

Request to Restructure the Executive Leadership Institute into a Center for Public Service

The attached report provides the background justification for this request to restructure and rename the Executive Leadership Institute to the Center for Public Service. The overall goal is to create an umbrella center that will enable existing and future faculty projects, institutes, centers and programs in the Hatfield School of Government to work more cooperatively, leverage resources, and provide more focused support of academic programs, while at the same time ensuring the appropriate autonomy necessary for self-support units to retain the flexibility to meet the needs of their external stakeholders.

This request is based on a year-long conversation among the PA Faculty, institute and program directors in the Hatfield School of Government, and conversations with institute directors at other universities across the United States. The request comes with the unanimous agreement of ELI and the Public Administration Division.

Reasons for Restructuring

There are five reasons why there is widespread agreement in support of this recommendation.

- **Better Alignment of Name and Mission** - ELI has significantly broadened its mission since its creation 12 years ago to include applied research, graduate education to targeted populations, and technical assistance to public agencies. Leadership development programs now comprise less than 50% of ELI's portfolio of activities compared to more than 75% in 1997. Given the University's urban and service mission, a Center for Public Service will be well-positioned to be a focal point for numerous activities that promote the Hatfield School, the College, and the University.
- **Improved Marketing of the Hatfield School of Government** – Creation of a new Center by restructuring and renaming ELI will provide an opportunity for the Hatfield School of Government to improve the marketing of its faculty resources and services to its external stakeholders. At present, local and international organizations seeking policy advice or support to improve the organization and delivery of public services do not have a clearly identified place in the Hatfield School of Government to find appropriate faculty resources to assist them with their needs. A School-wide public service center would help solve this problem.
- **Improved Coordination and Communication Among Existing Institutes** - At the moment, there is no operational mechanism for communicating and coordinating the activities of the Hatfield School's six centers and institutes and six separate programs listed on the School's website. The Director's Executive Committee facilitates information sharing, but this group is not specifically charged with the responsibility for coordinating the external outreach work of the School's 12 programs and institutes.
- **Improved Synergy and Resource Leveraging Among Existing Institutes, Centers and Programs** – The new Center provides an opportunity to improve the leveraging and sharing of scarce resources. During the discussions leading up to this report, the directors of the various programs, centers and institutes identified numerous new income-generating initiatives that could be launched through greater mutual assistance.
- **Maximizing the Integration of the Work of the Institutes with Academic Programs** - Ultimately the work of the institutes, centers and programs must support the teaching, research and

service mission of the academic units. This can only occur if the non-academic units are closely linked to the work undertaken by students and faculty in the various degree programs. At the moment, some institutes/centers/programs are linked to academic programs and in other cases the linkages are informal to non-existent. One of the opportunities provided by the reorganization into the new Center is to create more robust linkages between the self-funded units and the various academic programs in the Hatfield School.

Proposed Organizational Structure to Implement the Reorganization of ELI

The following principles, processes and structures are recommended for reconstituting ELI into a Center for Public Service.

Implications for ELI – The Executive Leadership Institute would be reorganized into a new entity called the Center for Public Service. The existing faculty holding appointments in ELI and all ELI staff would constitute the core of the new center with other units affiliating on the basis of an agreement between the Center Director, the Director of the Hatfield School of Government and the director of the unit wishing to join. The options for affiliation are set forth in Attachment D of the Report. Some activities would become fully integrated into the Center, such as individual projects of Hatfield School faculty who need a home for the support and implementation of their applied research and community service activities. Attachment E sets forth the range of possible faculty appointments and funding arrangements to support the work of the Center.

Implications for Other Units and Faculty Wishing to Join the Center

- Each participating program/unit would develop its own transition plan for the kind and degree of affiliation it wishes to have with the new Center.
- There would be no financial consequences of the reorganization for existing program activities.
- New program activities housed in the Center would build in the costs necessary to fund agreed-upon central staff support.
- Affiliated members would develop a “fee structure” for different kinds of membership in the Center.
- The Center would offer the capacity to undertake the following support services on a “cost-of-service” basis for participating units: contracts, grants, budget tracking, registration, website maintenance, marketing, billing, conference and workshop support.
- Faculty would become a member of the center by holding a partially self-funded appointment in the Center, a joint appointment with an academic unit or an affiliation title based on interest and support of the work carried out by the Center. These options are elaborated more fully in Attachment D of the Report.

Report on Proposal to Restructure and Rename The Executive Leadership Institute

This report provides the background justification for a request to restructure and rename the Executive Leadership Institute to the Center for Public Service. This report sets forth the rationale for the request, the processes undertaken to inform the request, and a proposed organizational structure to implement the request. The overall goal is to create an umbrella center that will enable existing and future faculty projects, institutes, centers and programs in the Hatfield School of Government to work more cooperatively, leverage resources, and provide more focused support of academic programs while at the same time ensuring the appropriate autonomy necessary for self-support units to retain the flexibility to meet the needs of their external stakeholders.

Rationale for Restructuring and Renaming the Executive Leadership Institute

The Executive Leadership Institute (hereafter referred to as ELI) was transferred to Portland State University in 1996 as part of the merger of the Lewis and Clark and Portland State University Public Administration Programs. Over the past 12 years the Institute has broadened and deepened its external outreach work to include technical assistance, applied research, and international consultation, in addition to the external off-campus course delivery and agency specific leadership development that were the hallmarks of ELI when it came to PSU in 1996. Attachment A provides a summary report of the wide-ranging scope of activities that have been carried out by ELI over the last dozen years, with special focus on the current portfolio of activities that are supported by five faculty and four fulltime staff. Attachment A documents at least five reasons why restructuring and renaming of ELI is justified.

1. Accurately Reflecting The Public Service Values of the Hatfield School of Government

ELI's mission is significantly broader than is represented by the title, Executive Leadership. While that has been the case from the very beginning of its history at PSU, the Hatfield School of Government and the College of Urban and Public Affairs have provided a nurturing environment for ELI to significantly broaden and deepen its portfolio of public service activities. One way of illustrating the growing scope of public service work undertaken by ELI is to compare the proportion of ELI's budget that was generated through leadership development programs in 1996 compared to the activities that are now in place. In the first two years at PSU, over 75% of ELI's self-support income came from leadership development programs for natural resource managers, with the balance of the annual gross income of \$130,00-\$150,000 provided through miscellaneous technical assistance, conferences, applied research grants and off-campus courses. Today the natural resource programs have grown to double the amount of TOTAL annual gross income that was generated by ELI as a whole in each of the first two years of ELI's existence at PSU! But now, the natural resource programs represent only 21% of ELI's gross income compared to the 75% they represented 10 years ago. This is because ELI has grown by tenfold in its income generation since the 1996-1998 period. This growth is the result of the following activities that have been added or significantly expanded: summer internship program (now 46% of ELI's gross income), international training and technical assistance (now 16% of

ELI's gross income), off-campus degree and certificate courses (now 13% of ELI's gross income) and local government leadership training and technical assistance (now 4% of ELI's gross income). Attachment B provides a summary breakdown of these various categories of income generation. While leadership development is certainly important to ELI's work, it is just one set of activities among many devoted to community capacity building.

2. Improved Marketing of Hatfield School Resources to the Community

Restructuring and renaming ELI will provide an opportunity for the Hatfield School of Government to improve the marketing of its faculty resources and services to its external stakeholders. At present, local and international governments seeking policy advice or support to improve the organization and delivery of public services do not have a clearly identified place in the Hatfield School of Government to find appropriate faculty resources to assist them with their needs. For example, most local governments would not know by our existing name that ELI provides jurisdictions with significant assistance with applied research by linking them to faculty and Ph.D. students through the Hatfield Residency program, a reservoir of talent to meet their succession planning needs through consultation and five national summer internship programs, or technical assistance on a variety of issues ranging from diversity training to strategic planning and e-government issues.

In addition to having a name that better reflects the portfolio of activities of the Executive Leadership Institute, there is also an advantage in having a name that helps market the resources of other programs, institutes and centers on behalf of The Hatfield School of Government. Currently the Hatfield School of Government lists the following centers and institutes on its website.

- Criminal Justice Policy Research Institute
- Executive Leadership Institute
- Institute for Nonprofit Management
- Northwest American-Turkish Research Institute
- Institute for Tribal Government
- National Policy Consensus Center

In addition to the above list of center and institutes, the website also lists the following six special programs.

- C3FM: Cooperative for Contemporary Curricula in Financial Management
- Electronic Government Program
- New Leadership Oregon
- Oregon Consensus Program
- Oregon Performance Internship
- Somali Bantu Refugee Program

From the standpoint of the external community, it is hard to determine how these programs are connected. None of the websites for the individual programs, centers and institutes are cross-

linked with each other, even those that may do similar things but with different target clientele. For example, the Institute for Nonprofit Management provides leadership development as does the Executive Leadership Institute, the Institute for Tribal Government and the New Leadership Oregon program. Three out of six of the programs that are listed are actually administered by the Executive Leadership Institute (C3FM: Cooperative for Contemporary Curricula in Financial Management, Electronic Government Program and Oregon Performance Internship), yet these programs are not listed on the ELI website.

Since most of the existing institutes, centers and programs do not know exactly what each other is doing and for whom at any given moment, an external caller who happens to make a gamble on whom to call first may end up with a series of people on the line who aren't much help to them or to their fellow colleagues in the Hatfield School of Government. Creating a common center that loosely links all of the existing external activities, even if only for website communication and informational purposes, would be an immense service to the Hatfield School's external communities. This could be accomplished with something as little as a common website for the Hatfield School that would direct the inquirer to a person who knows who does what without the caller having to make several independent inquiries after being told by someone that they are not in the right place.

3. Improved Coordination and Communication Among Existing Institutes

At the moment, there is no mechanism for communicating and coordinating the activities of the Hatfield School's six centers and institutes and six separate programs listed on the School's website. While some directors of institutes, centers and programs sit on the Director's Executive Council which meets at least quarterly, the purpose of this group is not to serve as an operational communication and coordination link with each other. Instead, the purpose is primarily to serve as a coordination link among the academic units and between the academic units and some of the institute/center/program members who happen to sit on the Director's Executive Council.

One of the goals in reorganizing and renaming ELI is to do so in a manner that would at least create a mechanism for better operational communication and programmatic coordination among the existing non academic units as well as better communication and coordination with all of the academic units in the Hatfield School of Government.

4. Improved Synergy and Resource Leveraging Among Existing Institutes, Centers and Programs

One of the most important advantages of re-organizing ELI is the opportunity it provides for leveraging and sharing scarce resources. During the discussions leading up to this report, the directors of the various programs, centers and Institutes identified the following examples of mutual assistance.

- ELI staff has developed considerable knowledge and experience with contracting and offering courses at external sites, both geographically and through distance learning. This knowledge and experience could be used to assist the Institute for Tribal Government,

Institute, the Institute for Nonprofit Management and the National Policy Consensus Center in developing courses and training programs for academic credit. It doesn't make good sense for each center, institute and program to develop its own expertise to do contracts with partners through PSU's business office, setting up self-funded courses with the registrar's office, arranging internship payments for students with both the human resource and the business offices, maintaining an updated website, clearing partnership agreements with the University counsel, maintaining appropriate tracking records for budgeting and auditing, and the list goes on.

- The Institute for Tribal Government has extremely good relationships with tribal leaders, but does not have the expertise or resources to organize and deliver courses for tribal managers. Both the Executive Leadership Institute and The Institute for Nonprofit Management could assist in filling this gap.
- The Institute for Nonprofit Management needs to find a replacement for the income lost through the elimination of hybrid self-support from its certificate program. This need could more easily be met through increased levels of cooperation across unit boundaries. For example, ELI, the Institute for Tribal Government and the Institute for Nonprofit Management could work together to develop a combination of Executive MPA and Certificate in Public Management programs that would better meet the needs of Tribal governments, the nonprofit community and public service agencies.
- The Criminal Justice Policy Justice and Policy Research Institute is doing work and has the potential for doing even more work with the public safety community, which ELI also serves through its various certification programs for the Department of Public Safety Standards and Practices. Faculty in the two units have had discussions about the need to develop an undergraduate track that would serve police officers who are required to obtain DPSST certification through programs offered by ELI, which has no undergraduate degree linkages.
- The National Policy Consensus center does not currently offer academic credit or internship opportunities as part of its extensive collaboration work in the region. The Institute for Nonprofit Management and ELI have mechanisms in place to enable the work of the National Policy Consensus Center to be better integrated into the academic units within the Hatfield School and the College.
- The Somali Bantu program is doing work in the community that overlaps with both the Institute for Nonprofit Management and ELI, but there is no forum to insure on-going conversations of how to assist one another in using our resources to the maximum benefit of the Hatfield School, the communities we serve and the mutual need to be self-funded.

5. Maximizing the Integration of the Work of the Institutes with Academic Programs

Ultimately the work of the institutes, centers and programs must support the teaching, research and service mission of the academic units. This can only occur if the non academic units are closely linked to the work undertaken by students and faculty in the various degree programs. This linkage is much easier to achieve when nonacademic units are not required to be self-funded. Unfortunately, that is not the case with any of the existing nonacademic units in the Hatfield School of Government. The requirement to be self-funded creates an inherent tension with units that are funded with "hard" money and staffed with fulltime tenure track faculty. This

is because the success of fulltime tenure track faculty is defined differently than the success of faculty funded by grants, contracts, and self-support course work. The former are required to carry a prescribed teaching and advising load while maintaining an active research agenda that will produce results which align with the university's tenure and promotion calendar. Faculty funded by self-support activities operate on a different calendar. Their applied research projects for clients can't take months or years to be completed. Consultation and training programs have to be delivered "on time and on-budget", irrespective of the academic term, the tenure calendar, or staff support. These two inherently conflicting standards for measuring success can either be embraced or organized into separate stovepipes, with little interaction between the two different spheres of activity. Most universities have chosen to create separate stove pipes, with modest involvement of fulltime faculty in the activities of the self-funded centers. ELI has chosen to embrace the tension by creating as much synergistic activity as possible between students and faculty in academic programs and the work carried out in the Institute. This option becomes maximally productive only when there are adequate processes and structures that: ensure open communication between the academic units and the centers/institutes/programs; create opportunities for faculty to use the work of the centers to support their research, teaching and research obligations to the extent they are willing and able; provide students with maximum opportunities to take advantage of the work of the centers to advance their education and career interests; ensure that self-funded centers/institutes/programs have a critical mass of tenure track faculty who can provide "quality assurance" on behalf of their colleagues.

At the moment, some institutes/centers/programs are linked to academic programs and in other cases the linkages are informal to non-existent. For example, the Somali Bantu Program, The Institute for Tribal Government and the National Policy Consensus Center have informal and episodic linkages. On the other hand, the Institute for Nonprofit Management, the Leadership Oregon program and the Executive Leadership Institute are operated by a critical mass of faculty who have strong connections to one or more academic units. One of the opportunities provided by the reorganization of ELI is to create more robust linkages between the self-funded units and the various academic programs in the Hatfield School.

Summary of the Process Used in Arriving at Recommendations to Reconstitute ELI

The recommendations to reorganize ELI, which are outlined in greater detail in the following section, are informed by the following information gathering process.

I. Obtaining Agreement Among ELI Faculty and Staff on the Need and Value of Reorganizing Its Existing Portfolio of Activities into a New Center

Several discussions have been held over the course of the last several months to obtain the advice and counsel of all ELI faculty and staff. The goal has been to achieve a recommendation that reflects near unanimity on the part of the existing ELI faculty and staff. Everyone has been in agreement that the timing for reorganizing ELI is ripe, both because the Institute is programmatically and budgetarily in strong shape and because there is a leadership transition with the search for a new director. Everyone is also in agreement that if we were to reorganize ELI, the basic structure and process for the new entity needed to be in place prior to hiring a new

director. No one favored hiring a new Director for ELI who had responsibility for creating and implementing any new structure. Following is a summary of the issues raised by existing ELI faculty and staff.

- The existing ELI staff is “maxed” out in terms of its ability to take on much additional work. Any reorganization cannot put ELI staff in the position of doing “free work” for other units that may decide to join or affiliate with the new entity. Members of the new entity should assume that they will need to pay for any increased services they would like to see the new center provide.
- ELI’s continued success requires the ability to acquire the faculty and staff resources necessary to successfully deliver its programs. There was unanimous agreement that these conditions are most likely to occur if the new entity continues reporting directly to the Hatfield School Director. This was reinforced by the assumption that the new unit would serve the Hatfield School as a whole, rather than any specific program. The model is the PAP Ph.D. program. It serves all of the Hatfield School, although at the moment a disproportionate share of the resources are housed in the Public Administration Program.
- There was a strong preference to retain the name ELI both because it has “name recognition” in the external community and because it accurately captures a significant set of activities undertaken by the existing Institute. The name ELI would become a subordinate part of the new Center, but would not continue existing as an independent budget or administrative unit.
- There was unanimity on the need to continue maintaining strong ties to the Public Administration Division and other academic units through joint appointments and administrative structures and processes that facilitate communication, collaboration and better leveraging of existing resources.
- The ELI faculty and staff have developed a vision, mission, values statement for the newly consolidated center, which is included in Attachment C.

II. Discussions with PA Program Faculty

In late December and early January I a series of weekly meetings was scheduled , alternating between PA-centered meetings and those attended by existing Institutes in the Hatfield School. Toward the end, these meetings collapsed into meetings that included both groups. In instances where these weekly meetings did not elicit much broad-based attendance, one on one meetings were scheduled to obtain counsel from individual PA faculty members and existing center/institute/ program directors. All existing PA faculty members and center/program/ institute directors have been provided with a copy of this report for their comments. In addition, this report was presented for discussion at the PA faculty in their March faculty meeting. Where there has been strong disagreement on the part of any of the parties, the disagreement has been incorporated within this report. Summaries of the PA faculty have been reported separately from the reactions of exiting, institute/program/center directors because the two groups have different priorities and interests. Following is a summary of PA faculty concerns, which are ranked in no particular order and do not necessarily reflect any kind of consensus. They are simply views that were raised and which have been recorded. At its meeting on April 7th the PA faculty voted

unanimously in favor of proceeding with the renaming and reorganization of ELI into a Center for Public Service.

- The majority of PA faculty expressed support for the idea of creating a larger center that would provide better connections to academic units and easy access by faculty who wished to take advantage of the center to support their external outreach work, whether it be in the form of grants, contracts or developing relationships with new target populations.
- There was common concern that any discussion of the reorganization of ELI be inclusive of all who might be affiliated or become future members of the Center. Explicit mention was made of the “strong culture” of the existing ELI faculty and staff, which might become a barrier to the creation of a more inclusive center.
- Faculty members associated with the Institute for Nonprofit Management were particularly concerned about the potential loss of autonomy and name recognition if they became part of a larger center.
- Some faculty expressed the desire for the new center to be housed within the PA Program Division. For some this structure would provide the PA Division faculty with more accessible outlets for their teaching, research and service activities as well as making better use of the center to meet the educational and career interests of their students. For others, a Center housed within PA would also provide greater quality assurance over the activities undertaken by the Center. For others, this structure would also enhance the authority and stature of the PA Division Chair, especially if the Chair also served as Director of the new Center.
- Some expressed concern that the growth of the Center could result in large numbers of faculty members with appointments in the PA Division that would outnumber the control by tenure-track faculty. There was general agreement that in creating a new Center, we needed to have clarity on the criteria and process used by centers and institutes for various kinds of faculty appointments, particularly appointments that carry the right to vote as a member of an academic division. Attachment E summarizes the existing array of appointments and funding arrangements that are used to support the work of the centers and institutes. It is expected that the Center for Public Service would continue to make use of these existing practices.
- There was widespread agreement that in the creation of a reorganized center, we needed to have greater clarity over the relationship between the centers and academic divisions, particularly with respect to faculty appointments and the degree/course credit activities carried out through the institutes and centers

III. Discussions with Existing Institute, Center and Program Directors

The following summary observations are the result of individual and group conversations with the Directors of the following programs, centers and institutes in the Hatfield School of Government:

- Criminal Justice Policy Research Institute
- Executive Leadership Institute

- Institute for Nonprofit Management
 - Northwest American-Turkish Research Institute
 - Institute for Tribal Government
 - National Policy Consensus Center
 - C3FM: Cooperative for Contemporary Curricula in Financial Management
 - Electronic Government Program
 - New Leadership Oregon
 - Oregon Consensus Program
 - Oregon Performance Internship
 - Somali Bantu Refugee Program
- All institute, center and program directors were in agreement that the Hatfield School as a whole, the individual units and the external stakeholders served by these units, could benefit by having a set of structures and processes that facilitate greater communication and collaboration. There was widespread agreement that this increased collaboration would enable us to take advantage of new service and funding opportunities that are currently not available.
 - There was agreement that becoming part of a common website would be a good thing to accomplish.
 - All directors expressed the importance of any new structure with which they might affiliate providing them with the independence and autonomy necessary to successfully carry out their programs.
 - There was unanimous agreement in having a common center that would allow member units to purchase services and obtain expertise that they cannot afford to develop separately.
 - There was agreement on the need to have a flexible model for affiliating with any new Center. For example, some directors wished to be listed on a common website, but expressed no desire to become integrated into a larger center. Others expressed the desire to become full members of the new Center. This view was held by all of the existing ELI faculty and the Somali Bantu program.
 - There was a desire on the part of programs not currently affiliated with an academic division to have closer ties with both faculty and students.

IV. Discussions with Institute and Center Directors at Other Universities

Part of the information gathering process involved discussions with institute and center directors at other universities across the United States. The following summary observations are the result of conversations with two center directors at the University of North Carolina and one center director at each of the following universities: University of Washington, Oregon State University, Arizona State University and the University of Delaware.

Most of the center directors surveyed operate their activities without much involvement of fulltime tenure track faculty. The biggest exception is the University of Delaware, which over the last ten years has built a center that is integrated with the public affairs faculty through a system of joint appointments that are funded through a combination of hard and soft-money. Many faculty hold joint appointments in the center as well as in an academic unit. The former

Director of this program, Robert Denhardt, is now the Director of the School of Government at Arizona State University School of Public Affairs. He cited the Delaware model as the ideal, but not possible in most places, including where he is now. Denhardt observed that there is too long of a history of separation to create much integration between his academic programs at the University of Arizona and the several centers within the School of Government.

Jeff Raffel, current director of Delaware's Institute for Public Administration, observed that mixing tenure and non-tenure track self-funded positions is essential to the future success of public administration and public affairs programs. He observed that "more and more universities are moving toward our model. Ohio State, U of North Carolina and Georgia would be examples of that." Those who resist mixing the funding streams for tenure track faculty are "living in the Dark Ages and are living in a world gone by" (e:mail, 2/1/08).

Mike Smith, now Vice Chancellor of Public Service and Engagement at the University of North Carolina, also served as Director of the School of Government as well as the Director of their Institute of Government. Based on his 30 years of experience at the University North Carolina, he observed that the key to managing the inevitable tensions that arise between academic and service units is the creation of governance mechanisms that enable the service units to control their destiny but provide academic departments with full communication, opportunities to participate and the ability to control curricular issues and tenure-track appointments.

There were three major conclusions that emerged from these conversations with the Directors of Centers and Schools of Government:

- It has become essential for schools of government to cooperate with service and applied research units to mix funding sources in order to maintain tenure and non-tenure track faculty positions in the face of reduced public funding.
- Self-funded units are best served when they report to a Director who has responsibility for several academic programs, rather than a Director who has responsibility for only one. In order to be successful, self-funded units need to draw on a broad base of expertise and resources to meet the ever-changing needs of their external environment.
- Both academic and self-funded units are best served when there are governance structures and processes in place that ensure open communication, flexibility for faculty and student access to center activities, and mechanisms to ensure appropriate faculty and curricular review of academic activities undertaken by self-funded units.

V. Discussions with Vice Provost Feyerherm and Dean Larry Wallack

Prior to undertaking extensive discussions on reorganization and the filing of this report, I wanted to make certain there were no insurmountable barriers to reorganization of ELI. Several conversations with Vice Provost Feyerherm made clear that renaming an existing Institute is a "managerial" prerogative of university administrators and does not require State Board approval. Dean Wallack reiterated this understanding and indicated that approval would be required by the Dean's Council, the Provost and the President upon a recommendation from the Hatfield School Director and the Dean of the College of Urban and Public Affairs. Dean Wallack indicated his

desire to support a consolidation initiative, especially if the goal is to better coordinate activities among existing units rather than simply create a new entity.

Proposed Organizational Structure to Implement the Reorganization of ELI

The following principles, processes and structures are recommended for reconstituting ELI into a Center for Public Service.

I. Basic Structure

ELI would be reorganized into a new entity called the Center for Public Service. The existing ELI faculty and staff would constitute the core of the new center with other units affiliating on the basis of an agreement between the Center Director, the Director of the Hatfield School of Government and the director of the unit wishing to join. The options for affiliation are set forth in Attachment D. Some activities would become fully integrated into the Center, as would likely be the case with new self-funded initiatives in health services, Native American leadership development, community capacity building or international leadership development or other individual projects by faculty in the Hatfield School faculty who need a home for the support and implementation of their applied research and community service activities. Attachment E sets forth the range of possible faculty appointments and funding arrangements to support the work of the Center.

II. Principles Guiding the Implementation of the Center

- Each participating program/unit would develop its own transition plan for the kind and degree of affiliation it wishes to have with the new Center.
- There would be no financial consequences of the reorganization for existing program activities.
- New program activities housed in the Center would build in the costs necessary to fund agreed-upon central staff support.
- Affiliated members would develop a “fee structure” for different kinds of membership in the Center.
- The Center would offer the capacity to undertake the following support services on a “cost-of-service” basis for participating units: contracts, grants, budget tracking, registration, website maintenance, marketing, billing, conference and workshop support.
- Faculty would become a member of the center by holding a partially self-funded appointment in the Center, a joint appointment with an academic unit or an affiliation title based on interest and support of the work carried out by the Center. These options are elaborated more fully in Attachment D of the Report.

ATTACHMENT A
EXECUTIVE LEADERSHIP INSTITUTE
STATE OF THE PROGRAM REPORT

The purpose of this report is to provide faculty within the Division, School and College a summary overview of the activities of the Institute since its transfer from Lewis and Clark in the fall of 1996.* The mission of the Institute is to further the education, service and research goals of the Hatfield School of Government through the following activities: training programs for public agencies, applied research with students and faculty, conferences and forums, and degree offerings at off-campus locations throughout the region. The overall goal of the Institute is to enhance the stature of the Hatfield School of Government and the College of Urban and Public Affairs, both regionally and nationally. In working to achieve these goals, the Institute has come to play a major catalytic role in the University by partnering with other units to extend the University's community engagement mission to students and professional practitioners both domestically and internationally.

The Institute undertakes approximately \$1.3 million of activities per year, which funds three full-time staff and 4.0 faculty who hold rank in the Public Administration Division. Institute faculty have a self-funding obligation, which ranges from .49 to 100 percent of their salary, depending on the nature of the appointment. The Institute has experienced a ten-fold growth since 1996, measured both by income generation and the number of clients served. The Institute has doubled the size of both its faculty and staff to accommodate this growth.

All of the Institute programs are designed to create a synergistic relationship between theory-based practice and practice-based research. For the practitioner community, the Institute serves as a resource for improving the practices and processes for the management and delivery of public service. For students the Institute provides research, practicum, internship and educational opportunities that link them to the practitioner community. For faculty the Institute provides opportunities to undertake research through field-based consultation, intervention and study projects. For the Public Administration Division, the Institute provides additional faculty resources through self-funded grants, contracts and fee-for-service programs.

A. Off-Campus Degree Activities

The Institute provides the administrative support for most of the Division's off-campus degree activity. The Institute coordinates an degree program on behalf of the Division that has been offered at several off-site locations, including Salem, Bend, Hillsboro, and Vancouver. In addition, the Institute coordinates annual courses in Washington D.C. and occasional courses in Canada, Japan, Vietnam and Mexico.

B. Public Agency Professional Development and Continuing Education Programs

Central to the mission of the College, the School and the Division is to meet student learning needs where they are most in evidence. The Institute does this by joining with agencies to design professional development programs for senior level leaders and mid-level managers that prepare them to deal more effectively with the rapidly changing conditions they face. Since 1997, the Institute has undertaken more than 100 professional development programs involving more than 150 different agencies, 30 jurisdictions and four foreign countries. Attachment A provides a summary of the range of current activities undertaken by the Institute. Following is a brief summary of the major on-going professional development programs provided by the Institute.

- 1. Executive Seminar Program – This program provides senior level natural resource managers and policy-makers in the Pacific Northwest with the opportunity to learn how to manage complex and conflict-ridden natural resource issues. During a one-week residency program, participants use live case studies to abstract the policy and administrative lessons for more successfully managing the region's natural resources.**
- 2. Agency-Designed Leadership Development Program – The Institute prefers to develop programs that are co-designed and co-produced with agencies and to enter into agreements that will have a long-term impact on the organization. The Institute undertakes several of these programs on an annual basis with local, state and federal agencies. Most of these programs are offered to a cohort group that takes classes over several months. The content of the program is co-designed with agency officials who join the Institute faculty as co-instructors.**
- 3. The Legacy Program – The Institute offers occasional intensive programs for state and local government officials. Originally designed under the leadership of Governor Barbara Roberts, the program uses an intensive one-week residency program to provide participants with the knowledge and skills necessary to transform visions into long-term legacies.**
- 5. Public Safety Management Certification - Over the past several years, the Institute has worked with public safety agencies in the Portland Metropolitan region to develop an 80-hour management certification program that meets the certification requirements of the Oregon Department of Public Safety Standards and Training (DPSST). The program provides participants with an opportunity to receive degree credit at either the graduate or undergraduate level as well as certification credit by DPSST.**
- 6. Certificate in Government Financial Management - ELI has formed a partnership**

* **The activities in bold represent those currently in progress.**

with the Association of Government Accountants to promote and deliver post-baccalaureate training leading to the *Certified Government Financial Manager (CGFM)* designation to individual students as well as employees of governmental, nonprofit, and corporate entities in Oregon and the Pacific Northwest. PSU expects to begin offering credit and non-credit courses leading to *Certified Government Financial Manager designation* in 2008.

The Association of Government Accountants (AGA) supports the careers and professional development of government finance professionals working in federal, state and local governments as well as the private sector and academia. Founded in 1950, AGA has a long history of being the thought leader for the government accountability profession. Through education, research, publications, certification and conferences, AGA reaches thousands of professionals and provides more than 100,000 hours of continuing professional education (CPE) annually. Since its creation in 1994, the Certified Government Financial Manager (CGFM) Program has become the standard by which government financial management professionals are measured. Its education, experience and ethics requirements have served to elevate the most seasoned financial professionals. More than 13,000 individuals have received the designation so far.

7. **International Leadership Development Programs** -The Institute has developed a leadership education model, which has attracted increasing interest at the international level in Japan, China and Vietnam where there are on-going leadership development programs for public officials. Professors Marcus Ingle and Masami Nishishiba have taken responsibility on behalf of the Institute for managing the following programs.
 - **Japanese Local Government Leadership Development** – The Institute in partnership with Waseda University has a five year grant from the Tokyo Foundation to train 10-15 local government administrators each year. The goal of the program is to prepare future administrators to assume increasing levels of responsibility for managing local jurisdictions that have been given increasing levels of autonomy by the central government. The Institute faculty, in collaboration with Waseda faculty and the Tokyo Foundation, published a Japanese/English bilingual book *Project Management Toolkit: A Strategic Framework for New Local Governance* in order to reach out to a broader audience and disseminate the training curriculum beyond the training participants.
 - **Chinese Sustainable Development Leadership Program** – The Institute in partnership with the Nohad School of Urban Studies and Planning provides three one week training programs each year for 15-25 officials from the Ministry of Construction and the Ministry of Land and Natural Resources. The goal of these programs is to provide participants with examples of “best practices” for balancing the needs of economic growth, equity and environmental sustainability.

* The activities in bold represent those currently in progress.

- **Vietnam National Political and Administrative Academy – The Institute has entered into an agreement with Vietnam’s National Political and Administrative Academy to assist them in redesigning the curricular content and pedagogical approach for training the country’s next generation of public officials.**
- **Lanzhou University - The Institute has entered into an agreement with Lanzhou University to assist them in creating a Public Service Institute in partnership with Gansu Province. The purpose of the Institute is to provide leadership development to provincial leaders and better link the resources of the University to the needs of the province.**

C. University Leadership for Community-Based Learning and Research

The Institute has played a growing catalytic leadership role in linking various academic and service units in the University to undertake major new initiatives that individual units are not capable of accomplishing on their own. Most of these initiatives involve collaborating with other entities on campus to extend Portland State University’s national reputation as a center of excellence for community-centered education and research. This is reflected in the following major initiatives undertaken by the Institute:

- **Sustainable Development – The Institute has taken the initiative to leverage its long-standing connections with natural resource agencies in the Pacific Northwest to other units on campus that are interested in sustainable development. This work has played a major role in focusing resources in a more targeted fashion to better accomplish the University’s commitment to sustainable development.**
- **Community Based Sustainable Development in Vietnam – The Institute has undertaken efforts to extend the University’s “community based learning” model to other universities and agencies in foreign countries. For example, ELI faculty created a Community-Based Sustainable Development Program for the Hanoi Environmental Protection Agency in partnership with PSU’s National Policy Consensus Center. It also facilitated the creation of a “Community-University Engagement Program” with Vietnam’s National Science University undertaken in partnership with University Studies.**
- **Student Exchange Programs – The Institute has used its connections with overseas universities and the professional practitioner community to enrich educational opportunities for students through the creation of student exchange programs and internship placements with agencies.**
- **Cross-Curricular Initiatives – Whenever possible ELI has sought to use its external outreach activities to strength the community-centered course offerings for students. For example, the Institute received a \$320,000 grant to strengthen University Studies courses in the undergraduate University Studies “Leadership for Change Cluster”. After the completion of this three-year grant program, the**

* **The activities in bold represent those currently in progress.**

**Institute used the results and the subsequent creation of a Civic Leadership
Minor housed in the Public Administration Division**

D. Applied Research Activities

The Institute seeks to foster opportunities for both students and faculty to undertake applied research projects that connect faculty and students with the community, that generate income to attract the highest quality students to the College, that build the esteem of the College and that foster partnerships regionally and nationally. Over the past several years the Institute has served as the sponsor for several major research initiatives, the most important of which are summarized below. **The Institute has especially targeted grants and research projects that enable faculty and students to develop expertise in community capacity building with special emphasis on public participation, institution-building, and collaborative governance.**

- 1. Sustainability Partnership with the Mt. Hood National Forest – This three-year partnership (2005-2008) with the Mount Hood National Forest provides applied research opportunities for faculty and Ph.D. students to assist the Forest Supervisor in developing sustainability measures, collaborative agreements with multiple stakeholders, and management strategies to implement agreements that will advance sustainable management of the Forest’s multiple use natural resources.**
2. Civic Capacity Project – (1997-1999) In 1997 the Institute organized and received funding for a Civic Capacity Project. The goal of the project was to involve students and faculty in the College of Urban and Public Affairs in a study of the factors that affect the capacity of communities to become self-governed. Over the first two years of this project, the work of faculty and students resulted in 7 conference papers, 9 refereed journal articles, and an entire issue of Administrative Theory and Praxis devoted to a report of the findings of the Civic Capacity Project. The issue sold the largest number of copies in the 21-year history of the journal. Current research projects with Ph.D. students continue to build on the work undertaken by the initial Civic Capacity Project.
3. **Current Ph.D Research Projects – Following is a list of current Ph.D. dissertation projects that are advancing on-going research agendas of Institute faculty and projects, frequently through the use of the Hatfield Residency Program described in more detail later in this report:**
 - **Evaluation of the Effectiveness of a Networked Governance System (Forest Service Resource Advisory Committees) – Deborah Whitall (2007)**
 - **Rise and Collapse of Columbia River Forum: The Role of Organizational Identity in Institutional Behavior and Position-Taking in Public Policy Development – Eric Mogren (2008 expected)**

* **The activities in bold represent those currently in progress.**

- **Emerging Governance at the Edge of New Public Management: Public Administration at the Frontiers of Development – Gary Larsen (2008)**
 - **Mt Hood Partnership Project in Sustainability - Kristen Magis and Alex Welsch (2007-2008)**
 - **Montreal Protocol for Forest Sustainability: Community Resilience Criteria - Kristen Magis (2007)**
 - **Civic Capacity and Relative Political Capacity Project – Hal Nelson (2006-2007)**
 - **Assessment of the Effects of Organizational Culture on Multnomah County Probation and Parole Organizational Change Initiatives – Shae Marshman (2007-2008)**
 - **Impact Assessment of a Citizen Education Program on Female Prisoners – Dana Torrey (2006-2008)**
 - **Evaluation of the Role of Discretion in the Use of Out-of-State Prison Transfers – Robert Swan (2006-2008)**
4. FIPSE Project (2001 -2004) – This \$320,000 three-year project was funded by the Fund for the Improvement of Post-Secondary Education, U.S. Department of Education. The project developed a Civic Capacity Index, which was used as a template for developing courses especially designed to cultivate various kinds of civic knowledge and engagement. The project resulted in the development of 13 new courses for the “Leadership for Change” Cluster in the University Studies Curriculum. The project culminated in the development of a new Civic Leadership Minor that is housed in the Public Administration Division. This project spawned several Ph.D. dissertations and provided the basis for twelve conference papers and three refereed journal articles. For example, Margaret Banyan used the project to inform her dissertation on measuring the capacity of organization to be civic-centered in their work in the community. Steve Johnson used the project to inform his study of the transformation civic engagement activities in the City of Portland over the past 20 years.
 5. Carnegie Political Engagement Project (2006-2007) - The Carnegie Foundation for Teaching and Learning selected two courses that were part of PSU’s FIPSE Project to be included in a national study of 21 political engagement experiments at major universities around the United States. The goal of the three-year Carnegie study is to determine what pedagogical and curricular strategies are most successful in cultivating greater political engagement on the part of students.
 6. Civic Solutions Grant (2005-2006) - Building on the work of the FIPSE Project, the Institute was awarded \$14,000 by PSU’s Center for Academic Excellence to support further curriculum development of the Leadership for Change SINQ courses and Civic Leadership Minor courses. The goal of the project was to increase the level of political

* **The activities in bold represent those currently in progress.**

engagement on the part of students and to show students how to use their interest in civic issues to effect change in the political arena.

7. State of the Environment Report (SOER, 1999) – This report, sponsored by the Oregon Progress Board, provided the first state wide comprehensive assessment of the current status, trends and future risks to Oregon’s ecological systems and natural resources. The information in the SOER is being used to set benchmarks, performance goals and targets for environmental managers and policy makers. The project was administered by Institute faculty and staff.
8. Bonneville Power Administration Grant (2001) - The Bonneville Power Administration provided a research grant (\$45,000) to Jeff Hammarlund (an Institute adjunct faculty member) for research concerning governance issues in the Columbia River Basin. The research project allowed Jeff Hammarlund to extend his knowledge and understanding of the recent politics of the Columbia Basin. The research has contributed directly to the courses, workshops and conferences Mr. Hammarlund undertakes for the School, including: PA 567: Northwest Energy Policy and Administration, PA 510: National Policy Process (Energy), The Annual Energy Conference, and Columbia Watershed Salmon and the Endangered Species Act: Past, Present Future.

E. Technical Assistance to Public Agencies

The Institute brokers the provision of technical assistance to agencies seeking help with a wide variety of public management policy and service delivery issues. The Institute prefers to undertake technical assistance activities that have the prospect for creating long-term organizational change and have the capacity to be successfully implemented after the completion of the technical assistance intervention by Institute staff. Following is a partial list of the kinds of technical assistance activities that have been provided by Institute students and faculty.

1. **Diversity Training - Since the beginning of 2006, the Institute has been offering Culturally Competent Management Certificate Training to managers at the City of Portland. The Institute faculty co-developed the training curriculum with the staff at Portland’s Bureau of Human Resources, trained approximately 30 city trainers, and have been subsequently co-delivering the training with the city trainers.**
2. **Succession Planning – The Institute is currently working with a variety of agencies in developing succession plans to deal with the large staff turnover that continues to occur through retirements.**
3. **Community Engagement Service – The Institute has offered a variety of local agencies workshops on how to improve service to residents, with special emphasis on where to draw the line between a “customer service” orientation characteristic of the private sector and a “public service” orientation appropriate for the public sector.**

* **The activities in bold represent those currently in progress.**

4. **Strategic Planning – Institute faculty provide support to agencies and organizations seeking assistance with developing and implementing strategic planning processes.**
5. **Public Participation Processes and Strategies – The expertise of Institute faculty has been used to assist agencies with managing public participation processes and the use of scientific information in decision-making. For example, Professor Shinn and Ph.D. students worked with the Mount Hood National Forest over a two year period to develop a stakeholder centered engagement plan that significantly improved its decision-making capacity to fulfill its mandate to manage resources to meet multiple and conflicting purposes.**

F. Supporting the Education and Career Development Needs of Students

One of the primary goals of the Institute is to provide opportunities for students to obtain research experience, gain practical knowledge in field, explore various public service career options and obtain financial support to fund their education. These goals are achieved in the following ways.

1. **Research for Ph.D. Students – Institute research activities have provided nearly half the PAP Ph.D. students who have graduated in the last three years with dissertation research projects. Institute faculty play a major role in supervising dissertations and serving on various Ph.D. committees.**
2. **Financial Support for Students – Each year the Institute funds 2-4 students through the self-funded projects undertaken by the faculty. In addition, the Institute hires several additional students throughout the year to support special projects and activities.**
3. **Hatfield Residency Program – The Institute launched the Hatfield Residency Program to obtain funding, placements, and potential research topics for Ph.D. and advanced master's degree students in the College of Urban and Public Affairs. Contracts are negotiated with public agencies for students, frequently under faculty supervision, to undertake significant pieces of high level research for public agencies. The goal of these contracts is to provide students with an opportunity to acquire skills, build their resume, establish networks that will enhance future employment, generate supplementary income to continue their education, and, for Ph.D. students, to develop meaningful dissertation projects.**
4. **Summer Internship Programs – The Institute has organized six summer internship programs, each of which places 10-12 students from the top public policy schools in the nation with some of the state's most innovative managers and public agencies. These programs have been developed in partnership with public agencies who are seeking ways of replenishing the shrinking talent pool caused by large numbers or**

* **The activities in bold represent those currently in progress.**

retirements. For more information on the details of each of these programs see the following website: <http://summerinternships.us/prospective.html>

G. Conferences and Forums

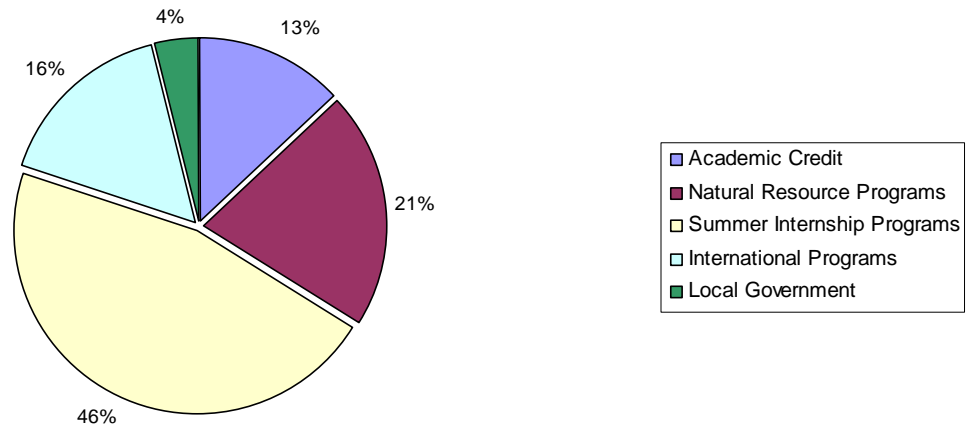
One of the Institute's goals is to link the College and the Hatfield School of Government to the community through conferences and executive forum series on topics that tie the research activities of the faculty to the policy and administrative work of agencies within the region.

1. Executive Forum Series - The goal of the Executive Forum series is to bring professionals together for 4-6 sessions in an informal dinner setting to discuss issues of current concern in the local policy setting. Sessions have been conducted with planners on community participation, with natural resource administrators in the Columbia Basin, and with local administrators contracting services to nonprofit organizations.
2. **Partnership Workshops/Seminars – The Institute assists public agencies in co-producing specially designed mini-seminars on topics of special interest. For example, the Institute has worked in partnership with the Army Corps of Engineers to develop workshops on developing partnerships with its major state, federal, local, and nonprofit constituencies groups. The Institute has assisted the Portland Water Bureau in developing a six month seminar on how best to use scientific information for decision making purposes.**
3. Energy Symposia – These conferences have brought together a diverse array of participants throughout the Pacific Northwest to consider, critique, and provide feedback on proposals pertaining to Columbia River governance. The purpose of these conferences is to inform the debate, enhance constructive dialogue, and educate the broader public on the complex but important issues of Columbia River governance.
4. **Regional Forums – The Institute serves as the home for a variety of regional policy and management forums on issues of concern to the professional practitioner community. For example, it has partnered with the Concord Coalition to sponsor conferences on the looming national fiscal crisis and the implications for local government. It has organized debates on proposals to alter the City's form of government, to change the Oregon tax structure, to create public ownership of private power, to facilitate a regional coalition interested in maintaining the security of the Columbia River transportation corridor and other similar kinds of issues that have potential impacts on the quality and character of public service in the region. Recent speakers have included:**
 - Jason DeParle, N.Y. Times, *"American Dream: Three Women, Ten Kids, and a Nation's Drive to End Welfare"*
 - David Walker, Comptroller General, GAO, *"The Fiscal Wake Up Tour"*

* The activities in bold represent those currently in progress.

- **David Osborne, best-selling author of *Reinventing Government*, *“Reinvention and the Call to Leadership (Getting Ready for the Tough Times Ahead)”***
- ***“Policies, Practices, and This Place Called Portland,”* a three-day briefing provided to a visiting, international group of Eisenhower Fellows**

Attachment B
Breakdown of ELI Activities for 2007- 2008
Based on a Projected Gross Income of \$1.272 million



Attachment C

Draft

Vision, Mission, and Values Statement

Center for Public Service

Vision: We envision creative and courageous public leaders who build and maintain enterprising, accountable and engaged public organizations that work collaboratively to promote the public interest.

Mission: The mission of the Center is to strengthen the capacity of public and nonprofit organizations to serve the public interest by assisting partners in developing enhanced leadership, increased organizational capacity and improved community engagement strategies through education, policy analysis, applied research, consultation and training.

Values: The legacy of Senator Mark O. Hatfield informs and inspires the center's values, which also reflect those of Portland State University:

- 1. Community & Public Service:** Serving the public is regarded as a special calling that requires unique values, skills and knowledge to promote the public interest.
- 2. International Cooperation & Respect for Diversity:** The Center is committed to preparing public servants who have the capacity to lead in an increasingly diverse and power-shared world, both domestically and internationally.
- 3. Fairness, Equity and Social justice:** Public servants must exemplify qualities worthy of public trust and confidence and take the lead in developing public policies and organizations that are fair and equitable.
- 4. Community Engagement:** An engaged community enhances the quality of public services, creates accountability and promotes democratic governance.
- 5. Sustainable Development:** Public leaders have a moral obligation to provide stewardship of the community's resources to meet the needs of future generations.

Attachment E

Center Options for Faculty Membership and Funding

The following matrix sets forth the range of options for faculty funding and membership in the Center for Public Service. Examples of nearly all of these options are currently in existence in the Hatfield School of Government. The Center director oversees only the portion of activities that faculty members undertake as part of their “center” responsibilities.

TYPES OF CENTER APPOINTMENTS

		Tenure Track	Non-tenure Track Contract Appointment	Part-time, Courtesy & Joint Appointments
T Y P E O F F U N D I N G	Hard Money Funded	Faculty are appointed to a tenure track position in an academic division with a specific agreement to support “Center” activities. Examples have included Drs. Morgan, Feeney, Gelles and Shinn who have assumed “Center-like” obligations with portions of hard-funded salary returned to the Hatfield School to fund their replacements.	Faculty are appointed to a full time position as a “contract employee” in the Center, but may be given permission by an academic division to hold a faculty title and rank. Current examples have included Drs. Ingle, Nishishiba, and Noone. Or faculty may be appointed to the Center without faculty voting rights in a Division, as is currently the case with Messrs Beard and Chubb.	Faculty and practitioners are appointed to the Center to teach and carry out specific projects. Examples have included Drs. Parajuli and Williams in the School of Education and practitioners who manage specific programs. Divisional faculty with projects or interest in the on-going work of the Center can hold Center titles.
	Center faculty are funded with a portion of state appropriated “hard money”	Morgan, Shinn, Feeney, Gelles and Santa have been examples of tenure track faculty who have “Center-like” responsibilities.	There are no examples of hard money positions being used to fund non-tenure track contract appointments.	The creation of the Center is likely to increase the number of tenure track faculty who hold courtesy appointments in the center.
	Soft-Money Funded	Some of the new positions approved for PA create an expectation that tenure track faculty will produce revenue to cover part of their salary.	The following non-tenure track faculty have appointments to undertake center-like activities: Ingle, Beard, Chubb, Noone, and Linda Golaszewski.	The following individuals have held appointments to centers as part of their teaching and administrative duties: Jeff Hammarlund, Peter Paquet, Allison Kelley, Ward Armstong, and Mike Crouse, etc.
	Center faculty are funded by revenue-generation grant, contract & fee-for-service activities.			

