

6-6-2002

## Faculty Senate Monthly Packet June 2002

Portland State University Faculty Senate

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Terry Rohe, Asst. Dir.  
Library  
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**THE LAST REGULARLY SCHEDULED MEETING  
OF THE PSU FACULTY SENATE  
IS JUNE 3, 2002, AT 3:00 P.M. SHARP.  
PLEASE RESERVE TWO HOURS  
ON YOUR CALENDAR FOR THIS MEETING,  
AND PROVIDE FOR YOUR ALTERNATE TO ATTEND  
IF YOU WILL BE ABSENT DURING  
ANY PORTION OF THE MEETING.  
IF THE AGENDA IS NOT CONCLUDED,  
THE MEETING MUST BE CONTINUED ON  
MONDAY, JUNE 10, 2002, AT 3:00 P.M.,  
IN ORDER TO COMPLETE THE BUSINESS OF THE  
2002-03 ACADEMIC YEAR.**

NOTICE TO SENATORS AND EX OFFICIO MEMBERS  
OF THE PSU FACULTY SENATE:  
RECEPTION AT SIMON BENSON HOUSE  
IMMEDIATELY FOLLOWING  
THE SENATE MEETING

**Senators are reminded** to notify the Secretary to the Faculty of any additional summer addresses and/or the name of your Alternate, in the event a need arises for a special meeting of the PSU Faculty Senate (*Constitution of the PSU Faculty*, Art. V, Sec. 3, 3), and *Faculty Governance Guide* p.11, "Functions and Procedures of the Faculty Senate")

## 2002-03 Rosters: FACULTY SENATE, & ADVISORY COUNCIL

\*\*\*\*\* '02-03 PSU FACULTY SENATE \*\*\*\*\*

Pres.Office: \_\_\_\_\_ Pres.Off. Pro tem: \_\_\_\_\_

Steering Committee: \_\_\_\_\_ (3)

& Jian Wang (Comm on Comm Chair) *Ex officio*

### All Others

Franz, Sandra	HS	2003
Glanville, Kimberly	IASC	2003
Hagge, Tim	CAPS	2003
Ketcheson, Kathi	OIRP	2004
Thompson, Dee	CARC	2004
<i>Gregory, Mark</i>	<i>COMP</i>	<i>2004</i>
<i>Barham, Mary Ann</i>	<i>IASC</i>	<i>2005</i>
<i>Collie, Samuel</i>	<i>FA</i>	<i>2005</i>
<i>Collins, Mary Beth</i>	<i>CAPS</i>	<i>2005</i>
<i>Wanjala, John</i>	<i>OMB</i>	<i>2005</i>

### Business Administration

Cabelly, Alan	SBA	2003
Philbrick Donna	SBA	2003
Bizjak, John	SBA	2004
Pfeiffer, William	SBA	2004
<i>Andres, Hayward</i>	<i>SBA</i>	<i>2005</i>
<i>Brown, Darrell</i>	<i>SBA</i>	<i>2005</i>
<i>Kretovich, Duncan</i>	<i>SBA</i>	<i>2005</i>

### Education

Chenoweth, Thomas	ED	2003
Falco, Ruth	SPED	2003
Cress, Christine	ED	2004
O'Connor, Sorca	ED	2004
<i>Temple, Jacqueline</i>	<i>ED/CI</i>	<i>2004</i>
<i>Allen, Janine</i>	<i>ED</i>	<i>2005</i>
<i>Carr, Carolyn</i>	<i>EPFA</i>	<i>2005</i>
<i>Caskey, Mickey</i>	<i>ED/CI</i>	<i>2005</i>

### Engineering and Computer Science

Daasch, W Robert	ECE	2003
Lall, Kent	CE	2003
Casperson, Lee	ECE	2004
Hall, Douglas	ECE	2004
<i>Brown, Cynthia</i>	<i>CMPS</i>	<i>2005</i>
<i>Morris, James</i>	<i>ECE</i>	<i>2005</i>
<i>Spolek, Graig</i>	<i>ME</i>	<i>2005</i>

### Extended Studies

*Harmon, Steven (for Feeney)	XS-SS	2003
Robinson, Rebecca	XS-IS	2004
		2005

### Fine and Performing Arts

Fosque, Walton	ART	2003
Knights, Clive	ARCH	2004
Kristof, Jane	ART	2004
<i>Agre-Kippenhan, Susan</i>	<i>ART</i>	<i>2005</i>
<i>Wattenberg, Richard</i>	<i>TA</i>	<i>2005</i>

### Liberal Arts and Sciences

Ames, Kenneth	ANTH	2003
Bjork, Gavin	MTH	2003
Bleiler, Steven	MTH	2003
*Brower, Barbara (for Gilbert)	GEOG	2003
*Fischer, William (for Holloway)	FLL	2003
*Haaken, Janice (for Reece)	PSY	2003

*Hillman, Stan (for Adajian)	BIO	2003
Mercer, Lorraine	ENG	2003
Palmiter, Jeanette	MTH	2003
Rosengrant, Sandra	FLL	2003
Rueter, John	BIO	2003
Shusterman, Gwen	CHEM	2003
Agorsah, E. Kofi	BST	2004
Arante, Jacqueline	ENG	2004
Biolsi, Tom	ANTH	2004
Burns, Scott	GEOL	2004
*Weasel, Lisa (for Greco)	BIO	2004
*Jacob, Greg (for Millner)	ENG	2004
*Rhee, Ma-Ji (for Perrin)	FLL	2004
*Reder, Stephen (for Liebman)	LING	2004
Wetzel, Patricia	FLL	2004
<i>St. John, Primus</i>	<i>ENG</i>	<i>2004</i>
<i>Brown, Kimberly</i>	<i>LING</i>	<i>2005</i>
<i>Butler, Virginia</i>	<i>ANTH</i>	<i>2005</i>
<i>Farr, Grant</i>	<i>SOC</i>	<i>2005</i>
<i>Hickey, Martha</i>	<i>FLL</i>	<i>2005</i>
<i>Johnson, David</i>	<i>HST</i>	<i>2005</i>
<i>King, Mary</i>	<i>ECON</i>	<i>2005</i>
<i>Liebman, Robert</i>	<i>SOC</i>	<i>2005</i>
<i>Miller-Jones, Dalton</i>	<i>SOC</i>	<i>2005</i>
<i>O'Halloran, Joyce</i>		<i>2005</i>
<i>Walton, Linda</i>	<i>HST</i>	<i>2005</i>

### Library

Wang, Jian	LIB	2003
*Hendricks, Arthur (for Hixson)	LIB	2004
<i>Peigahi, Hamid</i>	<i>LIB</i>	<i>2005</i>

### Other Instructional

*Labissiere, Yves	UNST	2003
Wollner, Craig	IMS	2004
<i>Wheeler, Lawrence</i>	<i>HON</i>	<i>2005</i>
		2005

### Social Work

Hunter, Richard	SSW	2003
Talbott, Maria	SSW	2003
Lehman, Constance	SSW	2004
Nissen, Laura	SSW	2004
<i>Friesen, Barbara</i>	<i>SSW</i>	<i>2005</i>
<i>Nash, James</i>	<i>SSW</i>	<i>2005</i>

### Urban and Public Affairs

Brodowicz, Gary	PHE	2003
Shinn, Craig	PA	2003
Gelmon, Sherril	PA	2004
Jolin, Annette	JUST	2004
<i>Gelles, Erna</i>		<i>2005</i>
<i>Seltzer, Ethan</i>		<i>2005</i>

### \*\*\*\*\*ADVISORY COUNCIL\*\*\*\*\*

Duncan Carter, CLAS (2001-03)  
 Nancy Bowers (for Perrin), OIT (2001-03)  
 Lois Becker, HST (2001-03)  
*Sandra Rosengrant, FLL (2002-04)*  
*Kathi Ketcheson, OIRP (2002-04)*  
*Martha Hickey, FLL (2002-04)*

\*Interim appointments indicated by asterisk.

PORTLAND STATE  
UNIVERSITY  
FACULTY SENATE



**TO:** Senators and Ex-officio Members to the Senate  
**FR:** Sarah E. Andrews-Collier, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on **JUNE 3, 2002**, at 3:00 p.m. in room **53 CH.**

**AGENDA**

- A. Roll
- \*B. Approval of the Minutes of the May 6, 2002, Meeting
- C. Announcements and Communications from the Floor  
President's Report
- NOMINATIONS AND ELECTION OF PRESIDING OFFICER
- D. Unfinished Business
1. ARC Report on Markers for the Baccalaureate – Wetzel (Draft *Bacalaureate. Markers* at: [http://portfolio.pdx.edu/Portfolio/Teaching\\_Learning/UnderGrad\\_Learning\\_Goals/Learning\\_Markers/Markers/](http://portfolio.pdx.edu/Portfolio/Teaching_Learning/UnderGrad_Learning_Goals/Learning_Markers/Markers/))
  2. Interim Report on Diversity and Internationalization Initiatives - Lieberman
- NOMINATIONS AND ELECTION OF PRESIDING OFFICER PRO TEM
- E. New Business
- \*1. Graduate Council Proposals for New Courses, Course Changes and New Degree: Master of Architecture – Koch
  - \*2. Proposal for Department Name Change: Mathematics & Statistics – E. Enneking
  - \*3. Proposal for Revisions to the Student Conduct Code - Jacob
- NOMINATIONS AND ELECTION OF STEERING COMMITTEE MEMBERS
- F. Question Period
1. Questions for Administrators
  2. Questions from the Floor for the Chair
- G. Reports from the Officers of Administration and Committees
- Provost's Report, to Include Findings from Faculty Focus Groups on Draft Vision & Values
- \*1. Advisory Council Annual Report – R. Mercer
  - \*2. Budget Committee Annual Report – Johnson
  - \*3. Committee on Committees Annual Report - Thompson
  - \*4. General Student Affairs Committee Annual Report - Jacob
  - \*5. Faculty Development Committee Supplemental Report – Luba
  - \*6. Intercollegiate Athletic Board Annual Report – Frank
  - \*7. Report of the Interinstitutional Faculty Senate Meeting of April 5-6, 2002 – Burns
  8. ASPSU Report - Wallace

ELECTION OF COMMITTEE ON COMMITTEE MEMBERS:  
All Others (1), SBA (1), ED (1), CLAS (2), SSW (1), CUPA (1)

H. Adjournment

\*The following documents are included with this mailing:

- E1 Graduate Council Course and Program Proposals
- E2 Proposal for Department Name Change: Mathematics & Statistics
- E3 Proposal for Revisions to the Student Conduct Code
- G1 Advisory Council Annual Report
- G2 Budget Committee Annual Report (Supplemental mailing on May 29, 2002)
- G3 Committee on Committees Annual Report
- G4 General Student Affairs Committee Annual Report
- G5 Faculty Development Committee Supplemental Report
- G6 Intercollegiate Athletic Board Annual Report
- G7 Report of the Interinstitutional Faculty Senate Meeting of April 5-6, 2002

## PORTLAND STATE UNIVERSITY

**Minutes:** Faculty Senate Meeting, May 6, 2002

**Presiding Officer:** Scott Burns

**Secretary:** Sarah E. Andrews-Collier

**Present:** Agorsah, Anderson, Arante, Barton, Bjork, Bleiler, Brennan, Brower, Burns, Carter, Casperson, Chaille, Chapman, Chenoweth, Daasch, Enneking, Fischer, Flower, Fosque, Franz, Gelmon, George, Glanville, Hall, Harmon, Haaken, Hillman, Jacob, Kern, Ketcheson, Kiam, Knights, Labissière, Lehman, R. Mercer, Nissen, O'Connor, O'Grady, Palmiter, Rectenwald, Robinson, Rosengrant, Rueter, Sestak, Shusterman, Tableman, Thompson, Walsh, Wang, Weasel, Wetzell, Wollner, Wosley-George.

**Alternates:** \_\_\_\_\_ for Collie, Ruedas for Crawshaw, Kinnick for Cress, O'Banion for Fortmiller, Collins for Hagge, Tabor for Hoffman, Cottrell for Talbott.

**Absent:** Ames, Becker, Biolsi, Bizjak, Brodowicz, Cabelly, Cummings, Dieterich, Falco, Heying, Hunter, Jolin, Kenny, Kristof, Lall, L. Mercer, Pfeiffer, Philbrick, Reder, Rogers, Rhee, Shinn, Sussman.

**Ex officio**

**Members present:** Andrews-Collier, Bernstine, Cunningham, Feyerherm, Kaiser, Kenton, Koch, Lieberman, Livneh, Pernsteiner, Pratt, Reuler, Rhodes, Samuels, Tetreault, Ward.

### A. Roll Call

The meeting was called to order at 3:04 p.m.

### B. Approval of the Minutes

The minutes of the Faculty Senate Meeting of April 1, 2002, were approved as published, after "C."

### C. Announcements

There will be a reception after the June Senate meeting for old and new Senate members at the Simon Benson House.

The Senate Steering Committee Meeting this month has been changed to 2-4 p.m., Thursday, May 9, 2002.

A new radio and print advertising campaign about PSU by the Office of Marketing

started this week. Another new project, "Umbrella Tours," personal guided tours by faculty and administrators for special guests of the university, also began this week.

The Presiding Officer recognized Faculty Senator Sorca O'Connor who is retiring this month after 12 years of service. Applause.

### **President's Report**

The Presiding Officer noted that the President yielded his time to the Provost for her report later in this meeting.

### **Nominations of Officers for the 2002-03 Faculty Senate**

The Presiding Officer opened nominations for officers of the 2002-03 Faculty Senate. Nominated for Presiding Officer were Craig Wollner (by Duncan Carter), and Sherrill Gelmon (by Kathi Ketcheson). Nominated for Presiding Officer Pro tem was Craig Shinn (by Robert Mercer). There were no nominations for Steering Committee membership.

## **D. Old Business**

### **1. Missed Classes Policy**

Jacob introduced the revised proposal, and indicated that changes were made by the General Student Affairs Committee in response to the Senate's suggestions at the April meeting.

WETZEL/SCHUSTERMAN MOVED THE SENATE APPROVE the Missed Classes Policy.

THE MOTION PASSED by majority voice vote.

### **2. Faculty Grievance Procedures**

BURNS thanked Faculty Senator William Kenny, Chairperson, and committee members Lois Becker, Eugene Hakanson, Deborah Howe, and Robert Liebman, for their service on the Senate Ad Hoc Committee to Review the Grievance Procedures, from October 2000 to December 2001.

PRATT introduced the item, noting that it was originally referred to the Senate Steering Committee in April 2000, and referred again in Fall 2001 because changes in Board rules mandated additional changes. PRATT noted AAUP approval as indicated in the joint cover memorandum.

CARTER/HILLMAN MOVED THE SENATE APPROVE the revised *Faculty Grievance Procedures* including Draft Confidential Mediation Procedure ("D2").

PRATT noted there are four major changes from the 1988 *Procedures*, 1) the definition of "day" is corrected to mirror the contract, 2) the definition of Grievance Officer is expanded from Provost to include the Vice Presidents for Development, and Finance & Administration, 3) the procedures have been expanded to include an option for confidential mediation (attached), and 4) the process has been contracted to conclude at the Presidential rather than the Board level, although the Board retains the right to review.

CARTER asked if the *Procedures* will appear in the "A,B,C's," the faculty handbook. PRATT noted it will appear in OAR's after public hearings are concluded.

THE MOTION PASSED by unanimous voice vote.

## **E. New Business**

### **1. Graduate Council Course & Program Changes and Course Proposals**

KOCH introduced the proposals and recommended the appropriate motions.

WOLLNER/WEASEL MOVED THE SENATE APPROVE the Certificate in Geographic Information Systems, changes in the M.A./M.S. in Conflict Resolution, and changes in the M.A./M.S. in Speech & Hearing Sciences in Liberal Arts & Sciences.

RUETER asked if other departments could join the G.I.S. Certificate program at a later date. KOCH stated, yes, but at the time being these are the only relevant courses.

THE MOTION PASSED by unanimous voice vote.

SESTAK/R. MERCER MOVED new courses and changes to courses in Liberal Arts & Sciences.

THE MOTION PASSED by unanimous voice vote.

ENNEKING asked if there are faculty to teach all these new graduate courses, or will we be relying on adjunct faculty. KOCH stated the Geography certificate is made up of courses already in place and many of the other courses were previously offered as 410/501 courses.

BRENNAN/CHAPMAN MOVED THE SENATE APPROVE changes to the Ph.D. in Social Work and course changes.



CARTER asked if this will alter Social Work's use of four credit course blocks. BRENNAN stated scheduling is not affected overall because the courses in question are all small seminars.

THE MOTION PASSED by unanimous voice vote.

## **F. Question Period**

### **1. Question to the Provost Concerning the Percentage of Fixed Term Faculty in the University Studies Program**

(Data from Tetreault, and corrected data from Bjork, attached.)

TETREAULT stated the question is a good one, one of the first she asked when she came to PSU, and again when University Studies was moved to Academic Affairs in January 2000. TETREAULT noted she asked the University Studies Committee to take up the issue at the time of the move, but the committee declined because a Ph.D. student at Harvard is doing a dissertation on the topic. In June 2000, the Provost asked again what hinders and what facilitates participation of tenure line faculty in the program. Vice Provost Rhodes now indicates that the dissertation is forthcoming in just a few weeks, so we will wait to see what it says. TETREAULT noted that then it would be appropriate for some serious faculty discussion around the issue, because it is not her place to tell us why faculty don't choose to participate in University Studies. TETREAULT yielded to Vice Provost Rhodes to discuss the data she requested.

RHODES noted that there were names left off in the data provided with the question, which alters the other data on the question. Additionally, he identified and compared two departments of a similar size and composition to University Studies, with respect to the data. The percentage of fixed term faculty was similar, and the percentage with doctorates was similar, therefore proportions and nature of faculty appointments are similar between the university overall and University Studies.

TETREAULT noted that what faculty in University Studies are charged to do is of value to the university, and this is not a status issue. Members of the Enrollment Management team observed a discussion Friday in order to understand relative student success. There were only fixed term faculty at that meeting, they were very articulate and sophisticated about our students, etc., and care a great deal about student success.

RUETER asked for a clarification from Assoc. Vice Provost for Research Sestak about the data included with the question, and whether it would pass Human Subjects review. It is in the public good to collect information

and make it public, but there was no Human Subjects review with that process. SESTAK noted that the Human Subjects regulations are applicable 1) where the study is of the specific individuals involved, and 2) the research is intended to be published externally. In Senate, the data in question is for our own knowledge, and therefore not subject to Human Subjects review.

BJORK requested the floor and yielded to David Horowitz, HST. HOROWITZ apologized for the several errors in the data. One of the differences between his figures versus the figures from Academic Affairs, is that they are based on the percentage of class time presided over by different faculty, not the percentage of different types of faculties. This is not an attempt to denigrate University Studies faculty, because in point of fact certain critics of the program think they have an impossible job because of the breadth of academic disciplines required of each faculty member. It is unfair, and requires supermen. Furthermore, it is unclear that a Ph.D. dissertation qualifies as valid external review. Be that as it may, there are several other issues involved, including faculty operating outside their areas of expertise, and hires executed by administrators outside appropriate faculty governance channels. These are issues that relate to who is teaching and who elects not to teach in University Studies.

BURNS noted that the question was answered, and that relevant discussion would be appropriate if placed on a future Senate agenda.

SHUSTERMAN asked if the administration views the ratio of fixed term faculty as a problem, or is it the wave of the future. TETREAULT noted she planned to respond in the context of growth, in her remarks on Enrollment Management later in the meeting.

ENNEKING noted that these issues of support and involvement have to do with the "buy in" of regular faculty, for example, by creating a department with tenure lines in University Studies. TETREAULT noted that, indeed, faculty hold the responsibility for curriculum, and tenured-related faculty is a good thing in this regard. For example, here is a search in progress for a Science tenure track faculty to support the program.

RHODES noted that every effort is made to involve tenure track faculty but many can't be released by their departments. As a result, fixed term faculty must be recruited. We don't want to build a separate faculty but only develop a faculty core to direct the program. The new Science tenure track position is to provide additional support to the core, and the Provost only approved it because of pressure to improve that area of the program. Another policy is that departments get tenure lines in exchange for faculty for University Studies. TETREAULT noted another policy is to have the students stay together but alternate faculty. DAASCH asked if most of

the tenure lines participating are due to the trade off of adding lines to departments. TETREAULT stated yes. Also, emeriti faculty are hired as fixed term faculty in University Studies. DAASCH asked if that meant conditions were worse before these new policies? TETREAULT stated not necessarily, for example, some tenure line faculty have rotated in and back out of University Studies already.

## **2. Questions from the Floor for the Chair**

None

### **Provost's Report**

TETREAULT noted that her remarks would address enrollment management. Enrollment management strategies need to come out of the institution's values. We must ensure that faculty are available to teach. We also need to make sure that classrooms and technology support are available. We must be mindful of Legislative expectations. We must explore innovative ways to deliver instruction. There is a group working on articulating our vision and values. We have had an access mission, historically, which continues to be a very important value in these discussions.

TETREAULT continued, we are working to solidify our coalition agreements with community colleges in the area. We are examining graduate enrollment practices, which seem to work well, although there is great concern and activity around the issue of stipends. We also need to ask questions about managing undergraduate enrollment, including what are our 3 – 5 year enrollment goals, what is the number of full time Freshmen, why are Sophomore retention rates lower than Freshman rates, and how much more should we let post bac enrollment expand.

The next issue is ensuring that faculty are available to teach. In the face of budget cuts it is imperative that we continue tenure track searches, which have amounted to about 40 per year. We have attempted to allocate access dollars permanently to the departments. This year we allocated 12 positions and gave the deans the option to have tenure track or fixed term searches. The decision of the deans was that five would be tenure track and seven would be fixed term. In order to help departments plan and schedule better, we have attempted to get non-permanent access allocations to departments sooner. We have experimented with incentives from customized courses, although some controversy has arisen in recent months.

PALMITER asked what are we trying to fix and how do customized courses fix it? TETREAULT stated that we have to meet our overall institutional enrollment goals, but over and above that, departments may offer customized courses for which they will keep the income. PRATT added that the way we used the budget is that we just stopped when the money ran out, but these allow us to go beyond the instructional budget. The return is not dollar for dollar for various reasons, including the fact that some student are not be paying tuition in very instance.

The next issue is the availability of classrooms and technical support. We have added 16 new classrooms, 9 in PCAT, 3 in 4<sup>th</sup> Ave. Bldg., and 4 in UCB. We have purchased buildings, including the former Art Institute, the 5<sup>th</sup> Ave. Business Center, and the Sonitrol Building and adjacent house. We have added a number of new technology classrooms, we have upgraded switching technology in Hoffman Hall, We have upgraded Rm. 107 in SB-I, we will upgrade 15 more classrooms this summer, and we have had lab additions and upgrades. Departments include FFL, GEOG, MUS, enhanced SMSU instructional support center, Disability Resource Center, Media Art Center, etc. We have provide 300 faculty and staff with updated computers, 250 of which have been installed so far.

The President and others have spent a lot of time in Salem to make the case that we are meeting student demand, especially for Oregon undergraduates. The conclusion is that our cuts may have been higher, if we had not been able to convey to the Legislature that we could ensure access to students, particularly in the high demand areas of Engineering, science and technology, and teacher training.

It is the faculty's business to find the alternate ways to deliver instruction in ways that insure and improve student learning and faculty vitality. FLL was awarded a PEW grant in course redesign which they are implementing with Spanish 101 - 103. We have sponsored internal grants for increasing faculty vitality and student learning in LIB, Art Graphic Design, FLL, PSYCH, and SSW.

COLLINS asked the Provost to address the issue of the need for increased student services. TETREAULT stated, yes, there is a need to increase support to areas of student services, including recruitment, application processing, financial aid, and Admissions. COLLINS asked if that includes advising. TETREAULT stated yes.

## **G. Report from Committees and Officers of the Administration**

### **1. Office of Student Affairs Report**

**Note:** Recording for G.1. not available.

SAMUELS reviewed the mission and activities of each of the offices in Student Affairs, as described in attachment "I3." to the Agenda for the Senate Meeting of February 4, 2002, and overheads(attached.)

### **2. Academic Requirements Committee Annual Report**

KERN thanked the committee and their consultants for their work during the past year, and summarized the report.

KERN noted that an item of particular interest is that the Committee has established a policy to no longer accept petitions for non-University Studies

courses for inclusion in Clusters, effective Fall 2002. Exceptions may still be made, however, for credits earned overseas when previously arranged, and certain other extenuating circumstances.

WETZEL noted she is on the committee and a cluster coordinator, and she is the lone dissenter to the above decision, because better data is needed. Not all of the petitions are about substitutions of non-University Studies courses, but about moving between clusters. Additionally, the numbers indicated seem small in proportion to the total number of students in clusters. Additionally, a cluster coordinator should be allowed the discretion to evaluate whether a course is an equivalency, in the same way we evaluate transfer credits in the major.

BROWER noted there is an assumption of underlying rationale for inclusion of a course in a cluster, however, there are multiple circumstances why a course is not listed in a cluster, outside the issue of a course having been examined and found wanting. To make that the arbitrary line between clustered, clusterable, clusterability, unclustered, etc. is dubious.

The Presiding Officer accepted the report for the Senate.

### **3. Faculty Development Committee Annual Report**

KETCHESON introduced the report(attached) and noted that the committee concluded their work on April 26, and that a list of the faculty awarded grants will be released for the June Senate, after recipients are notified. Travel awards for summer will be very small as funds are almost expended.

The Presiding Officer accepted the report for the Senate.

### **4. Teacher Education Committee Annual Report**

RUELER introduced the report, noting that the committee is continuing to focus on pathways for undergrads interested in teaching as a profession.

The Presiding Officer accepted the report for the Senate.

### **5. ASPSU Report**

CUNNINGHAM reported after G.2., noting that her term ends May 14 and she graduates in June. Spring activities of ASPSU included registering 1,206 voters, securing a two year moratorium on credit card sales, and securing full dental coverage for students. She introduced Kristen Wallace and June Zhu, the new President and Vice President of ASPSU.

Due to the hour, the Presiding Officer tabled reports numbered G.6. and G.7.

**H. Adjournment**

The meeting was adjourned at 5:04 p.m.

University Studies Faculty in Winter 2002 Term\*

Freshman Inquiry

Tenure Status	<u>Number</u>	<u>% of total frinq faculty</u>
Tenure track	3	9.4
Tenured	8	25.0
Fixed Term	<u>21</u>	<u>65.6</u>
Total	32	100
Degree		
Doctorate	27	84.4
Masters	<u>5</u>	<u>15.6</u>
Total	32	100

Sophomore Inquiry

Tenure track	5	14.3
Tenured	4	11.4
Fixed term	<u>26</u>	<u>74.3</u>
Total	35	100
Doctorate	25	71.4
Masters	9	25.7
Bachelors	<u>1</u>	<u>2.9</u>
Total	35	100

\*Supplied by Office of Institutional Research and Planning

## Corrected Version of Horowitz Survey of University Studies Faculty, Winter 2002

Ratio of Faculty-Mentor Class Time Per Student in FRINQ & SINQ (Winter 2002):

-Faculty Class Time: 75 mins, 2x weekly = 150 mins/wk = 75% Inquiry Class Time

-Mentor Class Time: 50 mins, 1x a week = 50 mins/wk = 25% Inquiry Class Time

Faculty-led FRINQ or SINQ Weekly Class Time Per Student - 10,950 mins. (73 classes  
x150 weekly mins)

Mentor-led FRINQ or SINQ Weekly Class Time Per Student - 3,560 mins (73 classes  
x50 weekly mins)

Total FRINQ or SINQ Weekly Class Time Per Student - 14,600 mins.

10,950 mins. - Faculty Led Weekly Inquiry Class Time Per Student

x35.6% (Faculty Led Classes whose Instructors Tenure/Tenure track - 26/73)

3,898 mins. - Faculty Weekly Inquiry Class Time Led by Ten/Tenure Track Faculty

3,898

14,600 .. 26.7% Weekly Inquiry Class Time Per Student Led by Ten/Tenure Track  
Faculty

10,950 mins. - Faculty Led Weekly Inquiry Class Time Per Student

x26% (Faculty Led Classes whose Instructors have no Ph.D. - 19/73)

2,847 mins. - Faculty Weekly Inquiry Class Time Led by Instrs with no Ph.D.

2,847 mins. - Faculty Weekly Inquiry Class Time Led by Instrs with no Ph.D.

+3,560 mins. - Weekly Inquiry Class Time Led by Student Mentors

6,497 mins. - Total Weekly Inquiry Class Time Per Student Led by Non-Ph.D.s

6,497

14,600 .. 44.5% Weekly Inquiry Class Time Per Student Led by Non-Ph.D.s

### Conclusion:

**-26.7% Weekly Inquiry Class Time Per Student Led by PSU Tenured or  
Tenure Track Faculty**

**-44.5% Weekly Inquiry Class Time Per Student Led by Non-Ph.D.s**

Note that the survey estimated the amount of Inquiry *class time* presided over by tenure/tenure track faculty and by those with Ph.D.s, not the percentage of Inquiry faculty meeting those standards. The survey encompassed instructors listed as teaching FRINQ & SINQ in the PSU Class Schedule for Winter 2002.



## **Update on Enrollment Management: Current Enrollment Strategies**

- **Mission, vision, and values guide enrollment management**
- **Engaging in enrollment management**
- **Insuring that faculty are available to teach**

## **Update on Enrollment Management: Current Enrollment Strategies (continued)**

- **Insuring that classrooms and technology support are available**
- **Meeting legislative expectations in time of budget cuts**
- **Piloting different ways of delivering instruction**

## **Mission, Vision, and Values Guide** **Enrollment Management**

- **Our vision statement will help shape enrollment management.**
- **Our values statement includes “providing access to learning.”**

## **Engaging in Enrollment Management**

- **Solidifying co-admissions agreements**
- **Reviewing graduate enrollment practices**
- **Articulating key questions for management of undergraduate enrollment**

## **Insuring that Faculty are Available to Teach**

- **Continuing tenure track searches**
- **Allocating access dollars permanently to departments**
- **Making access allocations earlier to departments**
- **Experimenting with customized courses**

## **Insuring that Classrooms and Technology Support are Available**

- **16 new classrooms available since last year**
- **Building purchases**
- **New or enhanced technology classrooms**
- **Lab additions or upgrades**
- **Providing over 300 faculty and staff with updated computers**

# **Meeting Legislative Expectations In Times of Budget Cuts**

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## **Piloting Different Ways of Delivering Instruction**

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- **Pew Grant Program in Course Redesign**  
(awarded by the Pew Learning and Technology Program)
- **Promoting Faculty Vitality While  
Increasing Student Learning**

## **A Faculty Member's Guide to Student Affairs**

This guide is designed to serve faculty at Portland State University in understanding and utilizing the efforts of the staff in Student Affairs. Faculty and student affairs staff share responsibility for the academic success and development of students, and by knowing better what student affairs units do, and more importantly, why they do what they do faculty will be better able to access and utilize those skills and resources.

### **Principles of Good Practice in Student Affairs**

Student affairs and college student development professionals share a core set of beliefs, assumptions and values which guide our work. Laid out in Principles of Good Practice for Student Affairs (American College Personnel Association and National Association of Student Personnel Administrators, 1997), these principles state:

Good practice in student affairs:

- Engages students in active learning.
- Helps students develop coherent values and ethical standards.
- Sets and communicates high expectations for student learning.
- Uses systematic inquiry to improve student and institutional performance
- Uses resources effectively to achieve institutional missions and goals
- Forges educational partnerships that advance student learning.
- Builds supportive and inclusive communities.

These practices are not unique to student affairs professionals. Many faculty share some or all of these ideas. Collectively, however, they define and explain why we as student affairs professionals do what we do.

## **The Theoretical Framework of Student Affairs**

Student affairs staff members are professionals who draw upon a number of different theory bases to guide their work. Psycho-social development theory informs us of some of the predictable issues mastered by students in their time in college. Psychological theories of cognitive development, particularly epistemological development, help us understand changes in the ways students understand knowledge and authority. The field of counseling helps us understand career development, group dynamics and identity issues faced by students. Management theory guides much of our organizational and administrative nature. Research on student learning and student experiences help us design environments supportive of the learning and growth of all students, including those traditionally underrepresented in higher education.

Of particular relevance to faculty is the familiarity which most student affairs professionals carry of theories of how students learning in college how their assumptions of knowledge, authority and the role of peers change while in college, and how more complex ways of knowing can be facilitated. Drawing in particular upon the research of William Perry (1970), Marcia Baxter Magolda (1992), and Patricia King and Karen Kitchener (1994), student affairs professionals are familiar with how student learning can be enhanced both within and outside the classroom. Additionally, theories of student involvement and psycho-social development enable us to foster environments and experiences which support the retention of students, and help them apply co-curricular learning to their academic experiences.

### **The Mission of Student Affairs**

The mission of the Student Affairs at Portland State University is threefold:

- To provide programs that facilitate and enhance student learning through intentionally connecting parts of the student experience into a meaningful whole through collaborative partnerships with faculty and other institutional agents and by bridging organizational boundaries.
- To enrich and complement student learning by providing opportunities for involvement in meaningful activities within the university community and the larger urban community.
- To provide services that facilitates student transition to the university and remove barriers to student success.

## **Student Development/Student Affairs Office**

### **Student Legal Services (Kathleen Cushing)**

#### **Student Contact Topics and Frequency Trends**

In February, SLMS had at least 525 contacts with students.

Parental rights, wills for domestic partners, wage and hour provisions, arrest and search issues, and child support are the main concerns brought by students to SLMS staff for individual assistance.

### **Multicultural Center (Jon Joiner)**

**Events: 34 total events scheduled almost evenly divided between student and departmental functions.**

Highlights included the BCAB/UPA Film Series on Black Heritage, EEPS/EOP TRIO Recognition Ceremony, and the Black Heritage Month Soul Food Luncheon.

## **College Housing Northwest**

There are 1,800 residents at present with a 98% occupancy rate.

ResNet is now found in all of the buildings for students.

## Student Health Service

### **Clinical**

The Health Service staff was busy during the month of February. There is a significant increase in the number of patient visits compared to the corresponding time last year. This increase may be accounted for by the increase in enrollment this academic year and by the efforts of the outreach team to increase the visibility of the Student Health Service.

The following statistics illustrate the areas of growth in services provided in February 2002 compared to February 2001:

	<b>February 2001</b>	<b>February 2002</b>
<b>Individual patients seen</b>	1011	1170
<b>New patients</b>	123	248
<b>Physician visits</b>	810	895
<b>Nurse triage visits</b>	1084	1196
<b>Outreach contacts</b>	365	369
<b>Total visits</b>	<b>2259</b>	<b>2460</b>

## Counseling and Psychological Services

### Clinical Program:

Demand continues to be heavy (about 25% above what we experienced in previous years). Thus far this quarter, we have seen 45 emergencies. For the most part, we are adhering to our 12 session limit, with the average sessions per client at 3.1.

## Educational Equity Programs and Services

- The "EEPS/TRIO Student Recognition Day," held on February 28, drew over 100 students, faculty, staff, and guests. Ten outstanding individuals who currently participate or were participants in EEPS programs were honored (see attached program); five are graduates of the college programs and five are currently in Upward Bound or Educational Talent Search.

## **Native American Student Services**

- Weekly planning meetings for the groundbreaking ceremony of the Native American Student and Community Center with the University Development Office culminates in the Groundbreaking Ceremony on Friday, April 5, 2002, from 10 am – 2 pm. Work was done with the NASCC Art Council to plan the inclusion of native art in the building and decide how the \$280,000 needed for the art could be raised. Work was done with AISES and UISHE students to develop a resolution in support of the Native American Studies Initiative and the commitment of Marvin Kaiser of funds for partial support of a line position for the program (\$90,000 over three years.)

## Career Center

Activity on our on-line resources continues to grow dramatically. As the chart below shows, hits to the front page (or Welcome Page) of the Career Center's home page totaled 7,964 for February 2002 with an average of 284 hits per day. This is up from 5,703 hits in February 2001. (This figure does not count students who have bookmarked the PSU CareerConnect login screen thus bypassing the front page and going directly to that page when searching for jobs—see page 3 for that count). The total number of hits to Career Center and Internet Resources by Major pages was 6,508 (up from 3,624 in February 2001). These career exploration pages continue to have twice as many hits for the month as they did at the same time last year. The chart below reflects these figures. The majors with the largest number of hits in February were environmental science (602), English (441), history (436), computer science (435), and geography (342).

Student activity on PSU CareerConnect was down slightly this month (see chart on page 3). In February 2002, we had 4,932 students log onto the jobs database down from 5,002 in January. We now have 3,627 students registered on CareerConnect. Employers posted 449 new jobs this month down slightly from 482 in January but this is still higher than 278 jobs posted in December and 380 posted in November. We currently have 1,493 active employers in CareerConnect.

## **Major Accomplishments and Other Activities**

The 14<sup>th</sup> annual Career Information Day held on February 13 was very successful. Approximately 1,200 students attend the event and feedback from students was good. We were pleased, given the current economy, that 87 organizations attended the event. This is approximately 10% fewer organizations than attended in 2001. Some career centers across the country have reported 40-50% drops in employer attendance at career fairs. Even though Oregon has the highest unemployment numbers in the country, employer participation in the PSU Career Day was strong. Feedback from employers was very positive. We surveyed employers that attended and the following is results of that survey.



**Registration and Records**

- 1,611 Quick Entry applications were entered into Banner in February.
- Of the 11,535 student registrations in February, 3,653 (32%) were manually processed by staff at the Admissions & Registration counter.
- Almost 1600 students have applied to graduate in spring. Approximately 2/3 of the undergraduate audits will be run on the DARS system.
- 604 diplomas were ordered for fall 2001 graduates.
- 3,209 transcript requests and 945 grade change requests were processed by staff during February.

**Information and Academic Support Center**

**Academic Advising:** Through February 2002 the IASC has advised 6,344 students during the drop-in advising hours compared with 4,262 students last year at the comparable time. This represents a 49% increase year to year compared to the 56% increase through the first six-month period noted in my last report. The following charts describe, by college, the students seen during drop-in hours:

Drop-in Advising & Percentage of Total By College July - February 2001-02		
CLAS	2196	34.62%
UPA	375	5.91%
SBA	911	14.36%
FPA	677	10.67%
SEAS	508	8.01%
ED	72	1.13%
SSW	7	0.11%
Undeclared	1598	25.19%
<b>Total</b>	<b>6344</b>	<b>100.00%</b>

Drop-in Advising & Percentage of Total By College Full Year 2000-01		
CLAS	2693	37.90%
UPA	461	6.49%
SBA	1142	16.07%
FPA	731	10.29%
SEAS	564	7.94%
ED	69	0.97%
SSW	0	0.00%
Undeclared	1445	20.34%
<b>Total</b>	<b>7105</b>	<b>100.00%</b>

As can be seen, the percentages by college have held up fairly consistently this year compared with last with an increase in undeclared students advised and slight decreases in both CLAS and SBA. Also significant is the fact that through the first two-thirds of the academic year we are already at 89% of last year's total number of students advised.

**Office of Admissions and Records**

- All applications and admissions rates are trending ahead of prior year, except international applicants. Below are fall 2002 term data compared to March 4, 2001:

In-state applications	+25%;	In-state admissions	+39%
Out-of-state applications	+20%;	Out-of-state admissions	+34%
Underrepresented freshmen	+40%;	Underrepresented freshmen	+88%
International applications	-7%;	International admissions	+5%

**Spring Term 2002**

- Enrollment headcount is 15,450 – up 13.29% from comparable data last year.

**Recruitment and New Student Orientation Activity**

- The office took 6,113 calls at its main phone line. In addition, admissions counselors took 650 phone counseling calls, an increase of 160%.
- The admissions web site received 14,728 hits; New Student Orientation page received 891 hits.
- Portland State hosted 400 minority students at its “Bridges” program. This was the largest event Portland State had ever hosted for students of color.

**Office of Financial Aid**

**2001 – 2002**

We continue to make new awards for 2001-02. We have reduced our backlog of student revision requests to approximately 75 files awaiting review. We have approximately 100 student files awaiting new award review.

<b>Applications for Aid</b>	<b>Completed Files</b>	<b>Students Awarded</b>
20,887	10,755	10,036

Funds awarded, accepted, and disbursed by the end of February shows the following:

<b>Original Aid Offers</b>	<b>Current Aid Offers</b>	<b>Aid Accepted</b>	<b>Aid Disbursed</b>
\$152,765,667	\$99,273,470	\$86,799,422	\$50,313,254

May 16, 2002

**MEMORANDUM**

To: Faculty Senate

From: Roy Koch, Chair, Graduate Council

Re Recommended for approval by the Faculty Senate:

The Graduate Council submits the following program changes, new courses and changes in existing courses for approval by the Faculty Senate. Descriptions of all new courses are on the attached listing.

**College of Liberal Arts and Sciences**

Program changes

MA/MS Writing – concentration in Book Publishing: The Writing Program proposes to add a concentration in Book Publishing to the existing MA/MS in Writing to complement the existing concentrations in professional/technical writing, nonfiction and fiction/poetry. The new curriculum will focus on book publishing and intellectual commerce. The program of study will typically include 20 credits of core courses, 16 credits of electives and 12 credits in a specialization that may involve course work in another discipline, in writing or in English. In addition, to the course work, a final project is required that will typically be a portfolio of work demonstrating competence at a professional level. A thesis may count for up to 8 credits and may be substituted for the project. Several new courses are being proposed to support this new concentration.

New Courses and changes to existing courses

Economics

EC 446/546 Institutional Economics, 4 cr -- new course

Geology

G 425/525 Field GIS, 4 cr -- new course

English

WR 460/560 Introduction to Book Publishing, 4 cr - new course

WR 461/561 Book Editing, 4 cr -- new course

WR 462/562 Book Design and Production, 4 cr - new course

WR 463/563 Book Marketing and Promotion, 4 cr - new course

WR 464/564 Bookselling, 4 cr - new course

WR 470/570 Intellectual Property and Copyright, 4 cr -- new course

## **Graduate School of Education**

### Program changes

Master of Education: The Graduate School of Education proposes two minor revisions in the requirements for the Master of Education. The number of credits would be reduced from 50 to a total of 45 and the culminating experience would be adjusted to allow students to complete the program prior to beginning a teaching position using the student teaching Work Sample as the culminating project. The number of credits would then be consistent with the Curriculum and Instruction MA/MS with similar program elsewhere.

### New Courses and changes to existing courses

#### Educational Policy, Foundations, and Administrative Studies

EPFA 658 Social, Historical, Philosophical, and Cultural Foundations of Education, 4 cr --  
new course

EPFA 659 Theory, Research, and Practice in Educational Administration, 4 cr -- new course

#### Curriculum and Instruction

CI 563 Teacher as Researcher, 4 cr -- new course

## **School of Fine and Performing Arts**

### New Programs

Master of Architecture: The Architecture Department proposes to offer a Master of Architecture degree building on the existing BA/BS in Architecture. The 5 year program would be closely integrated with the BA/BS program and would be unique in its structure within the State of Oregon. The following courses are proposed in support of this new program. A detailed summary of the program is attached.

### New Courses and changes to existing courses

#### Architecture

ARCH 584, 585 Architectural Design Thesis, 6 cr each -- new course sequence

ARCH 583 Architectural Design Studio X, 6 cr -- new course

ARCH 561 Detail Design, 4 cr -- new course

ARCH 511 Thesis Seminar, 4 cr -- new course

ARCH 460/650 Advanced Architectural Technology, 4 cr -- new course

ARCH 450/550 Advanced Architectural Structures, 4 cr -- new course

ARCH 442/542 Building Economics, 4 cr -- new course

ARCH 441/541 Practicum and Internship, 4 cr -- new course

ARCH 440/540 Professional Practice, 4 cr -- new course  
ARCH 431/531 Studies in Contemporary Urban Design, 4 cr -- new course

Music

MUS 514 Graduate History Review, 3 cr -- new course  
MUS 439/539 Instrumental Literature, 3 cr -- new course

# The Master of Architecture

## Proposal Summary

**Overview.** The Department of Architecture proposes to offer a Master of Architecture degree program that is a natural extension of its current undergraduate degree program. The proposed degree would be the culmination of an innovative professional degree program that would permit students to complete, in five years, a coordinated professional undergraduate/graduate program of study. The program will have an urban centric pedagogy that would be distinguished in the areas of history and theory of contemporary architecture, urban design and architecture of the city, and the scholarship of professional practice.

The proposed program is differentiated from traditional programs in its accelerated curricular structure and its relationship to the architecture profession. The Master of Architecture degree program is the concluding curricular component of a seamless 5-year undergraduate-to-graduate curricular structure that encourages access, provides baccalaureate degree options, and promotes interconnected professional curricular offerings in years 4-5. Students would receive a B.A./B.S. degree at the conclusion of the initial 4 years of the proposed professional degree program, and a M.Arch after completing all graduate degree requirements.

In Oregon, as well as in over forty other states, an accredited professional degree in architecture is a statutory requirement in order to practice architecture; the proposed Master of Architecture degree will be this required degree. Students completing this degree program will have developed advanced architectural abilities thoroughly meeting the expectations of the National Architectural Accreditation Board.

**Need.** Presently, nearly 200 majors are enrolled in the undergraduate program. At full operation, the program anticipates that 25-30 students will be enrolled in the graduate program annually. This target figure is based upon an anticipated enrollment of approximately 300 in the combined undergraduate and graduate program at capacity. Evidence of need for the proposed program exists in rapid growth of enrollment in the present undergraduate program, survey results identifying projected graduate degree need, documented requests, and interests of the professional architectural community.

The overwhelming majority of architects in Oregon resides and works in the Portland metropolitan area and the development of a professional degree program in architecture is supported by the Portland Chapter of the American Institute of Architects. In 2001, 95% of the prestigious Oregon College of Fellows of the American Institute of Architects affirmed their support for this program.

**Course of Study.** The proposed Master of Architecture is a coordinated and accelerated undergraduate-to-graduate degree program that permits students to complete a portion of their degree requirements in their senior year. The degree requires the completion of a minimum of 58 credits of approved courses, of which a minimum of 45 must be obtained after admission to graduate studies. Required courses for the Master of Architecture degree are:

Arch 511	Pro-Thesis Seminar (4)	500 Level	Elective in Architectural Tectonics (4)
Arch 540	Professional Practice (4)	500 Level	Elective in Arch. History/Theory (4)
Arch 561	Detail Design (4)	500 Level	Elective in Architectural Practice (4)
Arch 583	Architectural Design Studio X (6)	500 Level	Electives in Architecture/General (16)
Arch 584	Design Development Studio (6)		
Arch 585	Design Thesis (6)		

To be eligible to take Design Thesis, 78 (combined undergraduate and graduate) quarter-credits of Architectural Design Studio (or adviser-approved equivalent) must have been completed.

Approved and proposed graduate courses are as follows (new courses are in bold print):

Arch 501 Research (credit by arrangement)  
Arch 504 Cooperative Education/Internship (credit by arrangement)  
Arch 505 Reading or Studio or conference (credit by arrangement)  
Arch 507 Seminar (credit by arrangement)  
Arch 508 Workshop (credit by arrangement)  
Arch 510 Selected Topics (credit by arrangement)  
**Arch 511 Pro-Thesis Seminar (4)**  
Arch 520 Advanced Architectural Graphics and Media (4)  
Arch 525, 526 Architectural Computer Graphics I, II (4, 4)  
Arch 530 Contemporary Architectural Theory (4)  
**Arch 531 Studies in Contemporary Urban Design (4)**  
**Arch 540 Professional Practice (4)**  
**Arch 541 Practicum and Internship(4)**  
**Arch 542 Building Economics (4)**  
**Arch 550 Advanced Architectural Structures (4)**  
**Arch 560 Advanced Architectural Technology (4)**  
**Arch 561 Detail Design (4)**  
Arch 580, 581, 582 Graduate Architectural Design Studio I, II, III (6, 6, 6)  
**Arch 583 Architectural Design Studio X (6)**  
**Arch 584 Design Development Studio (6)**  
**Arch 585 Design Thesis (6)**

**Resources.** Faculty members who would be involved in offering the proposed program include:  
Ameri, Amir H. Assoc. Professor of Architecture, 1.0 FTE. Specialty: Arch Cultural History/Theory  
Barton, L. Rudolph Assoc. Professor of Architecture, 1.0 FTE. Specialty: Urban Design  
Garrett, S. Lynn Asst. Professor of Architecture, 1.0 FTE. Specialty: Architectural Technology/Practice  
Knights, Clive R. Assoc. Professor of Architecture, 1.0 FTE. Specialty: Arch Cultural History/Theory  
Sestak, Barbara A. Prof. of Architecture, 1.0 FTE. Specialty: Architectural Technology/Practice  
TBA...Currently searching for 1.0 Assistant Professor in Architectural Structures to be filled Fall 2002.

Additional resources will be required to operate this program. Preliminary estimates indicate that instructional expenses for the program, including two additional tenure-track faculty, can be supported through increased enrollment (tuition and appropriation) once the University has taken 50 percent of these funds for general expenses. The Department received a gift this year of \$1 million to help develop the program, including support for distinguished visiting faculty.

## Course descriptions for proposed new courses

### College of Liberal Arts and Sciences

Ec 446/546

Institutional Economics (4)

Considers the contributions of seminal thinkers to what is regarded as an alternate or heterodox school in economic science. Contribution of Thorstein Veblen, John R. Commons, Wesley Mitchell, Simon Kuznets, Clarence Ayres, Gunnar Myrdal, and John Kenneth Galbraith, as well as more contemporary thinkers will be explored. Institutional theory will be compared and contrasted with neoclassical economics, and shown as a viable theory posing a formidable challenge to the dominant paradigm of orthodoxy. Neo-institutionalist challenges will also be considered. [NEW - DELETE OLD 446/546]

G 425/525

Field GIS (4)

Acquisition, storage, and display of field-based data for the natural sciences. Geospatial data generated using field-based technologies (i.e. GPS) are converted into appropriate database structures (i.e. GIS) for analysis and reporting. Project design and implementation are developed in cooperation with the instructor. Integrated laboratory/field experience. Recommended prerequisites: Stat 243 or G 33224, 8 to 15 credits of lab-based 200-level introductory courses in geology, biology, physics, chemistry, or environmental sciences. Upper division standing. [NEW]

Wr 460/560

Introduction to Book Publishing (4)

Provides a detailed overview of the publishing process, organized around the division of labor, including introductions to contemporary American publishing, issues of intellectual commerce, copyright law, publishing contracts, book editing, book design and production, book marketings and distribution, and bookselling. Based on work in mock publishing companies, students prepare portfolios of written documents, i.e., book proposals, editorial guidelines, design and production standards, and marketing plans. Guest speakers from the publishing industry and field trips provide exposure to the industry. Prerequisite: Wr 323. [NEW]

Wr 461/561

Book Editing (4)

Provides a comprehensive course in professional book editing, including editorial management, acquisitions editing, substantive/developmental editing, and copyediting. Issues specific to both fiction and nonfiction books will be covered. Prerequisite: Wr 323. [NEW]

Wr 462/562

Book Design and Production (4)



Comprehensive course in professional book design and production. Issues specific to the design of fiction and nonfiction books in a variety of genres and markets will be covered, including the applications of both old and new technologies in design and production. Prerequisite: Wr 323. [NEW]

Wr 463/563

Book Marketing and Promotion (4)

Comprehensive course in professional book marketing and promotion. Issues specific to the promotion of fiction and nonfiction books in a variety of genres and markets will be covered. Students will do market research, interview authors, produce marketing plans, write press releases, write advertising copy, and develop related marketing materials for actual books in progress at the teaching press. Prerequisite: Wr 323. [NEW]

Wr 464/564

Bookselling (4)

Comprehensive course in professional bookselling. Issues specific to the wholesale and retail sale of books in a variety of genres and markets will be covered. Changes in the industry and their impact on literary cultural will be addressed. Students learn how bookstores, book wholesalers, and book distributors are organized and function in the marketplace. The nature of the book as both intellectual artifact and commodity will be discussed, with special emphasis on the impact of new delivery technologies.

Prerequisite: Wr 323. [NEW]

Wr 470/570

Intellectual Property and Copyright (4)

Outlines the opportunities and pitfalls faced by the writer (or editor, graphic designer, or artist) in the legal and ethical spheres. Will start with copyright law, the area of law that provides protection for "works of authorship." Then move to various U.S. First Amendment rules that protect the writer from unreasonable restrictions of speech. Will discuss defamation, moving on to such issues as the right of privacy, trademark, and trade secret law. The importance of the Internet in rethinking many of the copyright and intellectual property rules that have governed copyright law for the past 300 years. [NEW]

## **Graduate School of Education**

EPFA 658

Social, Historical, Philosophical, and Cultural Foundations of Education (4)

Seminar for education doctoral students providing a detailed exploration of texts with a focus on the institutional aspects of education, the intellectual currents that have supported it, and the social constructs that maintain it. Cultural, historical, social, philosophical, and critical and feminist perspectives as well as modernist viewpoints are included. Participants will read in-depth and write analytical response papers as a grounding for discussion in the seminar and will produce an end of term project or research paper. Prerequisite: admission to the Graduate School of Education doctoral program or permission of instructor. [NEW]

### EPFA 659

#### Theory, Research, and Practice in Educational Administration (4)

Seminar for education doctoral students providing a detailed exploration of research and theory development in the field of educational administration. Participants will read in-depth and write analytical response papers as a basis for discussion in the seminar and will produce a term project or research paper. Prerequisite: admission to the Graduate School of Education doctoral program or permission of instructor. [NEW]

### Mus 439/539

#### Instrumental Literature (3)

An intensive study of the development of literature for various individual or groups of instruments (e.g., flute, clarinet, oboe, bassoon, saxophone, trumpet, horn, trombone, tuba, violin, viola, cello, bass, percussion, brass, woodwinds, strings). The course may be listed with the specific instrument in the title. [NEW]

## **Graduate School of Education**

### CI 563

#### Teacher as Researcher (4)

This course is intended to promote the philosophical approach and the skills necessary for new teachers to become effective researchers in their own classrooms. Teachers will improve their ability to expand their practice through systematic study. This involves, for example, the development and use of teacher networks, the skills necessary to locate, evaluate and use current educational research, and the involvement of K-12 students in studying their own classrooms. Includes an introduction to action research as a tool for instructional improvement and professional development. Teacher work samples will provide a basis for expanded inquiry and instructional planning. [NEW]

## **School of Fine and Performing Arts**

### **Architecture**

### Arch 511

#### Pro-Thesis Seminar (4)

A research and discussion based course to identify, define and articulate specific cultural issues and concerns that will become the inspiration for individual Design Thesis proposals. Students will generate the conceptual parameters and theoretical agenda of their proposed Thesis, explore precedents and develop the program for a significant urban intervention.

### Arch 431/531

#### Studies in Contemporary Urban Design (4)

Seminar course examining the contemporary relationships between the making of architecture and the making of cities. The course critically explores emerging urban

characteristics, comparative design strategies and the integration of design approaches with the processes of economic and social change. Prerequisite: upper division standing

**Arch 440/540**

**Professional Practice (4)**

A lecture course focusing on the context, responsibilities, licensure, principles and processes of the practice of architecture, including project and client acquisition, risk analysis, project and practice management, project delivery methods, services and scope definition, roles and responsibilities of all parties, contract forms, general conditions of the contract, compensation methods, fee budget management, contract administration, and standard of care. Prerequisite: upper division standing

**Arch 441/541**

**Practicum and Internship (4)**

This course offers students an opportunity to gain industry experience and to integrate the skills and concepts learned in the academic curriculum. Weekly seminars review and establish internship objectives, which closely parallel the architectural internship development program required for licensure. Students are expected to secure employment or positions that meet the objectives of the course. Prerequisite: Arch 440/540

**Arch 442/542**

**Building Economics (4)**

A lecture course focusing on the economic and life cycle context of building design and management decisions. Course topics include project life cycle, decision milestones, value analysis of design and project pro-forma, discounted cash flow and equivalency calculation methods, and conceptual estimating techniques for building projects. Strategic leveraging of project value is emphasized, and sustainability objectives are examined. Prerequisite: Arch 440/540

**Arch 450/550**

**Advanced Architectural Structures (4)**

A workshop and seminar based course addressing the design and construction of large-scale structural systems. This course will investigate the innovative use of traditional and non-traditional building materials and structural detailing, exploring the potential of visually expressive structural systems through a series of working models. Architectural precedent and nature's engineering will be studied to gain insight into the correlation of form and structure. Prerequisites: Arch 350, 351

**Arch 460/560**

**Advanced Architectural Technology (4)**

A lecture and seminar course providing exploration of current advanced building technology and form generative responses to current sustainability issues. The course includes extensive investigation of current technologies for envelope, mechanical and thermal comfort systems, and lighting and day-lighting strategies. Strategies for formal integration with architectural design are emphasized. Prerequisites: Arch 360, 361

Arch 561

Detail Design (4)

A companion course to the Design Thesis, developing the technological implications of the Thesis proposition. The course will address the detailed application of technological know-how in terms of materials, envelope, environmental control, tectonics and structural logic, with respect to a predetermined portion of the architectural project.

Arch 583

Architectural Design Studio X (6)

Studio projects and critical discussions addressing themes and issues pertinent to the imaginative design of architectural intervention in urban environments. Encouraging experimental engagement with relations of material, form, human habitation, and cultural meaning.

Arch 584

Design Development Studio (6)

A studio course offering intensive creative study in laying the foundation for, and developing, an architectural design strategy and approach in preparation for the student generated thesis proposition (Arch 585). The class incorporates research, preliminary graphic and modeling work in idea generation, and critique. Prerequisite: Arch 511

Arch 585

Design Thesis (6)

A studio course offering a focused culmination of architectural design studies by means of a student generated thesis proposition incorporating research, development, and creative transformation of a specific urban situation. Prerequisites: Arch 511, 584

# PORTLAND STATE UNIVERSITY

March 15, 2002

To: Marvin Kaiser, Dean  
CLAS

From: Gene Enneking, Chair  
Mathematical Sciences

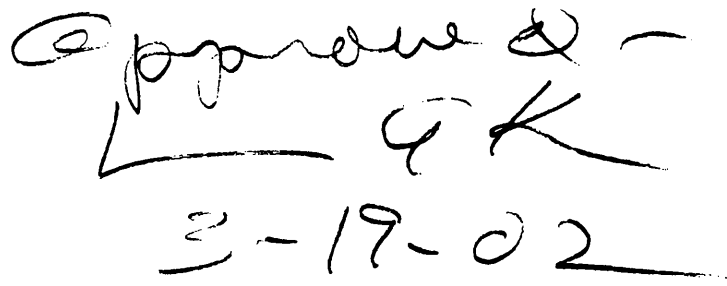


Re: Proposed Departmental Name Change  
from **Mathematical Sciences**  
to **Mathematics and Statistics**

Attached are copies of a proposed change in Department name from the Department of Mathematical Sciences to the Department of Mathematics and Statistics. As previously discussed with you at the Chair's regular monthly meeting time, the change reflects recognition for Statistics within the Department both for the Statistics faculty and Statistics program.

Support for the change was substantial. An initial vote to include Statistics in the name was approved 21 for and 3 opposed with one abstention. A subsequent vote on the name Mathematics and Statistics as the specific form for the Department name passed unanimously.

Justification and rationale for the change are detailed in the attached form for the proposed change.



PORTLAND STATE UNIVERSITY

PROPOSAL FOR CHANGE IN NAME OF DEPARTMENT

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Request for the following change in name of Department:

Existing name: **Department of Mathematical Sciences**

Proposed name: **Department of Mathematics and Statistics**

Rationale for the proposed name change:

The name change is being proposed for several reasons. They include visibility and recognition of Statistics within the Department, a strengthening of the Department and University by profiling the Statistics program and Statistics faculty, reflecting what the Department really is, and drawing attention to developments in Statistical education.

1. Visibility and recognition of the Statistics program within the Department.

Statistics is a significant component of the Department. Key elements and contributions of Statistics within the Department include

- Six full-time tenure-track faculty members in the Department whose primary teaching and research responsibilities are in Statistics and another full-time Post Doc position currently supporting its teaching and research efforts in Statistics.
- Student credit hour production in Statistics courses (STAT prefix) amounts to between 35% and 40% of the Department total each term.
- Development of a pending proposal for a stand alone MS in Statistics program as a replacement for the existing Concentration in Statistics within the MS in Mathematics.
- An allied area for the recently proposed PhD in Mathematical Sciences.
- A Statistical Consulting Laboratory designed to assist students, faculty, and community researchers with statistical problems or methodologies.
- A Seminar Series in Applied Statistics which has created for the university, city, and greater metro area, a forum where people interested in data analytic and statistical methodology assemble to hear invited local, national, and international speakers in Statistics.
- Special Statistics courses co-designed with the Biostatistics Group at OHSU and cross-listed at both universities. Both groups intend to continue to foster such activity, enhancing both programs.
- A major research area in the Ph.D. in Mathematics Education program is in Statistics Education.

- Statistics represents a high growth area within the Department with continuing requests for graduates, special course offerings, and consulting.
  - Approximately 15 sections of Statistics classes are taught each term by Graduate Teaching Assistants and part-time Adjunct faculty beyond Statistics classes taught by regular faculty.
2. Strengthens the Department, the College of Liberal Arts and Sciences, the University, and the Community.

The proposed name change strengthens the Department, University, regional, and national communities. We believe this increased visibility will significantly increase our ability to:

- Recruit graduate students seeking to study statistics at an advanced level and support labor force needs.
  - Recruit highly qualified faculty whose primary interest is in statistics to better serve the University and Community.
  - Engage faculty in collaborative activities such as being a PI on grants from agencies, such as NIH, that require a PI for the (Bio)statistics Core of the grant.
  - Position Statistics as a resource in the Portland metropolitan community within Portland State University.
  - Increase consulting activities, student involvement, and develop funding workshops within the existing Statistics Consulting Laboratory.
3. Better reflects who we are and what we do.

The name change reflects existing disciplines researched and taught within the Department. Faculty in the Department implement the

- BA/BS and Minor programs in Mathematics,
- MAT/MST and Ph.D. in Mathematics Education,
- MA/MS program in Mathematics,
- (Pending approval) the MS in Statistics, and
- (Pending approval) the Ph.D. in Mathematical Sciences.

Scholarly investigations in these fields vary from theoretical, to pedagogic, to applied. The existing departmental name does encompass the bulk of these activities but does not give visibility to the rapidly growing or developing Statistics component of what we do as articulated in 1. and 2. above.

4. Development in Statistical Education in the K-12 curriculum.

In recent years national mathematical, statistical, and educational associations have increased their emphasis on the importance of statistics, data analysis, and probability in the K-12 curriculum. This has actually helped to feed a growing culture within these organizations, as well as the international statistics community, for Statistics Education. The proposed name for the Department positions faculty to obtain and/or participate in regional, national, and international grants and projects concerned with these curricular reforms at the K-12 and university level.

Approved by Statistics Curriculum Committee Mara Tableman Date 03/15/02

Approved by Department Chair Eugene A. Zumbach Date 3/15/02

Approved by College/School Curriculum Committee \_\_\_\_\_ Date \_\_\_\_\_

Approved by College/School Dean \_\_\_\_\_ Date \_\_\_\_\_



May 15, 2002

RE: PSU Student Conduct Code Revision

FROM: Student Conduct Code Task Force  
 Mercedes Benton, Advisor, Student Development  
 Burt Christopherson, Director of Affirmative Action  
 Saori Clark, Student  
 Mary Beth Collins, Director CAPS  
 Steve Coop, Community Relations Officer, CPSO  
 Kathleen Cushing, Coordinator/Attorney Student Legal and Mediation Service  
 Wendy Endress, Interim Director for Student Development and Chair  
 John Fowler, Director, CPSO  
 Kelly Gabliks, Assistant Attorney General, DOJ  
 Kelly Hixon, Student  
 Dennis McCauliff, Director, CHNW Housing Operations  
 John Wanjala, Ombuds  
 Pam Miller, Associate Professor, Graduate School of Social Work  
 and Chair, Student Conduct Committee

The Student Conduct Code Task Force (Task Force) met regularly between January and April to review PSU's Student Conduct Code. The Code has not been reviewed or amended since the mid-90s. During April and May the revisions were shared with some faculty, staff and students to seek additional feedback prior to submission of this final revision.

Highlights of the revisions are as follows:

- Proscribed conduct was clarified and expanded to respond to behavior that is not delineated in the current Code. For example the following conduct is proscribed in the revisions: harassment, hazing, and violations of the Alcohol and Other Drugs policy.
- Jurisdiction of the Code was clarified.
- Procedures for administering complaints were refined and clarified. In the revisions the Campus Judicial Officer, appointed by the Vice Provost for Student Affairs, administers the process within the guidelines of the Code.
- An appeal process was instituted.
- The purview and process for faculty, departments, programs, and schools to respond to Academic Dishonesty is documented and clarified.
- The sanctions that may be imposed as a result of misconduct were expanded and clarified.

The Task Force worked hard to ensure a Code that offers an avenue for responding to inappropriate student behavior while also ensuring a process that recognizes students' rights. If you have questions about the revisions prior to the Faculty Senate meeting on June 3, please feel free to contact any member of the Task Force.

**REVISED AS OF MAY 14, 2002**  
**OREGON ADMINISTRATIVE RULES**  
**CHAPTER 577, DIVISION 031-PORTLAND STATE**  
**UNIVERSITY**  
**CODE OF STUDENT CONDUCT AND**  
**RESPONSIBILITY**

**General Policy**

**577-031-xxxx** (1) Portland State University seeks excellence in instruction, research, and public service. The University recognizes the intrinsic value of individual differences and diversity. The University supports the right of all people to live and learn in a safe and respectful environment that promotes the free and vigorous expression of ideas. Policies and procedures are designed to protect these freedoms and the fundamental rights of others. Students are expected to conduct themselves in a manner consistent with these principles.

(2) A student or student organization or group whose conduct is determined incongruent with the standards of the University as described in this Code of Student Conduct and Responsibility (the "Code") is subject to disciplinary action. The procedures for that action are generally educational in nature and are intended to lead to self-evaluation and accountability.

(3) The Code will be applied without regard to age, ability, ethnicity, gender, race, religious or political affiliation, or sexual orientation.

(4) The procedures of this Code consider each case individually and informal resolution of student conduct complaints will be sought whenever possible.

(5) In addition to the regulations in this Code, all students must follow the academic and professional standards of all applicable academic units, departments, schools, and colleges.

(6) This Code becomes effective on September 30, 2002 and supersedes all other previous student conduct codes. Stat. Auth.: ORS 351.070 Hist.: PSU 1-1982, £. & e£ 4-22-82; PSU 1-1994, £ & cert. e£. 1-10-94

**Applicability**

**577-031-xxxx** (1) This Code applies to any student as defined below.

(2) This Code applies to any group or organization as defined below.

Stat. Auth.: ORS Ch. 351 Hist.: PSU 1-1982, £. & c£. 4-22-82

**Definitions**

**577-031-xxxx** (1) The term "Code" means this Code of Student Conduct and Responsibility.

(2) For the purpose of enforcing this Code, a student is defined as any person who: (a) Has submitted an application for admission, financial aid, or any other service provided by the University that requires student status;

(b) Is registered for one or more credit hours; or  
(c) Is enrolled in a special non-credit program approved by the University.

(3) This Code also applies to any student organization or group as defined below.

The University's code applies to all students and student organizations or groups for up to six months beyond the date of last enrollment, registration or recognition. This is applicable to all cases except plagiarism or fraudulently obtaining a degree, which have no termination date.

(4) An "organization or group" is any assembly of students recognized to be living or acting together, electing officers, assessing dues or fees for their mutual benefit, officially affiliated with an academic unit or department because of common interest and mutual benefit, and/or which has applied for and received recognition from the Student Organization Council, ASPSU, Student Fee Committee, or Student Development Office.

(5) The term "faculty member" and "course instructor" means any person hired by the University to conduct classroom activities or who has an official instructional or administrative function with the University.

(6) The term "University official" includes any person employed by the University performing assigned administrative or professional responsibilities.

(7) The term "member of the University community" includes any person who is a student, faculty member, University official or any other person employed or officially recognized as a University associate. A person's status in a particular situation shall be determined by an appropriate University official.

(8) The term "University" means Portland State University, or any part, program, department, or division within Portland State University.

(9) The term "University premises" includes all land, buildings, facilities, and other property owned or in the possession of, and used or controlled by the University.

(10) The term "University sponsored activity" includes any program or event hosted by a department, program, organization, or individual representing the University. Such activities include, but are not limited to field trips, athletic events, and student organization hosted programs or events.

(11) An "individual violation" is a violation of University policy and regulations committed by an individual student acting alone or in concert with other individual(s) independent of or as part

of a group or organization or its activities and events.

(12) An "organization violation" is a violation of University policy and regulations committed by a student organization.

(13) The term "judicial officer" refers to the University official charged with the responsibility of administering the Code and executing the responsibilities outlined in the Code. The Vice Provost for Student Affairs may authorize a judicial officer to serve simultaneously as the sole member or as one of the members of a judicial body.

(14) A "conduct record" includes, but is not limited to incident reports, final reports, notification of allegation, Timely Notice Forms, Conduct-Pending, Conduct-Restitution, and Suspension Lists, Quarterly Security Reports, disciplinary reports, informal discussion notes, formal hearing notes, final summary statements, decision statements, appeals documentation, and related documentation and correspondence as defined in OAR 166-475-0110(38).

(15) The term "judicial body" means any person(s) authorized by the Vice Provost for Student Affairs to determine whether a student has violated the Code.

(16) The term "shall" is used in the imperative sense.

(17) The term "may" is used in the permissive sense.

(18) The term "day" means any business day in which the University is open and in session. It does not include weekends, federal and state holidays or days in which the University is not open for business.

#### **Judicial Authority**

**577-031-xxxx** (1) The judicial officer shall develop policies for the administration of the Code and procedural rules for the conduct of hearings that are consistent with provisions of the Code.

(2) Decisions made by a judicial body and/or judicial officer shall be final, pending the appeal process.

(3) The judicial officer may designate an arbiter of disputes in cases that are not direct violations of the Code. All parties must agree to arbitration, and are bound by the decision with no right to appeal.

#### **Jurisdiction**

**577-031-xxxx** (1) The provisions of OAR 577-031-xxxx and OAR 577-031-xxxx apply to all students and activities on University-owned or -controlled property; during any University-sponsored activity or the activity of a University-sponsored organization, regardless of location; or when the behavior poses a clear threat to any persons or property. Examples of behaviors that pose a clear threat may include, but are not limited to, physical or sexual assault, rape, sexual harassment, stalking or illegal weapon use.

(2) Allegations of certain behavior may be adjudicated within the University's administrative judicial program as outlined in this Code as well as within any off-campus criminal justice system. Adjudication of allegations of

student misconduct will occur expeditiously without regard to the status of off-campus adjudication.

#### **Proscribed Conduct by the State Board of Higher Education**

**577-031-xxxx** The following constitutes conduct as proscribed by the State Board of Higher Education for which a student or student organization or group is subject to disciplinary action:

(1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.

(2) Obstruction or disruption that interferes with the freedom of movement, either pedestrian or vehicular, on University-owned or -controlled property.

(3) Possession or use of firearms, explosives, dangerous chemicals or other dangerous weapons or instrumentalities on University-owned or -controlled property, in contravention of law or without University authorization.

(4) Detention or physical abuse of any person or conduct which is intended to threaten imminent bodily harm or endanger the health of any person on University-owned or -controlled property.

(5) Malicious damage, misuse or theft of University property, or the property of any other person where such property is located on University-owned or controlled property, or, regardless of location is in the care, custody or control of the University.

(6) Refusal by any student, while on University-owned or -controlled property, to comply with an order of the President of the University, or appropriate authorized official or officials, to leave such premises because of conduct proscribed by the Code, when such conduct constitutes a danger to health, personal safety, or property, or is disruptive of education or other appropriate University activity.

(7) Unauthorized entry to, or use or possession of University facilities or property, including buildings, grounds, desks, files, records, equipment or information.

(8) Illegal use, possession or distribution of drugs on University-owned or -controlled property.

(9) Inciting others to engage in any of the conduct or to perform any of the acts prohibited in this Code. Inciting means that advocacy of proscribed conduct that calls upon the person or persons addressed for imminent action, and is coupled with a reasonable apprehension of imminent danger to the functions and purposes of the University, including the safety of its students, faculty and officials and the protection of its property.

(10) Violating the State Board of Higher Education's Policy on Intercollegiate Athletics as described in Section 8 of its Internal Management Directives, specifically including the subsection entitled Code of Ethics.

Stat. Auth.: ORS 351.070

Stats. Implemented: ORS 351.070

### **Proscribed Conduct by Portland State University**

**577-031-xxxx** The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:

- (1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.
- (2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, and (d) unauthorized disclosure and receipt of academic information.
- (3) Violation of the University's Computer and Acceptable Use Policy.
- (4) Knowingly providing false or misleading information to the University or knowingly failing to provide required information to the University or misrepresenting a person's identity to an instructor or other University official.
- (5) Forgery, alteration or unauthorized use of University documents, records, identification or resources.
- (6) Unauthorized possession or use of keys to University facilities, including buildings, offices, desks, files or equipment, or violation of the University's Key Policy.
- (7) Behavior that constitutes a clear and present danger to an individual or to other individuals on University-owned or -controlled property.
- (8) Stalking, defined as repeatedly contacting another person without a legitimate purpose when: (a) the contacting person knows or should know that the contact is unwanted by the other person; and (b) it is reasonable for the person in that situation to have been alarmed or coerced by the contact. As used in this subsection, "contacting" includes but is not limited to coming into the

visual or physical presence of the other person; following another person; and sending written communication of any form to the other person, by themselves or through a third party.

(9) Harassment, which includes but is not limited to: (a) verbal or physical conduct by an individual based on another individual's age, ability, national origin, race, marital status, religion, sex or sexual orientation that interferes or prevents the person from conducting his or her customary or usual affairs, puts the person in fear of his or her safety, or causes the person to suffer actual physical injury; (b) conduct less than a physical attack or interference with a person, such as hazing or threatening action, which is intended to subject another person to offensive physical contact, physical injury, property damage, or cause physical impact, such as making threatening phone calls, sending or posting (electronically or otherwise) threatening letters, or the vandalism or misappropriation of a person's property.

(10) Sexual harassment, defined as unwanted and unwelcome sexual advances or requests for sexual favors and other verbal or physical conduct of a sexual nature where: (a) submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of an individual's employment or participation in a University-sponsored educational program or activity; or (b) submission to or rejection of such conduct by an individual is used as a basis for academic or employment decisions affecting the individual; or (c) such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance, or of creating an intimidating, hostile or offensive educational or working environment.

(11) Sexual assault, which includes, but is not limited to: (a) rape, (b) sexual misconduct, or (c) unwanted sexual contact of any kind, or threat of such contact. Sexual contact shall be considered "unwanted" or without consent if no clear consent is freely given; if inflicted through force, threat of force, coercion, or if inflicted upon a person who is unconscious or otherwise without the physical or mental capacity to consent. If sexual contact is inflicted on someone who is intoxicated or impaired in the exercise of their judgment by alcohol or drugs, it will be considered without consent.

(12) Tampering with the election of any student, organization or group.

(13) Hazing, defined as an act or conduct which subjects a person to bodily danger or physical harm or to the likelihood of bodily danger and

physical harm, or to require, authorize or permit that the person be subjected to such conduct or act for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization.

(14) Violations of the University Alcohol and other Drugs Policy.

(15) Smoking in unauthorized areas.

(16) Public indecency defined as exposing the genitals of the person while in a public place or a place visible from a public place on University-owned or -controlled property.

(17) Violation, or alleged violation, of any federal or state law, city or local ordinance or University policy, or when such violation interferes with, or is detrimental to, the mission of the University or interferes with other students' legitimate educational activities and interests.

(18) Conviction of a felony or misdemeanor under circumstances where it is reasonable to conclude that the presence of the person at the University would constitute a danger to health, personal safety, or property or where the offense occurred on University-owned or -controlled property or at University-sponsored or -supervised activities.

(19) A violation of any sanctions imposed as a result of previous disciplinary proceedings under the provisions of this Code.

(20) Abuse of the University judicial program as outlined in this Code, including but not limited to: (a) falsification, distortion or misrepresentation of information before any judicial body; (b) knowingly initiating any judicial proceedings without cause; (c) attempting to discourage an individual's participation in, or use of, any judicial system; or (d) influencing or attempting to influence another person to commit an abuse of any judicial system. Stat. Auth.: ORS 351.070 Hist.: PSU 1-1982, £. & e£ 4-22-82; PSU 1-1994, £ & cert. e£. 1-10-94

#### **Procedures for Complaints Against Individuals**

**577-031-xxxx** (1) Any person may submit a written complaint to the Office of Student Affairs (OSA) alleging that a student(s) or student organization or group has engaged in conduct proscribed by this Code. Any charge should be submitted as soon as possible after the event takes place, preferably within fourteen days of the event.

(2) Initially, the judicial officer or designee will send a written notice within a reasonable time to the accused student(s) (the "student") charged with a violation advising him or her of the allegations and requesting a meeting in order to investigate the matter to determine whether there are reasonable grounds to believe that the complaint is well-founded.

(3) If reasonable grounds are not found, the judicial officer, in his/her sole discretion, will refer the issue to mediation, dismiss the case, or dismiss the case with administrative counsel when warranted.

(4) If reasonable grounds are found or if the student accepts responsibility for the conduct, the student is informed of the matter charged, with reference to the specific section of this Code allegedly violated and the student's option to have the case heard by the judicial officer or the Student Conduct Committee. Once informed of this option, the student has seven days to submit a written request for a hearing. Failure to file a timely request for a hearing shall result in the loss of this option.

(5) If the student chooses to have the judicial officer hear the case, the student will be given an opportunity to explain the behavior and will be informed of the evidence supporting the charge. The student may bring any third party of their choice to the hearing as long as the availability of the advisor does not interfere with the timeliness of the hearing. The student will be expected to speak for him or herself at all times and may only use the advisor for consultation or support. The judicial officer may involve relevant additional persons in the hearing process. (a) The judicial officer will determine, based upon a preponderance of the evidence, whether a Code violation exists. Once that determination is made, the student will receive written notice confirming the matter charged and the subsequent sanction, if any, and the right to appeal as stated in Section xxx. (b) If the student fails to meet with the judicial officer, the officer will take disciplinary action in the student's absence.

(6) The Student Conduct Committee (the "Committee") is a 12-month administrative committee appointed by the President of the University to begin service fall quarter of each academic year. Committee members serve staggered terms of two years from the date of appointment or until a successor is appointed. (a) The Committee consists of four faculty members nominated to the President by the Vice Provost for Student Affairs and three students nominated to the President by the Vice Provost for Student Affairs in consultation with the Associated Students of Portland State University. In addition, two alternate faculty members and two alternate student members will be appointed to serve in the event of vacancy, absence, or other inability to serve. Additional alternates may be appointed as may be necessary. At least four members of the Committee must be present for a hearing to occur. The President designates one of the faculty members to be the Chairperson of the Committee. The Chairperson facilitates hearing procedures and has voting power in the

case of a tie. The judicial officer serves as an ex-officio member and ensures administrative support of the process.

(7) All Committee hearings are closed and information presented in them and supporting documents are confidential except as required by law. The hearing is informal and does not follow administrative contested case or courtroom procedures. (a) If the student has been properly notified and fails to appear, the Committee may proceed with the hearing and disciplinary action may be taken. (b) During the Committee hearing, the student may be accompanied by an advisor of the student's choice as long as the availability of this advisor does not interfere with the timeliness of the hearing. The student may elect to have an attorney serve as advisor. However, the advisor does not represent the student in a Committee hearing and the student will be expected to speak for him or herself at all times. The University assumes no responsibility for any costs associated with such representation. (c) The complainant is present for the hearing and has the opportunity to offer information, evidence, or testimony on his or her own behalf and to review and respond to all information, statements, or evidence presented. (d) The student has the opportunity to offer information and testimony on his or her own behalf and to review and respond to all information, statements, or evidence presented. (e) Members of the Committee may ask questions of any person present during the hearing. The Chairperson may invite questions and comments from advisors or others present. If the Chairperson decides an essential person or piece of information is missing, the Chairperson may decide to reconvene the hearing at the earliest practical time that the missing information will be available. (f) After the Chairperson has determined that all the necessary information has been presented and questions answered, the Committee will go into executive session and all persons will be excused. The Committee will determine, based on a preponderance of evidence, whether or not the accused is responsible for a violation of the Code, and, if so, what sanctions may be appropriate. (g) The Committee's decision will be in the form of a recommendation to the judicial officer. This recommendation is due to the judicial officer within seven (7) days from the conclusion of the hearing. (h) The judicial officer reviews the Committee's recommendation and communicates the outcome of the hearing to the student in writing.

(8) Pending resolution of a complaint, the student is entitled to all rights and privileges of a student in good standing. However, the Vice Provost for Student Affairs may suspend the student pending resolution of a complaint upon a finding by clear and convincing evidence that the individual's presence at the University constitutes a substantial threat to health, personal safety, or property.

(9) The hearing process will make an effort to consider the rights and needs of the complainant, if there is one, in decisions related to restitution or other sanctions.

(10) Appeals of the decision of the judicial officer's decision shall be made to the Vice Provost for Student Affairs. This appeal must be in writing and filed within fourteen days following the judicial officer's notification to the student of the hearing's outcome. The request for an appeal must include specific allegations of improper conduct or process that denied the student a fair hearing.

Stat. Auth: ORS 351.070 Hist.: PSU 1-1982, £ & e£ 4-22-82; PSU 4-1987, £ 9-30-87, e£ 10-1 87; PSU 2-1988(Temp), £ & cert. e£. 3-15-88; PSU 41988, £ & cert. e£. 6-16 88; PSU 1-1994, £ & cert. e£. 1-10-94 [ED. NOTE: The text of Temporary Rules is not printed in the Oregon Administrative Rules Compilation. Copies may be obtained from the adopting agency or the Secretary of State.]

#### **Special Procedures for Matters Involving Allegations of Sexual Assault**

**577-031-xxxx** (1) Although disciplinary matters are generally confidential, in cases involving sexual assault: (a) The complainant and the student are entitled to the same opportunities to have others present during a disciplinary proceeding; and (b) Both the complainant and the student shall be informed of the outcome of any disciplinary proceeding.

#### **Procedures for Complaints of Academic Dishonesty**

**577-031-xxxx** (1) Faculty has the responsibility and purview to respond to academic dishonesty with students enrolled in their respective courses. Faculty may address academic dishonesty as they deem appropriate and are limited to an academic sanction of issuing a zero or a failing grade for the assignment for which the dishonesty was found.

(2) Departments, programs, colleges, or schools may also address academic dishonesty as they deem appropriate. These entities are limited to academic sanctions of issuing a zero or a failing grade for the assignment for which the dishonesty was found or suspension or expulsion from the department, program, college or school.

(3) In addition, any person may submit a written complaint to the OSA alleging that a student(s) has engaged in academic dishonesty as proscribed by this Code. Any charge should be submitted as soon as possible after the activity

takes place, preferably within fourteen days of such activity.

(4) If the complaint is submitted by anyone other than the course instructor, the complaint is referred to the instructor of the course in which the alleged academic dishonesty occurred.

(5) If the complaint is submitted by the course instructor, he or she may indicate whether the complaint is submitted for further investigation or for documentation purposes.

(6) If the complaint is submitted for documentation purposes, a conduct record is established and the charged student is sent written notification to that effect. If more than one complaint of academic dishonesty is received for a student the procedures outlined in Section xxx (Procedures for Complaints Against Individuals) will be followed.

### **Procedures for Complaints Against Student Organizations or Groups**

**577-031-xxxx** (1) Complaints submitted to the OSA against a student organization or group will be referred to the University official of the unit to which the group is most closely affiliated.

(2) The University official serves as the judicial officer's designee and follows the procedures outlined for Complaints Against Individuals as stated in Section 577-031-xxxx.

(3) The president, principal officer, contact person(s), or other students designated by the program, organization or group to act as agents on behalf of the program, organization or group shall be given reasonable notice of the charges and shall be afforded all procedural rights in accordance with the provisions of this Code. The president, principal officer, contact person(s), or group agent shall be required to represent the group at all applicable stages of the judicial program. Failure to cooperate or appear and represent the organization or group shall not delay the disposition of the matter.

### **Appeals**

**577-031-xxxx** (1) The Vice Provost for Student Affairs will convene an Appeals Board (the "Board") to respond to appeals as stated in Section 577-031-xxxx (10). The Appeals Board will consist of two faculty members nominated to the President by the Vice Provost for Student Affairs and two students nominated to the President by the Vice Provost for Student Affairs in consultation with the Associated Students of Portland State University. Alternates may be appointed as necessary. All members of the Board must be present for a hearing to occur. The Vice Provost serves as Chair of the Board. The Chair facilitates hearing procedures and has voting power in the case of a tie. The Board is the final appeals body.

(2) Appeals to the Board are restricted to review of the sanctions imposed and to the procedural grounds listed

below: (a) The order is unlawful in substance or procedure, but error in procedure shall not be cause for reversal or remand unless the Board finds that substantial rights of the petitioner were prejudiced. (b) The order is not supported by substantial evidence in the whole record.

(3) If the party submitting the appeal has been properly notified and fails to appear, the Board will dismiss the appeal.

(4) During the Board hearing, the party submitting the appeal may be accompanied by an advisor of the student's choice as long as the availability of this advisor does not interfere with the timeliness of the hearing. The party may elect to have an attorney serve as advisor. However, the advisor does not represent the party in the hearing and the party will be expected to speak for him or herself at all times.

(5) The party submitting the appeal has the opportunity to offer information and testimony and to review and respond to all information, statements, or evidence presented.

(6) The judicial officer and Chair of the Committee is present for the hearing and may offer information on behalf of the Committee hearing and may respond to all information, statements, or evidence presented.

(7) Members of the Board may ask questions of any person present during the hearing. The Chairperson may invite questions and comments from advisors or others present. If the Chairperson decides an essential person or piece of information is missing, the Chairperson may decide to reconvene the hearing at the earliest practical time that the missing information will be available.

(8) After the Chairperson has determined that all the necessary information has been presented and questions answered, the Board will go into executive session and all persons will be excused. The Board will determine, based on a preponderance of evidence, whether or not the appeal is warranted, and, if so, what subsequent actions may be appropriate.

(9) The Board may dismiss the appeal, mandate that the case be heard again by the Committee, or modify the sanction imposed by the judicial officer.

(10) The Board's decision will be in the form of a letter to the party submitting the appeal with copies to the judicial officer and Chair of the Committee. The time between the conclusion of the hearing and the delivery of the recommendation shall not be more than seven (7) days.

(11) Pending resolution of an appeal, the student is entitled to all rights and privileges of a student in good standing. However, the Vice Provost for Student Affairs may suspend a student(s) pending resolution of an appeal upon a finding by clear and convincing evidence that the student's presence at the University constitutes a substantial threat to health, personal safety, or property.

### **Types of Sanctions**

**577-031-xxxx** Students whose behavior violates this Code are subject to one or more of the following sanctions:

- (1) **Mediation Session-** A student(s) may be assigned to participate in a mediated meeting(s) with the complainant.
- (2) **Assessments-** A student(s) may be assigned to complete evaluations and to follow the recommendations of the counselor for treatment and/or education.
- (3) **Restitution-** In cases involving damaged, stolen or misappropriated property a student(s) may be required to reimburse by dollar amount, by transfer of property, or by the provision of services to the University or a member of the University community in accordance with the nature of the violation and in an amount not to exceed the actual expenses, damages, or losses incurred.
- (4) **Community Service-** A student(s) may be required to render a designated number of hours of specified service to the University or the community.
- (5) **Reprimand-** A student(s) may receive written notice that the conduct in which the student(s) engaged is inconsistent with the Code. Such notice will indicate that future violations of the Code may result in the imposition of more serious sanctions.
- (6) **Disciplinary Probation-** Upon expiration of the period of probation the student's conditions for continued enrollment should be lifted.
- (7) **Loss of Privileges-** A student(s) may be denied specific privileges normally associated with student status, such as participation in recognized activities or use of University facilities or services.
- (8) **Suspension-** A student(s) may lose the right to be a student at the University for a specific period of time. Suspended students are not eligible for the privileges and services provided to currently enrolled students, including residing in University-owned or -recognized student housing, registering, attending class, or using other University services or facilities. The suspension may be specified for any length of time. (a) If a student is suspended, fees will be refunded in accordance with the refund schedule adopted by the Oregon State Board of Higher Education. (b) The conditions of suspension take effect immediately after the student(s) has been informed of the decision. If an appeal is filed, the imposition of the suspension will be stayed until the conclusion of the appeal process. However, if a pending conduct hearing or appeal may result in suspension, awarding of the academic degree sought will be postponed pending the outcome of the hearing. (c) Upon expiration of the period

of suspension the student may submit in writing a to the judicial officer request for permission to apply for readmission to the University. The request should include a description of the student's activities since the suspension went into effect. If the judicial officer certifies that the terms of suspension have been met, the student may apply for readmission through the regular process. Such readmission shall be contingent on the satisfaction of all general admission and registration requirements.

(9) **Negative Notation on Transcript:** A student(s) may be subject to entry of information onto the student's permanent academic record regarding his or her violation of the Code and subsequent sanction. The entry may be permanent or temporary. If the notation is temporary, after the expiration of the period of time specified, the notation will be removed upon written request by the student. Receipt of a Negative Notation on Transcript indicates that the student is not in "good standing" with the University and is subject to the consequences of this status as outlined in the University Bulletin.

(10) **Expulsion:** A student(s) may be permanently suspended from the University. (See Section xxxx of this rule).

(11) **Degree Revocation:** A former student may have his/her degree revoked if the student is found to have engaged in academic dishonesty in courses taken leading to a degree that, if known at the time the degree was awarded, would have made the student unqualified for the degree.

(12) Students whose behavior violates OAR 577-031-xxxx (academic dishonesty) are subject to additional academic sanctions including suspension or expulsion from an academic department, program, college, or school that may be imposed as a result of the process defined by the respective entity.

Stat. Auth.: OR 351.070 Hist.: PSU 1-1982 £ & e£ 4-22-82; PSU 4-1987, £ 9-30-87, e£ 10-1-87; PSU 1-1994, £ & cert. e£ 1-10-94

### **Types of Sanctions for Student Organization or Group Conduct**

**577-031-xxxx** (1) An organization or group is subject to the appropriate disciplinary sanctions outlined in Section xxxx, including the temporary or permanent suspension of the organization's or group's charter or registration. Stat. Auth.: ORS 351.070 Hist.: PSU 1-1982, £. & e£ 4-22-82; PSU 1-1994, £ & cert. e£. 1-10-94

### **Records**



**577-031-xxxx** (1) All complaints involve the creation of a conduct record for the student or organization or group receiving a sanction. These records are confidential and accessible only to the student and appropriate University officials and other entities as required by law.

(2) Suspension or expulsion will be permanently noted in a student's general academic record maintained by the Office of Admissions, Records and Registration by means of a notation, which indicates the reason for the action. The student may include in the record a response to the action taken by the University.

(3) A copy of conduct records for cases in which the sanction is expulsion, degree revocation, or permanent negative notation on the transcript are retained indefinitely. A copy of conduct records for cases in which a lesser sanction is issued will be retained consistent with applicable law.

**Interpretation and Revision**

**577-031-xxxx** (1) Any question of interpretation regarding the Code shall be referred to the Vice Provost for Student Affairs or his/her designee for final determination.

(2) The Code should be reviewed every three years or as needed.

## **President's Advisory Council Annual Report, 2001-2002**

**Membership:** Lois Becker, Nancy Bowers (completing Nancy Perrin's term), Scott Burns, Duncan Carter, Robert Mercer, Nancy Perrin, Craig Wollner

**Meetings:** Meetings of 1-2 hours held every two weeks. President Bernstine in attendance about once a month (as his schedule permitted). Meetings with other faculty representatives from the Offices of Academic Affairs and Finance and Administration.

**The general functions** of the Advisory Council are specified in the Faculty Constitution, and include:

- Service, as an advisory body to the President on matters of policy. In general, discussion of policy issues between the President and the Advisory Council is confidential. Topics of discussion most often covered budget issues, statewide issues, growth, and long-term planning issues.
- Reviewing constitutional amendments for proper form and numbering.
- Conducting studies and making recommendations on matters of faculty welfare to be presented to the President and/or the Senate.

### **Specific issues this year:**

- Procedures and policies regarding changing GPA required for Admission from high school
- Budget: Discussions with the President and other campus representatives concerning the budget and the legislative session.
- Discussions on the application of the current promotion and tenure guidelines.
- Discussions about communication between the Administration and the Faculty (including the current format of the **CURRENTLY**).
- Enrollment management and physical growth.
- Discussion of diversity initiatives and internationalization.

Respectfully submitted for the Advisory Council by Robert Mercer, Chair for 2001-2002.

May 1, 2002

To: Faculty Senate

From: Dee Thompson  
Chair, Committee on Committees

Re: **Committee on Committee Annual Report, June 2002**

Membership: Jacqueline Arante (CLAS), Lee Casperson (CECS), Christine Challe (ED), Tom Dieterich (CLAS), Walt Fosque (SFPA), Risa Kiam (SSW), Yves Labissiere (OI), Ma-Ji Rhee (CLAS), Rodney Rogers (SBA), Sandra Rosengrant (CLAS), Craig Shinn (UPA), Mara Tableman (CLAS), Victor Walsh (XS), and Jian Wang (LIB).

The Committee on Committees met during December 2001 to handle 2002 calendar year replacements for four committees (Curriculum Committee, Graduate Council, Library Committee, and Scholastic Standards Committee) as well as outstanding vacancies for various academic year committees. In those meetings, the Committee on Committees made recommendations for the outstanding vacancies. Follow-up work for those recommendations was completed through phone calls and e-mail correspondence. The Committee on Committees confirmed 38 new committee appointments by the end winter term 2002.

The Committee on Committees met in April 2002 to fill 46 outstanding appointments from 16 academic year committees which rotate on June 4, 2002 and to fill any vacant positions for the former calendar year committees. Committee members are currently in the process of finalizing new appointments and confirming continuing committee members.

Committee on Committees Chair, David Holloway, resigned as chair in January 2002 and Dee Thompson assumed the chair position for the remainder of the academic year. In April 2002, the committee elected Jian Wang as chair beginning July 2002.

In February 2002, at the recommendation of the membership of the four calendar year committees, Faculty Senate approved a proposal to change the Committee Reporting Schedule and committee services anniversary dates for Curriculum Committee, Graduate Council, Library Committee, and Scholastic Standards Committee to reflect the academic year schedule of the remaining constitutional committees.

The Committee on Committees has concerns about the low response rate to the Faculty Preference Survey as the committee relies on that survey to make appointments to the various committees. The Committee on Committees has forwarded recommendations to change the survey to the Secretary to the Faculty so that it will be easier for the committee to handle outstanding committee appointments.

**Annual Report of the General Student Affairs Committee**  
To the Faculty Senate  
Portland State University  
June 3, 2002

**Members of the Committee:**

- Chair:** Greg Jacob, ENG, x3572
- Faculty:** Randy Blazak, SOC, x8502  
Jack Devletian, ME, x2986  
Dirgham Sbait, FLL, x5295  
Candyce Reynolds, UNST, x4657
- Students:** Cory Murphy, 827-8176  
Michael Sean Kelley, 860-1352  
Tiffani Jackson-David, 281-4119
- Consultants:** Wendy Endress, OSA, x4422  
John Wanjala, OMB, x5901  
Burton Christopherson, OAA, x4432

The General Student Affairs Committee serves in an advisory capacity to administrative officers on matters of student affairs, educational activities, budgets, and student discipline. The committee does have the specific responsibility to review and make recommendations regarding policies related to student services, programs, and long-range planning. Each year the committee selects the recipients of the President's Community Service Awards, as well as the student Commencement speaker.

Fall quarter the committee met on several occasions to redraft the "Missed Classes Due to University-Sanctioned Activities" policy. A draft policy was presented to the Faculty Senate on April 1, and after discussion, the committee agreed to rework some of the language. On April 18 the newly revised policy was brought before the Intercollegiate Athletic Board and on May 6 it was presented to the Faculty Senate for final approval. It was moved and seconded to approve. Motion carried.

During winter quarter, the committee talked about improving communication between the Student Affairs Committee and the ASPSU via the university's newspaper, The Vanguard. One proposal was for the committee to appoint a member to write statements to the Vanguard about the committee's activities.

The committee also read and commented upon the draft of the Student Conduct Code, which will be presented to the Faculty Senate at the June meeting.

Spring quarter, as usual, was spent working on two annual tasks. First, the committee selected the recipients of the Outstanding Student Service Awards: the President's Award for Outstanding Service and the President's Community Scholars Award. Nineteen students received the Outstanding Service Award given for commitment to volunteer activities that are not associated with academic requirements. Ten students received the Community Scholars Award given for contributions through their community based learning and Capstone experiences. These awards are presented at the annual Excellence in Education and Service Student Award Ceremony. The second task was the selection of the Student Commencement Speaker. The committee interviewed nine applicants and chose two students who will speak for two minutes at the June 16 Commencement.

Submitted by  
Greg Jacob, Chair  
Student Affairs Committee

Faculty Development Committee  
Report to Faculty Senate  
May 2002

Members:

Kathi A. Ketcheson, Chair  
Martin Streck, CLAS  
Jun Jiao, CLAS  
Sharon Lee, CLAS  
\_\_\_\_\_, CLAS  
Thomas Kindermann, CLAS  
Oren Ogle, LIB  
Gretta Siegel, LIB  
Thomas Luba, SES  
Joan Strouse, GSE  
Sue Taylor, SFPA  
\_\_\_\_\_, SBA  
Alvin Buffonge, CUPA  
Ann McClanan, OI  
Wendelin Mueller, CECS  
Risa Kiam, SSW

**Faculty Enhancement Awards:** The committee completed its review of Faculty Enhancement Award proposals on April 26. Forty-two applications were submitted and reviewed; the total amount requested was \$331,047.72. Of the total, the committee funded 27 proposals (64%) and denied 15 (36%). Among the top rated proposals, 12 were fully funded and 2 received partial funding. Awards totaled \$140,051, which exceeded the amount available by \$51. In addition to this, the committee awarded 20 graduate assistant remissions.

**Faculty Travel Grants:**

A subcommittee of the Faculty Development Committee met once each term to award travel grants for Fall, Winter, and Spring Terms. The deadline for Summer travel applications is June 30. Grants were made in support of faculty travel to meetings and conferences to make presentations, present papers, or conduct workshops related to their scholarly agendas. Faculty were required to submit an application and to meet several criteria outlined by the grant program. This year, \$40,000 is available for grants; at the beginning of the year, the committee decided to allot roughly \$10,000 to each of the four terms.

The attached table reports this year's award recommendations for both the Faculty Enhancement Grant and Faculty Travel Grant funds. In June, the committee will submit a supplemental report to include any necessary revisions. A complete list of awardees will be submitted to the Senate office and will be available for review.

Kathi A. Ketcheson  
Chair  
April 30, 2002

Portland State University  
Faculty Travel Grant Fund Awards  
2001-02

Term	# of Applications	# Awarded	# Denied	Amount Requested	Amount Awarded	Percent Awarded
Fall	25	22	3	\$13,710	\$10,000	88%
Winter	39	19	20	\$19,825.73	\$9,380	49%
Spring	53	25	28	\$26,141	\$11,137	47%
Summer*						

\* For Summer, \$9,380 is available.

Portland State University  
Faculty Enhancement Grant Fund Awards  
2002-03

Number of Applications	42
Total Amount Requested	\$331,047.72
Average Request	\$7,882
Number Awarded Percent of total	27 64%
Number Denied Percent of total	15 36%
Number fully funded Percent of total	15 56%
Range of Awards Low High	\$759 \$9,960
Average award	\$5,187
Number of GA remissions Amount	20 \$39,420

OIRP:kak  
4/30/2002

**Faculty Enhancement Applicants  
2002-2003**

PI	Co-PI	Dept	Award	Assistantships
			<b>\$140,000</b>	24.00
Martorell, Gabriela		PSY	\$7,710	2.00
Padin, Jose	Sullivan, Daniel	SOC	\$3,007	2.00
Farquhar, Stephanie		SCH	\$5,984	
Gamburd, Michele		ANTH	\$3,375	
Gelmon, Sherril		PA	\$3,901	3.00
Sytsma, Mark		ESR	\$6,055	2.00
Crawshaw, Larry		BIO	\$709	
Dill, Jennifer		USP	\$5,288	
Kindermann, Thomas		PSY	\$5,280	
Lehman, Niles		CHEM	\$7,960	
Pan, Yangdong		ESR	\$7,000	
Peterson, Curt	Hulbe, Christina	GEOL	\$6,795	
Ruzicka, Alex		GEOL	\$9,960	1.00
Streck, Martin		GEOL	\$5,990	2.00
Hadley, Keith		GEOG	\$4,194	
Mankowski, Eric		PSY	\$9,205	
Morgaine, Carol		CFS	\$4,774	3.00
Wamser, Carl		CHEM	\$3,772	1.00
Mohr, Cynthia		PSY	\$6,979	2.00
Gibson, Karen		USP	\$3,330	
Leung, Pui-Tak		PHY	\$7,614	
Dujon, Veronica		SOC	\$2,274	
Peyton, David		CHEM	\$2,000	
Rodriguez, Leopoldo		EC	\$3,300	
Bleiler, Steven		MTH	\$2,720	
Marrongelle, Karen		MTH	\$6,636	
Steinberg, Lynne		PSY	\$4,239	2.00
			<b>\$140,051</b>	<b>20</b>



Travel Grants 2001-2002

Travel Grants 2001-2002

Name	Conference	From	To	Requested	Received
					<b>\$40,000</b>
<b>Funding for 2001-02</b>					
Wadley, Stephen	International Seminar on Urban Form	9/5/01	9/9/01	\$ 935.00	\$ 500.00
Schecter, Patricia A.	Western Branch of the American Oriental Society	9/11/01	9/14/01	\$ 500.00	\$ 500.00
Pease, Jonathan	Rethinking Booker T. Washington's Up From Slavery: A Centenary Conference	10/4/01	10/6/01	\$ 275.00	\$ 275.00
Brower, Barbara	American Oriental Society, Western Branch	10/10/01	10/12/01	\$ 500.00	\$ 500.00
Ruth, Jennifer	30th Annual Conference on South Asia	10/17/01	10/21/01	\$ 500.00	\$ 500.00
Collier, Peter	First Annual International Service-Learning Research Conference	10/20/01	10/22/01	\$ 500.00	\$ 500.00
Seccombe, Karen	International Conference on Service-Learning	10/21/01	10/23/01	\$ 500.00	\$ 500.00
Mathwick, Charla	American Public Health Association Annual Meetings	10/23/01	10/25/01	\$ 500.00	\$ 500.00
Flower, Michael	AMA Frontiers in Services Conference	10/25/01	10/28/01	\$ 715.00	\$ 500.00
Anderson, Timothy R.	Society for Social Studies of Science	10/31/01	11/4/01	\$ 500.00	\$ 400.00
Rodriguez, Leopoldo	Association of Collegiate Schools of Planning	11/7/01	11/11/01	\$ 500.00	\$ 500.00
Lewis, Rolla E.	European Association for Evolutionary Political Economy	11/7/01	11/13/01	\$ 500.00	\$ 500.00
Seccombe, Karen	Western Association for Counselor Education and Supervision	11/8/01	11/11/01	\$ 500.00	\$ 400.00
Bluestone, Joel	National Council on Family Relations	11/8/01	11/11/01	\$ 500.00	\$ 400.00
Bulman, Teresa L.	Percussive Arts Society International Convention	11/12/01	11/18/01	\$ 500.00	\$ 400.00
Cress, Christine	National Council for Social Studies Annual Meeting	11/12/01	11/18/01	\$ 500.00	\$ 400.00
Choi, Namkee G.	Association for the Study of Higher Education National Conference	11/14/01	11/18/01	\$ 500.00	\$ 500.00
Kalas, Rayna	54th Annual Scientific Meeting of the Gerontological Society of America	11/15/01	11/18/01	\$ 500.00	\$ 400.00
Jiao, Jun	Group for Early Modern Cultural Studies	11/16/01	11/24/01	\$ 500.00	\$ 500.00
Feeney, Suzanne	Materials Research Society Annual National Conference	11/25/01		\$ 1,000.00	\$ 400.00
Gelles, Erna	Association for Research on Nonprofit and Voluntary Action (ARNOVA)	11/27/01	12/1/01	\$ 500.00	\$ 500.00
Veerman, Peter	Association for Research on Nonprofit and Voluntary Action (ARNOVA)	11/27/01	12/1/01	\$ 500.00	\$ 500.00
Cady, Sherry	American Economic Association	1/3/02	1/6/02	\$ 380.50	\$ 380.00
Leatham, Keith	9th International "Technological Directions in Music Learning" Conference	1/23/02	1/27/02	\$ 500.00	\$ 500.00
Harlan, Susan	6th Annual Conference of the Association of Mathematics Teacher Educators (AMTE)	1/24/02	1/27/02	\$ 500.00	\$ 500.00
Klebba, Joanne	American Association of School Administrators/Nation Council of Professors of Educational Administ	2/14/02	2/17/02	\$ 500.00	\$ 500.00
Unni, Ramaprasad	American Marketing Association 2002 Winter Marketing Educators' Conference	2/22/02	2/25/02	\$ 500.00	\$ 500.00
Corbett, Jack	American Marketing Association 2002 Winter Marketing Educators' Conference	2/22/02	2/24/02	\$ 500.00	\$ 500.00
Yan, Mingdi	Western States Communication Association Conference	3/1/02	3/5/02	\$ 500.00	\$ 500.00
Burnell, Carol	2002 IEEE International Symposium on Advanced Packaging Materials	3/3/02	3/6/02	\$ 1,398.00	\$ 500.00
Miller, Hildy	Writing Across the Curriculum 2002	3/6/02	3/6/02	\$ 500.00	\$ 500.00
Reynolds, Candyce	Popular Culture Conference	3/14/02	3/17/02	\$ 500.00	\$ 500.00
Gelmon, Sherril	American Association for Higher Education National Conference	3/15/02	3/19/02	\$ 500.00	\$ 500.00
Hadley, Keith	American Association for Higher Education National Conference	3/16/02	3/19/02	\$ 500.00	\$ 500.00
Tierney, Pamela	Urban Affairs Association 32nd Annual Meeting	3/19/02	3/23/02	\$ 500.00	\$ 500.00
Gibson, Karen	Urban Affairs Association 32nd Annual Meeting	3/19/02	3/22/02	\$ 500.00	\$ 500.00
Harvey, Thomas	Urban Affairs Association 32nd Annual Meeting	3/20/02	3/24/02	\$ 500.00	\$ 500.00

Travel Grants 2001-2002

Travel Grants 2001-2002

Name	Conference	From	To	Requested	Received
Sussman, Gerald	Western Academy of Management	3/20/02	3/24/02	\$ 500.00	\$ 500.00
Works, Martha	Association of American Geographers Annual Meeting	3/21/02	3/23/02	\$ 500.00	\$ 500.00
Zwick, Martin	Association of American Geographers Annual Meeting	3/21/02	3/24/02	\$ 500.00	\$ 500.00
Caskey, Micki	12th International World Organization of Systems and Cybernetics and 4th International Institute for	3/23/02	3/27/02	\$ 500.00	\$ 500.00
Cress, Christine	National Conference of the American Educational Research Association Annual Meeting	3/31/02	4/7/02	\$ 500.00	\$ 500.00
Halka, Monica	National Conference of the American Educational Research Association	4/1/02	4/5/02	\$ 500.00	\$ 500.00
Lee, Junghee	AAC&U: Learning Communities: Promising Practices for Deepening Learning	4/3/02	4/7/02	\$ 500.00	\$ 500.00
Kaio, Aaron	Annual Meeting of the Association for Asian Studies	4/4/02	4/7/02	\$ 500.00	\$ 500.00
Kaplan, Mark	American Association for Applied Linguistics and Teachers of English to Speakers of Other Language	4/6/02	4/11/02	\$ 500.00	\$ 500.00
Ruth, Jennifer	Western Psychological Association	4/11/02	4/13/02	\$ 363.00	\$ 363.00
Sinclair, Robert	Institute for Nineteenth-Century Studies 2002	4/11/02	4/13/02	\$ 500.00	\$ 500.00
Truxillo, Donald	Society for Industrial and Organizational Psychology Annual Conference	4/11/02	4/14/02	\$ 500.00	\$ 500.00
Overbay, Daniel	20th Annual "Protecting Our Children" National American Indian Conference on Child Abuse and Negl	4/13/02	4/16/02	\$ 500.00	\$ 300.00
Santelmann, Lynn	55th Annual Kentucky Foreign Language Conference	4/17/02	4/21/02	\$ 500.00	\$ 500.00
Hartley, Heather	13th Biennial International Conference on Infant Studies	4/17/02		\$ 500.00	\$ 500.00
London, Jeff	2002 Pacific Sociological Association (PSA) Annual Meeting	4/18/02	4/21/02	\$ 334.00	\$ 334.00
Emch, Michael	Info 2002: Information, Knowledge and Society - Challenges of a New Era	4/19/02	4/28/02	\$ 500.00	\$ 500.00
Dolan, Thomas	American Society of Photogrammetry and Remote Sensing (ASPRS)/American Congress of Surveyi	4/21/02	4/24/02	\$ 500.00	\$ 500.00
Maidel, Barbara	PRO-VE'02 3rd IFIP Working Conference on Infrastructures ofr Virtual Enterprises	4/29/02	5/6/02	\$ 500.00	\$ 500.00
Yan, Mingdi	Cordilleran Section Meeting of the Geological Society of America	5/12/02	5/15/02	\$ 340.00	\$ 340.00
Babcock, Ronald	3rd International Conference on Chicano Literature	5/17/02	5/26/02	\$ 500.00	\$ 500.00
Clucas, Richard	International Trombone Festival	5/23/02	5/27/02	\$ 500.00	\$ 400.00
Pan, Yangdong	Conference on State Politics and Policy	5/23/02	5/26/02	\$ 500.00	\$ 300.00
Mussey, Ann	North American Benthological Society 50th Annual Meeting	5/28/02	6/1/02	\$ 980.00	\$ 500.00
Duncan, Patti	National Women's Studies Association Annual Conference	6/12/02	6/16/02	\$ 500.00	\$ 300.00
Liu, Meiru	Annual Society for Epidemiologic Research Monitoring	6/18/02	6/21/02	\$ 500.00	\$ 500.00
Taylor, Sully	The Third International Conference on Chinese Pedagogy	6/21/02	6/30/02	\$ 500.00	\$ 500.00
Evrensel, Ayse	Academy of International Business	6/28/02	7/1/02	\$ 350.00	\$ 300.00
Marrongelle, Karen	2nd International Conference on the Teaching of Mathematics at the Undergraduate Level	6/30/02	7/7/02	\$ 500.00	\$ 500.00
				<b>\$ 34,570.50</b>	<b>\$ 30,592.00</b>

May 8, 2002

TO: Faculty Senate

FROM: Donald G. Frank  
Chair, Intercollegiate Athletics Board

ON: Activities of the Intercollegiate Athletics Board (2001-2002)

1. Members of the Intercollegiate Athletics Board (IAB):
  - Scott Burns (Faculty)
  - Grant Farr (Faculty)
  - Don Frank (Faculty & Chair)
  - Mary Gordon-Brannan (Faculty)
  - Stan Hillman (Faculty)
  - Kent Lall (Faculty)
  - David Levy (Student Representative)
  - Bob Lockwood (Faculty Athletics Representative)
  - Jim Mustard (Community Representative)
2. Generally, the Intercollegiate Athletics Board serves as the “institutional advisory body to the President and Faculty Senate in the development of and adherence to policies and budgets governing the University’s program in men’s and women’s intercollegiate athletics.”
3. Specific roles and responsibilities of the IAB:
  - Be active and proactive. Focus on relevant issues.
  - Monitor the Athletics Department’s budgets. Be an effective oversight body for budgetary processes and allocations.
  - Monitor academic integrity as well as the academic support for student-athletes.
  - Monitor admissions profiles of incoming student-athletes.
  - Monitor rules and compliance.
  - Monitor issues of equity.
  - Follow up on the action plans submitted for the NCAA review (rules/compliance, academic integrity, fiscal integrity, and equity).
  - Be actively involved in the investigation of major violations.
  - Review changes in the Athletic Department’s policy/procedures manual.
  - Meet with the Athletics Director on a monthly basis.
  - Update the Faculty Senate on policy and budgets (3-4 times annually).
  - Meet with PSU’s President to discuss policy and budgets (twice annually).
4. Budgetary issues:

- The IAB conferred with Tom Burman, PSU's Athletics Director, and Sherri Frye, PSU's Assistant Athletics Director, on a monthly basis to review budgetary processes and allocations.
- Burman and Frye reviewed proposed budgetary reductions and potential implications. To date, the Athletics Department has been asked to reduce the 2001-2001 budget by \$130,000 and the 2002-2003 budget by \$225,000.
- Additionally, a *permanent* reduction of \$220,000 has been requested. *[How this reduction will be made is, at this point in time, not clear to the IAB. This will be discussed with the Athletics Director and the Assistant Athletics Director as it's assumed the IAB will be actively involved in these decisions and it's essential for the Athletics Department to continue to meet the budget.]*
- Burman and Frye proposed the elimination of men's golf. After discussion of men's golf within the overall context of PSU's athletics teams, the IAB voted to support the elimination of men's golf.
- Total budget for the Athletics Department is approx. \$7,250,000.

5. NCAA review:

- NCAA peer group interviewed the Chair of the IAB. Questions focused on several issues and topics. They asked questions on the topics and content of the IAB's meetings. Were substantial topics being reviewed? Was the IAB monitoring the budgets of the Athletics Department? They emphasized the need for a missed-class policy and stated that a policy needs to be in place as soon as possible. Other specific questions focused on the NCAA review. Has the IAB been involved in the review? In particular, they emphasized the importance of regular meetings and active involvement (ongoing, not simply for the review). They were also concerned with issues of equity and stated that the IAB needed to be actively involved in the resolution of these issues.
- Burman and Frye updated the IAB on issues related to academic integrity, fiscal integrity, equity, and rules & governance on a monthly basis.
- PSU is in "substantial conformity" in 12 of the 14 key principles. We are not in substantial conformity in "Scheduling" as a missed-class policy does not exist at PSU. Also, we are not in substantial conformity in equity (gender equity).
- Burman and Frye presented an action plan to attain gender equity. Key issues include: (1) Female participation (numbers); (2) Scholarship funds for women; (3) Recruiting funds devoted to women; (4) Travel budgets for women; (5) Travel policies; (6) Female head coaches; (7) Marketing of sports (women); (8) Athletic training room; (9) Publicity materials; (10) Equipment room; (11) Outside resources; (11) Assistant coaches (women); (12) Conditioning; (13) Campus resources; (14) Practice times.

- The key issue in the action plan is female participation (numbers). Measurable goals focus on increased participation rates of 8% in two years and 12% in five years. At PSU in 2000-01, females represented 56% of the students. Also, in 2000-01, 41% of PSU's student-athletes were females, a differential of 15%.
  - A missed-class policy has been compiled by the Student Affairs Committee. The policy was discussed, modified, and passed at the Faculty Senate. The IAB notes that a missed-class policy applies to all students as well as associated faculty. It's not limited to student-athletes.
6. NCAA "prongs:"
- The NCAA prongs have been discussed in relation to Title IX and issues of gender equity.
  - Prong I: The assessment of substantially proportionate participation opportunities. This indicates that athletic participation opportunities for women and men need to be substantially proportionate to the female/male student body undergraduate enrollment rates. For example, if 50% of the enrolled undergraduate students are female and 50% are male, then the athletic program participation numbers need to be substantially proportionate to these percentages (or, 50% female and 50% male).
  - Prong II: Basically an extension of Prong I, this refers to the ability to demonstrate a history as well as an ongoing practice of program expansion that is demonstrably responsive to the developing interests and abilities of the numerically under-represented gender.
  - Prong III: This focuses on provided opportunities, or if an institution is able to demonstrate that the interests and abilities of the under-represented gender have been, and/or are being, fully and effectively accommodated by the program.
7. Update on gender equity: Terri Mariani compiled the action plan to meet the goals of gender equity. The 3 prongs are discussed. As the ratio of males/females in Athletics (58%/42%) at PSU is not particularly comparable to the ratio of males/females on the campus (44%/56%), it's not likely we'll meet Prong I. It appears more likely that we'll be looking at a potential combination of Prongs II & III, demonstrating progress over time and/or meeting the needs of the campus community. A survey will be distributed, probably in the fall, to assess student interests in intercollegiate sports. For example, do we need to add women's sports? The survey results will help to refine approaches. IAB support of and assistance with the survey will be necessary. Need to demonstrate a "good faith effort." Title IX states clearly that gender equity is not supposed to be attained by decreasing or eliminating men's sports, but by active and demonstrable support of women's sports.
8. NCAA certification: Burman and Frye noted it's likely we'll be eventually certified with conditions. "With conditions" connotes that we're making progress.

9. Distribution of the NCAA reports:
  - The NCAA reports are available via [www.president.pdx.edu/reports/ncaa..](http://www.president.pdx.edu/reports/ncaa..) The site was distributed to the Senators on two occasions.
  - Copies of the report are available at the Millar Library.
10. Historical perspective: Lockwood, the Faculty Athletics Representative, reviewed the history of “reductions” in sports at PSU over the years.
11. PSU and the NCAA model:
  - How does PSU fit within the context of the NCAA-eligible model? For example, the age of the average PSU student is 27 or 28. If so, how do PSU's student-athletes fit into the model? This is somewhat confusing, especially the numbers and the model.
  - Burman and Frye will provide additional information and perspective on these issues.