highlighting current faculty research
 - Doctoral seminars for students working in this topic area
- Research groups are also intended to connect with others across campus, including centers and institutes
- There are currently three research group proposals being developed:
 - UrbanismNext
 - Engaging Diverse Communities
 - Philanthropy/Nonprofit Management

The PhD Task Force is undertaking several issues over the coming months, including:

- Identifying methods courses and potential needs
 - Scan of existing courses across campus
 - Identifying needs or overlapping classes
 - Initiating discussions with other units about sharing courses
- Discussing the content and needs for a Professional Development seminar for doctoral students and the potential to share this seminar with other UO Departments
- Identifying potential policies to incentivize participation on doctoral committees through:
 - Access to funding
 - Allocation of teaching credit
 - Other options