

2-4-2002

Faculty Senate Monthly Packet February 2002

Portland State University Faculty Senate

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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 **February 4, 2002**, at 3:00 p.m. in room **53 CH**.
******* Reception in Alcove to follow immediately. *******

AGENDA

- A. Roll Call
- *B. Approval of the Minutes of the January 7, 2002, Meeting
- *C. Discussion Item - *The Student Conduct Code (Wendy Endress & Pamela Miller)*
- D. Brief Announcements
- E. Unfinished Business
 - *1. 2001 UCC Recommendations - Barham
- F. New Business
 - *1. Proposal to Amend the Constitution: *Article IV., Section 3., 4) Order of Business*
 - *2. Proposal to Change GPA Requirement for Entering Freshmen to 3.0 - Tetreault
 - *3. Proposal for Department Name Change: Civil & Environmental Engineering - Tetreault
 - *4. Proposal to Change Committee Reporting Schedule: Curriculum, Graduate, Library and Scholastic Standards - Burns
- G. Announcements and Communications from the Floor
Provost's Report
- H. Question Period
 - 1. Questions for Administrators
 - 2. Questions from the Floor for the Chair
- I. Reports from Officers of Administration and Committees
 - 1. Report of the Interinstitutional Faculty Senate Meeting of 1-2 February - Burns
 - 2. Vice President's Report on Development & Marketing - Withers
 - *3. Vice Provost for Student Affairs - Samuels
 - 4. Interim Report of the Intercollegiate Athletics Board - Frank
 - 5. ASPSU Report - Cunningham
 - *6. Interim Report on the President's Diversity Initiative - Lieberman
- K. Adjournment

***The following documents are included with this mailing:**

- B Minutes of the January 7, 2002, Senate Meeting
- C Discussion Item: Student Conduct Code
- E1 2001 UCC Recommendations
- F1 Proposal to Amend the Constitution: Article IV., Section 3., 4) Order of Business
- F2 Proposal to Change GPA Requirement for Entering Freshmen to 3.0
- F3 Proposal for Department Name Change
- F4 Proposal to Change Committee Reporting Schedule
- I-3 Vice Provost for Student Affairs
- I-6 Interim Report on the President's Diversity Initiative

Secretary to the Faculty

(503) 725-4416/facs5-4499 • 341CH • andrewscolliers@pdx.edu

2001-02 Rosters: FACULTY SENATE, ADVISORY COUNCIL, & IFS

*****PSU FACULTY SENATE*****

Pres. Officer: S. Burns **P.O. Pro tem:** K. Ketcheson
Steering Cmttee: D. Carter, R. Mercer,
 P. Wetzel, & Dee Thompson (ConC) *Ex officio*

All Others

Fortmiller, Daniel	IASC	2002
Hoffman, Agnes	ADM	2002
*O'Grady, Esther (for Reynolds)	HRC	2002
*Collie, Sam (for Taggart)	OIT-DO	2002
Franz, Sandra	HS	2003
Glanville, Kimberly	IASC	2003
Hagge, Tim	CAPS	2003
Ketcheson, Kathi	OIRP	2004
Thompson, Dee	CARC	2004

Business Administration

Kenny, William	SBA	2002
Rogers, Rodney	SBA	2002
Cabelly, Alan	SBA	2003
Philbrick, Donna	SBA	2003
Bizjak, John	SBA	2004
Pfeiffer, William	SBA	2004

Education

Chaille, Christine	ED	2002
Wosley-George, Elizabeth	SPED	2002
Chenoweth, Thomas	ED	2003
Falco, Ruth	SPED	2003
Cress, Christine	ED	2004
O'Connor, Sorca	ED	2004

Engineering and Computer Science

Anderson, Timothy	ETM	2002
Rectenwald, Gerald	ME	2002
Daasch, W Robert	ECE	2003
Lall, Kent	CE	2003
Casperson, Lee	ECE	2004
Hall, Douglas	ECE	2004

Extended Studies

Walsh, Victor	PDC	2002
*Harmon, Steven (for Feeney)	XS-SS	2003
Robinson, Rebecca	XS-IS	2004

Fine and Performing Arts

Sestak, Barbara	ARCH	2002
Barton, Rudolph	ARCH	2002
Fosque, Walton	ART	2003
Knights, Clive	ARCH	2004
Kristof, Jane	ART	2004

Library

Kern, Mary Kristen	LIB	2002
Wang, Jian	LIB	2003
Hixson, Charles	LIB	2004

Other Instructional

*Flower, Michael	HON	2002
*Labissiere, Yves	UNST	2003
Wollner, Craig	IMS	2004

Liberal Arts and Sciences

Becker, Lois	HST	2002
Carter, Duncan	ENG	2002
Crawshaw, Larry	BIO	2002
*Cummings, Michael (for Goucher)	GEOL	2002
*Dieterich, Thomas (for Enneking)	LING	2002
*Enneking, Marjorie (for Fisher)	FLL	2002
George, Linda	CSE	2002
Mercer, Robert	CLAS	2002
*Tableman, Mara (for Works)	MTH	2002
Ames, Kenneth	ANTH	2003
Bjork, Gavin	MTH	2003
Bleiler, Steven	MTH	2003
*Brower, Barbara (for Gilbert)	GEOG	2003
*Haaken, Janice (for Reece)	PSY	2003
*Hillman, Stan (for Adajian)	BIO	2003
*_____ (for Holloway)		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
*Reeder, Stephen (for Liebman)	LING	2004
Wetzel, Patricia	FLL	2004

Social Work

Brennan, Eileen	SSW	2002
Kiam, Risa	SSW	2002
Hunter, Richard	SSW	2003
Talbott, Maria	SSW	2003
Lehman, Constance	SSW	2004
Nissen, Laura	SSW	2004

Urban and Public Affairs

Chapman, Nancy	USP	2002
Heying, Charles	USP	2002
Sussman, Gerald	USP	2002
Brodowicz, Gary	PHE	2003
Shinn, Craig	PA	2003
Gelmon, Sherril	PA	2004
Jolin, Annette	JUST	2004

*****ADVISORY COUNCIL*****

Robert Mercer, CLAS (2000-02) *Chairperson*

Scott Burns, GEOL (2000-02)

Craig Wollner, UNST (2000-02)

Lois Becker, HST (2001-03)

Duncan Carter, CLAS (2001-03)

Nancy Bowers (for Perrin) OIT (2001-03)

INTERINSTITUTIONAL FACULTY SENATE

Scott Burns, GEOL (to Jan. 2003)

Duncan Carter, ENG (to Jan. 2004)

Elizabeth Furse, SOG (Jan. 2002 to Jan. 2005)

Craig Wollner, IMS *IFS Past President* (2002)

New Senators are indicated in italics

**Interim appointments indicated by asterisk*

January 16, 2002

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, January 7, 2002
Presiding Officer: Scott Burns
Secretary: Sarah E. Andrews-Collier

Members Present: Agorsah, Ames, Anderson, Arante, Becker, Biolsi, Bleiler, Brodowicz, Burns, Carter, Casperson, Chaille, Chapman, Chenoweth, Collie, Crawshaw, Cress, Cummings, Daasch, Dieterich, Falco, Flower, Fosque, Franz, Gelmon, George, Glanville, Haaken, Hagge, Hall, Harmon, Hillman, Hixson, Hoffman, Hunter, Jacob, Kern, Ketcheson, Knights, Lehman, L. Mercer, R. Mercer, O'Connor, O'Grady, Palmiter, Reder, Robinson, Rogers, Rosengrant, Rueter, Sestak, Shinn, Shusterman, Sussman, Tableman, Talbott, Thompson, Walsh, Weasel, Wetzell, Wollner.

Alternates Present: Barham for Fortmiller, Heuser for Jolin, Rad for Lall.

Members Absent: Barton, Bjork, Brennan, Brower, Cabelly, Enneking, Heying, Holloway, Kenny, Kiam, Labissière, Nissen, Rhee, Pfeiffer, Philbrick, Rectenwald, Wang, Wosley-George.

Ex-officio Members

Present: Andrews-Collier, Bernstine, Brown, Feyerherm, Kaiser, Kenton, Koch, LaTourette, Lieberman, Livneh, Pernsteiner, Pffingsten, Pratt, Rhodes, Samuels, Tetreault, Toulan, Ward, Withers.

NOTE: The following Order of Business, effective for six meetings, was instituted by the Steering Committee pursuant to the charge of the Senate on March 5, 2001. **January 2002 was the last of six.**

A. ROLL CALL

B. APPROVAL OF THE MINUTES

The minutes of the December 3, 2001, Meeting were approved with the following corrections:

Flower and Kristof were present.

C. DISCUSSION ITEM - *THE COURSE SCHEDULE*

HOFFMAN noted the program is in three parts. Hoffman will give background data, Cindy Baccar will detail the scheduling process, and Pratt will review OAA aspects of authority and decision-making.

HOFFMAN noted the essence of the issue is recent enrollment increases. Winter

2002 is up 10%, and in the last five years enrollment has increased 26%. There are 155 classrooms scheduled for 7,500 students at any given time. Of the 155 classrooms, 73 rooms (47%) are scheduled by OAR with scheduling software, 28 rooms (18%) are shared by academic departments and OAR, and 54 (35%) rooms are controlled exclusively by academic departments. A 1999 study showed that PSU classrooms are schedule at 36 hours per week, while the optimum rate is considered to be 33 hours per week, and efficiency has increased since then. The most underutilized days and times are early mornings and afternoons, and all day Fridays, Saturdays and Sundays. The peak hours are Monday through Thursday at 10 a.m. during which times 4500 students can be found in classrooms. The study also indicated that only 42% of the classrooms scheduled by the university were being scheduled according to "best fit" at which point the request was made to adhere to a schedule grid. Subsequently, working with OIRP, OAR conducted a study, which asked students what their preferences were for class time, and broke out those choices by variables such as year in school, etc. In summary, out of 1660 students who completed the survey, the first choice was Tuesday-Thursdays, and the close second choice was Monday-Wednesday-Fridays, and the third choice was Monday-Wednesdays. The first choice for time of day was 10-2, and the other two preferences were 2-4 and before 10 am. Undergraduates preferred morning and early afternoon, graduates varied more, but overall they preferred evening more than undergraduates. The majority of full-time students preferred morning and day class, and the majority of part-time students preferred afternoon and evening classes.

HOFFMAN yielded to Cindy Baccar, OAR, to discuss the scheduling process. BACCAR noted the process, executed by two individuals, has three parts, building the course schedule, assigning the rooms, and readying the total package for print and on-line versions. Additionally, at any given time, work is going on for multiple terms. "Schedule 25," is the automated software used to schedule the general pool of classrooms, and includes capability for many variables, including proximity of the classroom to the home department. In-grid requests are accommodated first, and out-of-grid requests are added second. After departments schedule their 28 shared rooms, these are added to the list of available rooms. After the rooms controlled by departments have been scheduled internally, they are considered for availability, but not through "Schedule 25." If the room is needed, the department is called with the request. Technology and large classrooms are done by hand as well, by a team of people with expertise in the use of these rooms. If, after rooms are assigned, a change is desired, faculty may file a request form for a change. Ad hoc scheduling, for a special event, etc. is held off until the second week of term if possible, so that the schedule has stabilized.

PRATT noted that this item may involve policy issues, for example one of our sister institutions claims they are completely out of space serving 14,000 students, as compared to our 17,500. There are games played, so prior enrollment is used to estimate enrollments, etc. The process is intended to be an annual process. It has to be done enough ahead of time so optimization can be checked with respect to student headcount, budget requests for access dollars, etc. In load courses have priority in the

general classrooms over customized courses, as well as in shared classrooms. New and or temporary classroom space has been recently added in the PCAT building, the 4th Avenue Building, the Legal Arts building, and the University Center. Last year, PSU purchased the Art Institute building, and will be moving classes in as they vacate. Additionally, the Long House building, and the Northwest Center for Science and Engineering will provide space at some future date. The take home message is that we are trying to put as many students in the seats that we have, in the most optimum way possible.

REUTER asked for examples of departmentally controlled classrooms that are not studios or labs, and if Faculty Senate presents a problem occupying 53CH out-of-grid. PRATT stated that, with respect to Senate use of 53CH, that the 2-4 time isn't very important, but after 4 p.m. it starts to become so. HOFFMAN indicated that SBA 190 is an example of a department room that is not a studio or lab.

WETZEL asked if every department has at least one exclusive classroom. Baccar stated no. PRATT stated that if you include small seminar/conference rooms, that description might apply.

SHUSTERMAN stated that the Sciences faculty has seen erosion of the number of departmentally controlled rooms for meetings, seminars, etc. The model that says unscheduled departmentally controlled rooms are up for grabs is counterproductive to the departments' efforts to increase enrollment. PRATT stated that those rooms are not up for grabs in "Schedule 25," departments can say no to room requests, and they regularly do. Confusion exists with respect to shared rooms, which the university does schedule if they are not being used.

TALBOTT asked if there is a departmental priority in the standard time grid. PRATT stated the only priority is for regular over customized courses.

D. BRIEF ANNOUNCEMENTS

ADDED TO TODAY'S AGENDA:

J. Discussion Item Proposal

The Secretary has recorded the following changes in Senate and Committee appointments since 3 December 2001:

Committee on Committees: Dee Thompson has replaced David Holloway as Chair, effective 7 January 2002.

2002 Graduate Council: Roy Koch, Chairperson. Agnes Hoffman to fill AO vacancy, Harold Briggs to replace Nelson, Jeanette Palmiter to replace Shaghnessy, Sue Danielson to replace Reder, Stanley Hillman to replace Brannan.

2002 Curriculum Committee: Mary Ann Barham, Chairperson. William LePore to replace Bluestone, Carol Morgaine to replace Laffierrière, Xiaoyo Song to replace Hall.

2002 Library Committee: Mary King to replace Schuler, Mark Gregory to replace Yeakley, Ann McClanan to fill vacancy.

2002 Scholastic Standards committee: Candyce Reynolds, Chair, Alan McCormick to replace Fortmiller, Mingdi Yan to replace Dieterich.

E. UNFINISHED BUSINESS

None.

F. NEW BUSINESS

1. Graduate Council Course and Program Proposals

R.MERCER/TABLEMAN MOVED THE SENATE APPROVE "F-1, Item I. A. Special Education new course proposals and course changes."

THE MOTION PASSED by unanimous voice vote.

WETZEL/REDER MOVED THE SENATE APPROVE "F-1, Item I. B. M.A./M.S. in Interdisciplinary Studies: New Degree Program Proposal."

HAAKEN stated she was dumbfounded to find that this proposal will exclude most of the interdisciplinary programs at PSU. These programs generally have much more experience with interdisciplinary studies than any regular programs. Therefore she and R.Mercer propose a three-part amendment.

HAAKEN/R.MERCER MOVED TO AMEND the proposal for the M.A./M.S. in Interdisciplinary Studies, as follows: Attachment, part 1.

REDER stated the Graduate Council is not attempting to exclude these folks, but felt that each degree needed some representation of faculty with expertise in graduate supervision. However, Haaken's point with respect to interdisciplinarity is well taken.

WETZEL noted the original language does not address that problem, for example, although she sits on graduate committees, she represents a program with no graduate degrees.

KOCH asked, if the basic structure of the program requires the student to craft a degree program which includes courses from 2-3 graduate departments, how does the student craft a program where there are no graduate level courses.

R.MERCER expressed his gratitude that the proposal has come this far, after so many years of effort. A motivator for developing this program was from students interested in disciplines, for example, Philosophy, which offers some graduate courses but no degree. The intent of the amendment is to allow, for example, a Philosophy of Mathematics degree.

GEORGE yielded to Johanna Brenner, WS. BRENNER noted the first amendment speaks to which departments are excluded, and the second amendment speaks to which faculty members may be advisor and serve on a student's committees. Departments, including Women Studies and Chicano-Latino Studies, and until recently Family Studies, are refused permission to offer graduate courses because they don't offer graduate degrees. The interdisciplinary degree program would enable them to offer graduate courses without having to support a full graduate degree program. By locating interdisciplinary graduate programs only in masters' degree programs, this will continue to exclude smaller departments from having any graduate offerings. See, for example, the problems encountered by of Family Studies.

FEYERHERM noted that the informational item on page 4 of "F1" should address Brenner's concern.

BLEILER stated the amendment contains excellent rationale for opening up participation by other departments, however the amendment as worded goes too far in that direction because there is no guarantee that faculty will have graduate level experience. It is a matter of getting the right balance. We might change "program" to "department" in the original proposal, and as these departments have courses approved they will become graduate departments.

TABLEMAN stated Bleiler's comment was well made, and noted this points out that we need to have the graduate school to decide who is graduate faculty.

R.MERCER stated if the intent is that departments, which offer graduate courses, may participate, maybe the first amendment could be withdrawn.

HAAKEN stated there are two separate issues, 1) whether a program generates sufficient graduate coursework, and 2) whether there is sufficient faculty expertise to supervise the graduate work. If those two criteria are met, there is no reason to exclude a department.

WETZEL asked if there are formal criteria for faculty serving on committees. KOCH stated that faculty must be tenure-related. WETZEL noted that, aside

from these, it is her understanding there are no other restrictions on faculty serving outside a department.

O'CONNOR yielded to Carol Morgaine, CFS. MORGAINE stated the bias expressed by these colleagues doesn't take into account faculty expertise gained prior to arriving at PSU, etc.

BRENNAN asked if library resources are available to support these interdisciplinary degrees.

GELMON asked if any degree program has a protocol for determining who is allowed to be a graduate advisor at PSU. KOCH stated there is nothing formal in the university. KOCH noted a similar program exists at OSU, but they do have a graduate faculty. What we use at PSU as a surrogate for graduate faculty is residence in a department which has graduate programs. FEYERHERM noted there are only informal protocols.

GEORGE yielded to Johanna Brenner, SOC. BRENNER stated that never in all her years at PSU has she encountered this notion of a division between faculty, that some people are being considered incapable of supervising graduate work, and it is shocking. Applause. BRENNER continued, although she is a member of a department with no graduate degrees, she has served on a number of graduate committees. Furthermore, although she was invited to be an affiliate faculty in Sociology, and therefore supervises Sociology graduate degrees, she does not credit Sociology for this authority. BRENNER noted she is a sociologist, with a Ph.D. in Sociology, and did not have to be mentored or take a test to supervise graduate study. She continued, noting that she was mystified at the gate keeping concerns, which seem to be at play here, that are not at play in our academic departments. When you are hired in a department, your faculty has accepted you and has expressed confidence in you. That is your credential for participation in graduate studies. It feels as if the departments that are newer, or express newer areas of scholarship, or that come out of a different trajectory are being seen to represent inferior disciplines. Maybe Womens Studies, for example, doesn't want a traditional advanced degree, but wants to cooperate, combine, or create something new. Please reconsider this super-scrutiny of the capabilities of the faculty. As for oversight, this proposal has the coordinator of graduate studies on the admissions committee, there is involvement by Graduate Studies, etc. and that ought to be good enough.

TABLEMAN stated that she just read the proposal, and there is a misunderstanding with respect to exclusion. However, in her department, Math, there is some faculty without Ph.D.s and there are generational differences between older teaching faculty and younger research faculty, although the former are nearing retirement. She continued, at universities with a Graduate School, graduate faculty are identified as such.

BROWN stated she wished to reiterate Brenner's remarks with respect to her previous participation in interdisciplinary programs. The student perspective, with or without this amendment, is that the primary advisor needs to have interdisciplinary advising experience.

WETZEL/WOLLNER MOVED to table the motion.

THE MOTION TO TABLE PASSED by unanimous voice vote.

SHINN requested that the proposal be returned to Graduate Council with directions, including the following: 1) the proposal has considerable support; 2) the program should be inclusive of faculty; and, 3) the governance and oversight of the degree program must be carefully stipulated. BRENNAN requested the issue of Library resources be revisited as well. KOCH acknowledged these directions, but noted there is no way of knowing about library resources.

*Assoc. Dean
Social Work*

KOCH directed the Senate to "F-1, Part II.," noting that it is for information only.

2. Curriculum Committee Course and Program Proposals

BARHAM introduced the proposals for the 2001 committee.

HALL/HILLMAN MOVED THE SENATE APPROVE College of Engineering & Computer Science program and course changes and course proposals in "F-2."

THE MOTION PASSED by unanimous voice vote.

WOLLNER/CUMMINGS MOVED THE SENATE APPROVE College of Liberal Arts & Sciences program and course changes and course proposals in "F-2," including the following corrected course descriptions, p. 4:

Phil 455/555 Morality and Health Care (4) Change in title and description to clarify distinction between than and new courses below.

Phil 481-3/581-3 Biomedical Ethics (4,4,4) New three-term sequence that provides a practical bioethics education in clinical health care, biomedical and behavioral research, and public policy **offered in cooperation with the Program for Ethics, Science and Environment at OSU.**

ROSENGRANT noted there is also an error in the Foreign Languages course listing, FLL101-103 should be corrected to read **GRK101-103.**

THE MOTION PASSED by unanimous voice vote.

CHAPMAN/MERCER MOVED THE SENATE APPROVE College of Urban & Public Affairs course changes and proposals in "F-2."

THE MOTION PASSED by unanimous voice vote.

COLLIE/REDER MOVED THE SENATE APPROVE School of Business Administration program and course changes and course proposals in "F-2."

THE MOTION PASSED by unanimous voice vote.

AMES/LABISSIERE MOVED THE SENATE APPROVE Graduate School of Education program and course changes and course proposals in "F-2."

THE MOTION PASSED by unanimous voice vote.

FOSQUE/MERCER MOVED THE SENATE APPROVE School of Fine & Performing Arts program and course changes and course proposals in "F-2."

THE MOTION PASSED by unanimous voice vote.

3. 2001 Curriculum Committee Recommendations

BARHAM presented the recommendations. Hearing no questions, the Presiding Officer noted that a motion would be entertained at the February meeting.

G. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

BERNSTINE spoke briefly, noting that the Governor's budget was announced today. It includes some fairly extensive cuts, including some targeted cuts in CECS and Veterinary Medicine. There is no reason to panic however. The projected date for the Legislature to reconvene is around February 7-8.

Provost's Report

TETREAULT noted that Burns requested she discuss Searches and she has some comments on Enrollment Management. Given the importance of the quality of faculty to the university, the decision was made to move ahead with searches in spite of budget concerns. The qualifications of candidates are quite high and there is lots of interest in PSU. In addition to resignations and retirements, as a result of the improved budget in the previous biennium new tenure-track positions were added, 5 in 1999-00, and 7 more in 2000-01. There are 7 new positions as a result of engineering and computer science funding. There are 5 tenure-track and 7 fixed-term positions as a result of increased enrollment and access dollars. The proposal to move resources from UNST to departments has resulted in 2 tenure-track searches for HST and 1 for GEOG. In summary, in 1999-2000, we hired 38 tenure track faculty, in 2000-01 we hired 32, and this year there are 39 tenure-track searches.

TETREAULT noted the President's Diversity Initiative recognizes a department for hiring a historically underrepresented person of color, with an award of 25% of that salary rate for three years. In 1999-2000, 5 of the 38 faculty hired represented this category, and in 2000-01, 7 of the 32 faculty hired represented this category. The Provost comes into the search when the department has prepared their final recommendations, to talk about what the pool looks like and what has been done. The most important contributor to success has been broadening the job description; for example, the Psychology department had three iterations of a job description, which increased the pool dramatically. Additionally, departments' being up front about diversity has increased their success. Other contributors to success have been the diversity resource team, chaired by Devorah Lieberman, and the sharing of successful department experiences. The feedback has been very positive with respect to the Diversity Initiative awards because the fund follows the faculty member, solidifying the bond between the department and the faculty member.

The Executive Enrollment Management Team has considered raising the entering Freshman GPA from 2.5 to 3, and is forwarding that recommendation to the Academic Requirements Committee. The average entering GPA is presently 3.2. Should that recommendation move forward, there would be various strategies to protect access.

The Planning Committee and sub-committees on vision and values, have prepared a draft document which is on the Urban Portfolio web page:

http://portfolio.pdx.edu/Portfolio/PSU_Vision/Planning_Minutes/.

Faculty focus groups will be organized in February and March to respond to the draft. Focus groups will be conducted by Martha Balshem, Leslie McBride, Peter Collier, and Kerth O'Brien, and faculty are urged to participate if contacted.

H. QUESTION PERIOD

There were no questions.

I. REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

1. Inter institutional Faculty Senate Meeting of 7-8 December 2001 Report

WOLLNER referenced the report, "I-1", and noted that in addition, at their December 21 meeting, the OUS Board passed a resolution to add one of the student members of the board to the Chancellor Search Committee, but not a faculty member. The new Search Committee Chair, Jim Willis, stated emphatically that he would include faculty input. Another unnamed board member also said he is proactive in this regard.

The new officers of IFS are listed on the IFS web page:
<http://darkwing.uoregon.edu/~ifs/ifs.html>

The Presiding Officer thanked Wollner for his service as IFS Senator for three years, and IFS President last year. Applause.

2. Faculty Development Committee Semi-Annual Report

KETCHESON presented the report and took questions.

REDER asked what the ratio of proposals is to the number of travel awards. KETCHESON noted the report in June gives that data, and stated this year that there will be fewer awards. She noted they are happy to see travel funds double this year.

3. President's Internationalization Initiative

LIEBERMAN noted that last year an ad hoc committee put together the recommendation with respect to this initiative (see "I-3"), and there is an Internationalization Council in place this year to continue the work.

4. ASPSU Report

CUNNINGHAM was not available to make the report.

J. DISCUSSION ITEM PROPOSAL

WEASEL presented a proposal to discuss the Student Conduct Code, to be moderated by Wendy Endress and Pamela Miller.

REUTER/KETCHESON MOVED the Senate terminate discussion items.

THE QUESTION WAS CALLED.

THE MOTION FAILED by majority voice vote.

CALL FOR A QUORUM. There were 45 members present.

WOLLNER/COLLIE MOVED the proposal to discuss the Student Conduct Code, and to continue the Order of Business currently in place for an additional month.

THE MOTION PASSED BY UNANIMOUS VOICE VOTE.

K. ADJOURNMENT

The meeting as adjourned at 5:08 p.m.

Course Scheduling at Portland State

Background

➤ 26% increase in headcount and credit hours in most recent fall terms, 1996-01.

➤ 155 classrooms* having approximately 7,500 seats are scheduled each term.

73 (47%) are general pool rooms scheduled by Admissions & Records

28 (18%) are shared by academic departments and Admissions & Records

54 (35%) are controlled by academic departments.

*Dedicated-use classrooms such as labs and studios are not included.

➤ The optimum OUS standard of classroom use is 33 hrs/wk. Portland State is at more than 36 hrs/wk.

➤ The most under-utilized days and times include early morning and afternoons daily, plus all hours on Fridays, Saturdays, Sundays.

➤ At peak hours (M-TH at 10 am) approximately 4,500 students are enrolled in class.

➤ 1999 Facilities "Best Fit" analysis demonstrated that only 42% of classrooms were correctly assigned, that is, enrollment was within room capacity category (<29, 30-49, 50-74, 75-99, 100-149, 150+). Classroom Scheduling Protocols were defined in 2001 to maximize classroom utilization and fit.

➤ Classroom optimization is negatively impacted by non-standard classroom time blocks. Many M-W and T-TH class time blocks pull classrooms out of usage for long periods of time and/or times which overlap fractions of hours, leaving most of the remaining hour vacant.

In addition, non-standard time blocks negatively impact students' opportunity to optimize credit hours and course selection.

➤ 2001 web survey of 1,616 registering students indicated preferences:

Day of Week

- First choice pattern is T-TH (35%)
- M-W-F (34%)
- M-W (26%)

Time of Day

- 10 am – 2 pm (47%)
- 2 pm – 4 pm (29%) and before 10 am (29%)

Class Level

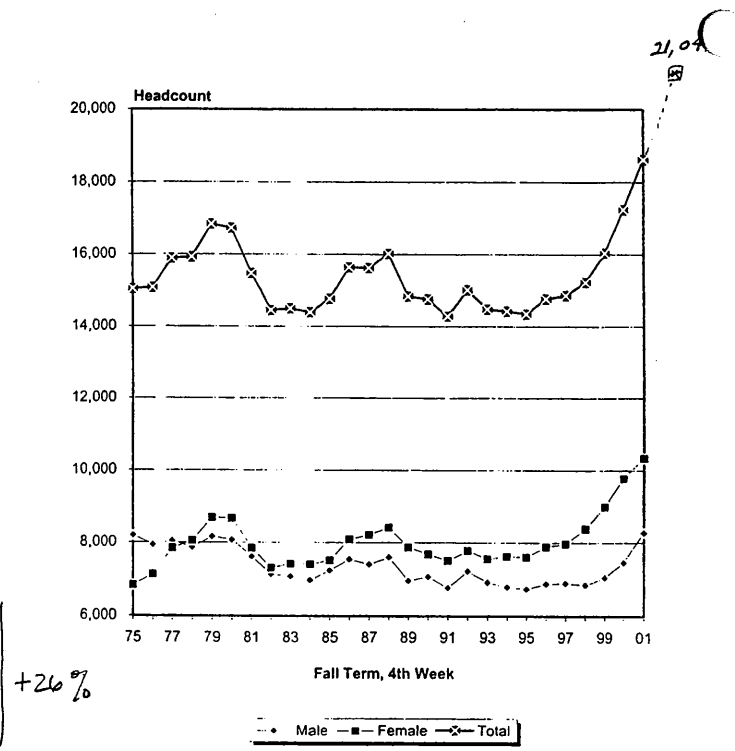
- UG prefer morning and early daytime classes. GR are more variable, but more likely than UG to prefer PM classes.

Carrying Load

- The majority of full-time students prefer morning and daytime classes. Part-time students are more likely to prefer afternoon and evening classes.

TABLE 3.1.1 and GRAPH 3.1.1
Student Headcount by Gender 1975-76 to 2001-02
Fall Terms, 4th Week

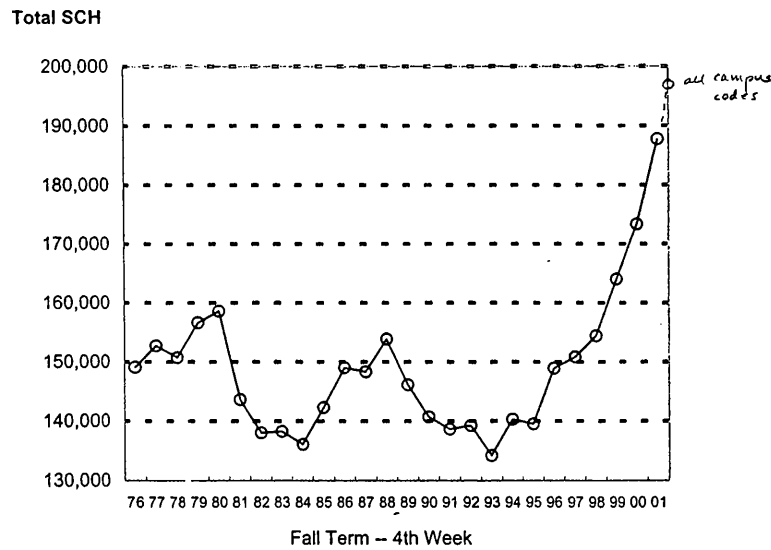
	MALE		FEMALE		TOTAL
	#	%	#	%	
1975-76	8,195	54.5	6,843	45.5	15,038
1976-77	7,938	52.7	7,132	47.3	15,070
1977-78	8,039	50.6	7,849	49.4	15,888
1978-79	7,871	49.4	8,053	50.6	15,924
1979-80	8,158	48.4	8,683	51.6	16,841
1980-81	8,068	48.2	8,662	51.8	16,730
1981-82	7,619	49.2	7,852	50.8	15,471
1982-83	7,137	49.4	7,312	50.6	14,449
1983-84	7,075	48.8	7,422	51.2	14,497
1984-85	6,979	48.5	7,411	51.5	14,390
1985-86	7,242	49.0	7,526	51.0	14,768
1986-87	7,550	48.3	8,090	51.7	15,640
1987-88	7,410	47.4	8,211	52.6	15,621
1988-89	7,605	47.5	8,416	52.5	16,021
1989-90	6,964	46.9	7,874	53.1	14,838
1990-91	7,070	47.9	7,688	52.1	14,758
1991-92	6,769	47.4	7,516	52.6	14,285
1992-93	7,225	48.1	7,787	51.9	15,012
1993-94	6,920	47.8	7,566	52.2	14,486
1994-95	6,791	47.1	7,635	52.9	14,426
1995-96	6,735	46.9	7,613	53.1	14,348
1996-97	6,880	46.6	7,888	53.4	14,768
1997-98	6,893	46.4	7,970	53.6	14,863
1998-99	6,849	45.0	8,381	55.0	15,230
1999-00	7,050	43.9	8,991	56.1	16,041
2000-01	7,463	43.3	9,778	56.7	17,241
2001-02	8,276	44.4	10,344	55.6	18,620



SOURCE: Table 3.1.

TABLE 3.1.3 and GRAPH 3.1.3
Total SCH - Average Carrying Load (Credits)
1976-77 to 2001-2002 (Fall Terms, 4th Week)

Year	Total SCH	Total Headcount	Average Load
1976-77	149,095	15,070	9.89
1977-78	152,756	15,888	9.61
1978-79	150,750	15,924	9.47
1979-80	156,676	16,841	9.30
1980-81	158,586	16,730	9.48
1981-82	143,610	15,471	9.28
1982-83	137,994	14,449	9.55
1983-84	138,238	14,497	9.54
1984-85	136,056	14,390	9.45
1985-86	142,305	14,768	9.53
1986-87	148,992	15,640	9.49
1987-88	148,315	15,621	9.61
1988-89	153,902	16,021	9.85
1989-90	146,123	14,838	9.53
1990-91	140,701	14,758	9.70
1991-92	138,617	14,285	9.27
1992-93	139,224	15,012	9.26
1993-94	134,159	14,486	9.72
1994-95	140,278	14,426	9.72
1995-96	139,518	14,348	9.72
1996-97	148,929	14,768	10.08
1997-98	150,833	14,863	10.15
1998-99	154,454	15,230	10.14
1999-00	164,014	16,041	10.22
2000-01	173,350	17,241	10.05
2001-02	187,741	18,620	10.08



SOURCE: Tables 3.1 and 3.2 (including prior Statistical Portraits).

Space Wars

A Room With A View

3 Keys to Scheduling:



Bon Bons

How Classroom Scheduling

Works at PSU

Scheduling Team

- Niko Lande -- Scheduling Officer
- Jeff Sanders -- Scheduling Assistant
- Build term schedule into SIS to support registration and on-line grading
- Classroom assignments
- Publication of *Schedule of Classes* - print and web version

Definitions

- General Pool Classrooms -- (73)
general purpose classrooms and seminar rooms scheduled centrally by Admissions & Records using automated scheduling software
- General Pool/Shared Classrooms -- (28)
certain departments have priority use in centrally scheduled rooms through 1st draft

Definitions (cont)

- Departmentally Controlled Rooms -
 - 54 general purpose classrooms and seminar rooms scheduled by academic departments
 - an assortment of dedicated use rooms such as studios, classlabs, computer labs, etc.

Definitions (cont)

- Schedule 25 --
 - an automated room scheduling tool used to assign the general pool rooms
 - Maximizes space utilization base on:
 - meeting time (day/hour)
 - class enrollment size
 - physical features required
 - building preference

Definitions (cont)

- Class Schedule Time-Grid
- Standard Meeting Patterns --
 - MWF & TR day patterns
 - Evening Patterns
- Following the standard grid allows for
 - maximum space utilization
 - complimentary/flexible scheduling for students

General Pool - Admissions & Records Controlled Rooms

- 73 rooms
- roomed using Schedule 25
- don't accept requests for specific rooms or buildings
- meeting time must fall into standard time-grid for priority placement
- after in-grid request are roomed, out-of-grid courses will be roomed as space allows

General Pool/Shared Rooms

- 28 rooms
- must be In-Grid for priority placement
- enrollment size should be compatible with room size
- are available to other departments in S25 after priority placements have been made

Departmentally Controlled Rooms

- 54 general purpose rooms
- scheduled by departments for their classes
- In-Grid or Out-of-Grid
- class enrollment should be compatible with room size
- space unused after 1st draft is available for general purpose use if needed. Department schedulers will be notified.

Technology/Large Classrooms

- 13 Lecture Style Technology Classrooms
 - 4 Computer Station Classrooms
 - 5 Distance Education Classrooms
 - 15 Large Classrooms (80 capacity or more)
- Requested by submitting the Special Classroom Request Form (Green Form)

Room Change Requests

- Submit request via Course Section Maintenance Form (CSM or blue form)

- Specify reason for change

Example:

-- increase/decrease capacity due to enrollment change

-- physical feature need

Ad Hoc Scheduling

- One-time events related to academic classes are generally scheduled after the 2nd week of the term to allow room changes and enrollment needs for full term classes to be met first.

3 Keys to Scheduling?



Bon Bons

Questions??

Summary – Classroom Scheduling

- Objective: Optimize classroom usage to accommodate enrollment demand (based on prior year enrollment).
- Process: Annual calendar linked
 - Multiple schedule runs,
 - Publication cycle for time schedule,
 - Budget process.

Scheduling priorities

- #1: In-load, credit bearing courses with standard meeting times.
- #2:
 - Customized courses
 - “Off-grid” courses
 - Non-credit courses

Facilities Update

- NEW
 - PCAT
 - FAB
 - UCB
- Potential
 - Art Institute
 - Long House
 - NWCSE

Space Committee

- Provost
- Vice Provost,
Academic Personnel
and Budget
- Vice President for
Finance and
Administration
- Director of Facilities

Amendments to the Proposal for the MA/MS in Interdisciplinary Studies

1. The Proposal excludes from participation in the degree any Departments or Programs that currently do not offer MA/MS degrees. These would be, at least, Women's Studies, Chicano/Latino Studies, Black Studies, Family Studies, Philosophy. We cannot see the justification for excluding these fields of study. The purpose of the interdisciplinary degree is precisely to provide the broadest possible choices for mature students to create a program of study that draws on whichever fields are most appropriate to their intellectual and career goals, the problems/issues they wish to explore, etc.

We therefore propose the following amendments:

Under Course of Study:

If two departments: 48 credits in two participating departments or programs....

If three departments: 48 credits in three participating departments or programs....

Under Resources:

Faculty will be drawn from teaching faculty in current departments and programs...No additional resources...are necessary to offer this program, beyond existing department and program resources.

2. The Proposal places strictures on faculty participation that overly circumscribe the ways in which Departments and Programs can choose to utilize this degree.

We therefore propose the following amendment:

Under Admission requirements:

DELETE: One faculty adviser (in a two-department program) or two faculty advisers (in a three-department program) should have experience as chair of a master's or doctoral committee in which the degree was granted within the past three years. Each faculty member may have only two appointments to MA/MS Interdisciplinary Studies committees at any one time.

3. The Proposal locates decisions for admission to graduate study for this degree outside of the Departments/Programs whose faculty will be actually teaching and supervising these students.

We therefore propose the following amendment:

SUBSTITUTE: the following paragraph for the first paragraph, top of page 7:

Admission decisions will be made by a committee composed of the Coordinator of Graduate Studies and a designated representative from each of the Departments or Programs proposed by the applicant.

Jan Haaken
Robert Mercer

C.

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DIVISION 31

STUDENT CONDUCT CODE

(ED. NOTE: The 1971-72 Portland State University Undergraduate and graduate catalog issues filed with the Secretary of State as Parts 1 and 2 of Administrative Order PSU 1 were repealed by Administrative Order PSU 11, filed and effective 2-22-77.)

Purpose, Authority, Application, Effective Date

577-31-005 [PSU 1, f. 12-14-71;
Repealed by PSU 2-1980,
f. & ef. 9-4-80]

Proscribed Conduct

577-31-010 [PSU 1, f. 12-14-71;
Repealed by PSU 2-1980,
f. & ef. 9-4-80]

Charges, Hearing Procedures, and Records

577-31-015 [PSU 1, f. 12-14-71;
Repealed by PSU 2-1980,
f. & ef. 9-4-80]

Appeals and Decision by the President

577-31-020 [PSU 1, f. 12-14-71;
Repealed by PSU 2-1980,
f. & ef. 9-4-80]

Types of Disciplinary Sanction

577-31-025 [PSU 1, f. 12-14-71;
Repealed by PSU 2-1980,
f. & ef. 9-4-80]

Student-Faculty Hearing Committee

577-31-030 [PSU 1, f. 12-14-71;
Repealed by PSU 2-1981,
f. & ef. 9-10-81]

General Policy

577-31-105 [PSU 17(Temp), f. & ef. 9-15-77;
PSU 21, f. & ef. 12-13-77;
Repealed by PSU 1-1982,
f. & ef. 4-22-82]

Proscribed Conduct

577-31-110 [PSU 17(Temp), f. & ef. 9-15-77;
PSU 21, f. & ef. 12-13-77;
Repealed by PSU 1-1982,
f. & ef. 4-22-82]

Procedures

577-31-115 [PSU 17(Temp), f. & ef. 9-15-77;
PSU 21, f. & ef. 12-13-77;
Repealed by PSU 1-1982,
f. & ef. 4-22-82]

Types of Disciplinary Sanction

577-31-120 [PSU 17(Temp), f. & ef. 9-15-77;
PSU 21, f. & ef. 12-13-77;
Repealed by PSU 1-1982,
f. & ef. 4-22-82]

General Policy

577-31-125 (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. Students are expected to conduct themselves in a manner consistent with these principles.

(2) A student whose conduct is not in keeping with the standards of the University as described in this code is subject to disciplinary action. The procedures for that action are educative in nature and are intended to lead to self-evaluation and accountability.

(3) The procedures of this code allow the full benefit of due process of law with each case considered individually. However, informal resolution of student conduct problems will be sought whenever possible.

Stat. Auth.: ORS 351.070

Stats. Implemented: ORS

Hist.: PSU 1-1982, f. & ef. 4-22-82; PSU 1-1994, f. & cert. ef. 1-10-94

Applicability

577-31-130 This student conduct code applies to any person who is attending, has attended, or has initiated application to attend the University or any of its programs.

Stat. Auth.: ORS Ch. 351

Stats. Implemented: ORS

Hist.: PSU 1-1982, f. & ef. 4-22-82

Proscribed Conduct

577-31-135 The following constitutes conduct for which a student is subject to disciplinary action:

(1) All forms of academic cheating, fraud, and dishonesty, including but not limited to, plagiarism, buying and selling of course assignments and research papers, performing academic assignments (including tests and examinations) by other persons, unauthorized disclosure and receipt of academic information, and such other practices commonly understood to be academically dishonest.

(2) 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.

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

(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) Public indecency, defined as exposing the genitals of the person in, or in view of, a public place on university owned or controlled property.

(6) 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) The contact causes the other person reasonable apprehension of imminent physical harm;

(c) As used in this subsection, "contacting" includes but is not limited to communicating with or remaining in the physical presence of the other person.

(7)(a) "Sexual Harassment" means any sexual advance, any request for sexual favors or other

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verbal or physical conduct of a sexual nature when:

(A) Submission to such advances, requests or conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic experience; or

(B) Submission or rejection of such advances requests or conduct by an individual is used as a basis or condition for employment and/or academic decisions affecting the student; or

(C) Such conduct interferes with the work or academic performance of an individual because it has created an intimidating, hostile or offensive working or academic environment for the student who is the object of the conduct and a reasonable person of that individual's gender would have been affected similarly to the individual.

(b) "Other prohibited harassment" means verbal or physical conduct by an individual based on an individual's age, disability, national origin, race, marital status, religion or sexual orientation when such conduct interferes with the work or academic performance of the individual who is the object of the conduct because it has created an intimidating, hostile or offensive working or academic environment for the individual and a reasonable person of the individual's age, disability, national origin, race, marital status, religion or sexual orientation would have been affected similarly to the individual.

(8) Unauthorized possession of keys to University facilities, including buildings, offices, desks, files or equipment.

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

(10) Theft or other intentional abuse of computer or computer network time, including but not limited to:

(a) Unauthorized entry into a file to use, add, delete, read or change the contents or for any other purpose;

(b) Unauthorized copying or transfer of a file or any portion thereof;

(c) Unauthorized use of another individual's identification and/or password or unauthorized attempts to circumvent data protection systems or uncover security loopholes;

(d) Unauthorized installation and/or use of unlicensed or improperly licensed software programs or applications or any other action violating the terms of applicable software licensing agreements or copyright laws;

(e) Use of any computing facility to interfere with the work of any student, faculty member or University official;

(f) Use of any computing facility to interfere with normal operation of the University computing system, including attempts to introduce programs commonly known as computer viruses, Trojan horses, and worms;

(g) Use of the University network to gain unauthorized access to any computer system.

(11) Malicious damage or 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.

(12) 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.

(13) Forgery, alteration or unauthorized use of University documents, records or identification.

(14) Tampering with the election of any University-registered student organization or program.

(15) Abuse of the campus judicial system, including but not limited to:

(a) Falsification, distortion or misrepresentation of information before any campus judicial body;

(b) Institution of any judicial proceedings knowingly without clause;

(c) Attempting to discourage an individual's proper participation in, or use of, any judicial system;

(d) Influencing or attempting to influence another person to commit an abuse of any judicial system.

(16) 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.

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

(18) Refusal by any student while on University 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.

(19) Inciting others to engage in any of the conduct or to perform any of the acts prohibited herein. Inciting means that advocacy of proscribed conduct which 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.

(20) 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 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.

(21) Violation of the terms of disciplinary action imposed as a result of previous disciplinary proceedings under the provisions of this code.

Stat. Auth.: ORS 351.070

Stats Implemented: ORS

Hist.: PSU 1-1982, f. & ef. 4-22-82; PSU 1-1994, f. & cert. ef. 1-10-94; PSU 3-1994, f. & cert. ef. 10-26-94

Group Offenses

577-31-137 In addition to provisions of this code that apply to individual student conduct, registered student programs, organizations or groups are responsible for compliance with published University policies applicable to student programs, organizations and groups, and with University policies on discrimination:

(1) The program, organization or group or its individual members may be subject to the following sanctions upon satisfactory proof that a member of a program, organization or group, with the knowledge and consent of group officers or in concert with at least four other members of the group, has violated the code,

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University policies on discrimination or published University policies applicable to student programs, organizations and groups which are available in the Office of Student Development:

(a) Denial of the use of University facilities and/or other University privileges;

(b) Restitution for damaged, stolen, or misappropriated property, or stolen or misappropriated money;

(c) Temporary or permanent suspension of the organization's or group's charter or registration; or

(d) Other appropriate sanctions authorized by this code.

(2) 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 student conduct process. Failure to cooperate or appear and represent the organization or group shall not delay disposition of the matter.

Stat. Auth.: ORS 351.070

Stats. Implemented: ORS

Hist.: PSU 1-1994, f. & cert. ef. 1-10-94

Procedures

577-31-140 (1) Complaint of Misconduct; Initial Investigation; Notice of Charges and Right to Hearing:

(a) Any person may file a complaint at the Office of Student Affairs that a student has engaged in conduct proscribed by this code. Initially, the Campus Judicial Officer, or designee, will investigate the matter to determine whether there are reasonable grounds to believe that the complaint is well-founded;

(b) If reasonable grounds are not found, the complaint will be dismissed;

(c) If reasonable grounds are found, a notice containing the following will be delivered to the student either personally or by certified mail:

(A) A short and plain statement of the matter charged, with reference to the specific section of this code involved;

(B) The student's right to a hearing before the Student Conduct Committee; a description of the procedure to be followed therein; the requirement that a written request for a hearing be filed within 15 days of receipt of notice; and the effect of failure to file a timely request for a hearing; and

(C) The option of requesting mediation prior to or in lieu of a formal hearing;

(D) The authority for proceedings under these rules.

(2) Student Conduct Committee:

(a) The Student Conduct Committee is an administrative committee appointed by the President of the University to begin service fall quarter of each academic year. A committee member serves a term of two years from the date of appointment or until a successor is appointed, with the terms of the various members staggered;

(b) The Committee consists of three faculty members nominated to the President by the Committee on Committees and two students nominated to the

President by the Vice-Provost for Student Affairs. 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. The President designates one of the faculty members to be the chairperson of the Committee. The chairperson assumes the powers and responsibilities of a Hearing Board Chairperson as described in the University's Rules of Procedure for Contested Cases. Decisions, other than evidentiary and other procedural rulings by the chairperson, are controlled by a majority vote of the Committee. The Committee may not act unless all members are present.

(3)(a) Disposition Without Hearing. If a student fails to make a timely request for a hearing, the Campus Judicial Officer or designee, may proceed to review the matter and make recommendations to the Vice-Provost for Student Affairs without a formal hearing. Upon recommendation from the Campus Judicial Officer, the Vice-Provost for Student Affairs may take final action in the matter without preparation of a formal order;

(b) Disposition with Hearing. If the student makes a timely request for a hearing, the Campus Judicial Officer will refer the matter to the Student Conduct Committee by transmitting to it a copy of the statement of charges. Upon receipt of the statement of charges, the Committee will be responsible for the conduct of further proceedings in accordance with the University Rules of Procedure for Contested Cases. The Vice-Provost for Student Affairs will take final action in the matter in accordance with the University Rules of Procedure for Contested Cases.

(4) Student Status. Pending resolution of a complaint, a 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 pending resolution of a complaint 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.

(5) Representation:

(a) The Campus Judicial Officer, with the Attorney General's written consent, ORS 183.450 (7)(a), is authorized to appear and participate (but not make legal argument) on behalf of the University in proceedings for violations of the Student Conduct Code.

(b) "Legal argument" as used in ORS 183.450(8) and in this rule includes arguments on:

(A) The jurisdiction of the University to hear the contested case;

(B) Constitutionality of a statute or rule or the application of a constitutional requirement to an agency;

(C) Application of court precedent to the facts of the particular contested case proceeding.

(c) "Legal argument" does not include presentation of evidence, examination and cross-examination of witnesses or presentation of factual arguments or arguments on:

(A) The application of the facts to the statutes or rules directly applicable to the issues in a contested case,

(B) Comparison or prior actions of the University in handling similar situations,

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(C) The literal meaning of the statutes or rules directly applicable to the issues of a contested case;

(D) Admissibility of evidence or correctness of the procedures being followed.

(d) When the Campus Judicial Officer is representing the University in a Student Conduct Hearing, the chairperson shall advise the Judicial Officer of the manner in which objections may be made and matters preserved for appeal which advice is of a procedural nature and does not change applicable law on waiver or the duty to make timely objections. When such objections may involve legal argument, the chairperson shall provide a reasonable opportunity for the Judicial Officer to consult legal counsel and shall permit legal counsel to file written legal argument within a reasonable time after conclusion of a hearing but before final disposition.

Stat. Auth.: ORS 351.070

Stats. Implemented: ORS

Hist.: PSU 1-1982, f. & ef. 4-22-82; PSU 4-1987, f. 9-30-87, ef. 10-1-87; PSU 2-1988(Temp), f. & cert. ef. 3-15-88; PSU 4-1988, f. & cert. ef. 6-16-88; PSU 1-1994, f. & cert. ef. 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.]

Types of Disciplinary Actions

577-31-145 The following constitute disciplinary actions which may be imposed as a result of disciplinary procedures under this code. Such actions may be imposed singly or in connection with other actions:

(1) **Disciplinary Reprimand.** This action gives the student written notice that the conduct engaged in is inconsistent with the code and informs the student that future violations of the code may result in the imposition of more serious sanctions.

(2) **Disciplinary Probation.** This action permits the student to remain at the University only upon condition that further conduct violating this code not occur during the period of the probation. In appropriate cases, additional conditions may be imposed.

(3) **Suspension.** This action suspends, for a period of time not to exceed one calendar year from

the date of suspension, the person's rights as a student within the University. If a student is suspended, fees will be refunded in accordance with the refund schedule adopted by the Oregon State Board of Higher Education. Upon expiration of the period of suspension, the person may resume active status as a student at the University, provided there is compliance with general admission and registration requirements and procedures.

(4) **Dismissal.** This action indefinitely terminates, from the date of dismissal, the individual's rights as a student within the University. If a student is dismissed, fees will be refunded in accordance with the refund schedule adopted by the Oregon State Board of Higher Education. A person dismissed will not be re-admitted for a period of at least two calendar years from the date of dismissal, and then only after special approval by the Vice-Provost for Student Affairs, upon recommendation of the Assistant Vice-Provost for Student Affairs, and after compliance with general admission and registration requirements and procedures.

(5) **Restitution.** This action may be imposed in cases involving damaged, stolen or misappropriated property.

(6) **Community Service.** This action requires the student to render a designated number of hours of specified service to the University or the community.

(7) **Loss of Privileges.** This action denies a student specified University privileges for a specific period of time.

(8) **Suspended Sanction.** The execution of any sanction authorized under this code may be suspended. When suspending a sanction, a time limit for the suspension period shall be designated, and subsequent violations of the code during the suspension period shall terminate the suspension and result in the imposition of the original sanction. In the absence of such violations, the original sanction shall be deemed completed and satisfied at the end of the suspension period.

Stat. Auth.: ORS 351.070

Stats. Implemented: ORS

Hist.: PSU 1-1982, f. & ef. 4-22-82; PSU 4-1987, f. 9-30-87, ef. 10-1-87; PSU 1-1994, f. & cert. ef. 1-10-94

2001 UCC Recommendations for Consideration on February 4, 2002

MEMORANDUM

DATE: December 10, 2001

TO: Faculty Senate

FROM: Beverly Fuller, Chair, **University Curriculum Committee**
Members: Martha Balshem, Mary Ann Barham, Joel Bluestone, Emily de la Cruz, Sharon Elteto, Margaret Everett, Doug Hall, Geraldo Lafferriere, Yves Labissière, Rebecca Robinson, Gwen Shusterman, Jan Semenza, Steve Walton, Keyoshia Vaughn (student representative), and Consultants: Terry Rhodes, Kathi Ketcheson, and Linda Devereaux.

The UCC requests that the Faculty Senate adopt the following recommendations:

1. That all 400-level courses have prerequisites such as
 - Specific courses
 - Specific class standing
 - Number of credit hours earned
 - Instructor approval
 - Relevant experience
2. That students cannot use courses from their primary major departments to satisfy UD cluster requirements.
3. Given that cluster courses should not have prerequisites (other than SINQ) and, that in reality many do (although the prerequisite issue many not be so large a problem),
 - Clusters should rely less on 400-level course, such that no more than 50% of each cluster is at the 400 level; and
 - Clusters courses with prerequisites should be flagged in the time schedule with a notation that refers to the catalog or the department for prerequisite information.
4. That UCC members be appointed for the academic year, not for the calendar year.

PSU Faculty Senate**Proposal to amend the Constitution: *Article IV, Section 3., 4)*
*Order of Meetings***

To be voted on at the meeting of February 4, 2002

- 1) **Alternative 1: Go back to original order (as currently specified in the Constitution and the by laws):**
 - a) **Administration reports**
 - b) **Committee reports**
 - c) **Unfinished business**
 - d) **New business**

- 2) **Alternative 2: Keep the order of the past seven months, (requiring amendments to the Constitution and the by-laws):**
 - a) **Discussion item**
 - b) **Unfinished business**
 - c) **New business**
 - d) **Administration reports**
 - e) **Committee reports**

- 3) **Alternative 3: Modified original order to get new and old business earlier (requiring amendment to the Constitution and the by-laws):**
 - a) **Unfinished business**
 - b) **New business**
 - c) **Administration reports**
 - d) **Committee reports**


- 4) **Alternative 4: combine alternatives 2 and 3; Use alternative 3 most months, but when there is a pressing “discussion item” decided upon the month earlier, order 2 will be used (requiring amendment to the Constitution and the by-laws):**

PORTLAND STATE UNIVERSITY

MEMORANDUM

January 17, 2002

TO: Members of the Academic Requirements Committee

FROM: Mary Kay Tetreault, Provost 

RE: Grade Point Average requirement for first time freshman students

The Charge to the Academic Requirements Committee (ARC) is to review and make a recommendation to the Faculty Senate to change the Grade Point Average (GPA) requirement for first time freshmen to mirror our sister institutions in the state of Oregon. Information from the 2001 Enrollment Management Policy Oversight Committee Subcommittee: Strategic & Targeted Recruitment Task Force is attached that outlines the considerations for changing our current GPA from 2.5 to 3.0. There will be a well-publicized admissions appeal process in place to address any concerns. The Admissions Faculty Review Committee will review all admissions appeals under the GPA change. The Senior Enrollment Management Team and Council of Academic Deans have given full support to the new GPA change.

Committee considerations for changing GPA entry requirements.

The task force spent considerable time discussing the merits and demerits of adjustments to the Portland State entry standards. It did not reach a consensus but did adopt these recommendations if it is determined that the entry GPA standard should be raised:

- PSU should adopt a matrix system similar to OSU and UO which allows students with less than the stated GPA and test score requirements an opportunity to be admitted. See attached copy of UO GPA chart.
- PSU should continue to consider admission based upon GPA OR test scores.
- PSU should deal concurrently with the issue of transfer admission standards.

Considerations in favor of raising GPA entry requirements:

- Market perception of PSU rigor and quality increases;
- Higher GPA entry standard may lead to a higher national ranking for University;
- Donors may perceive higher academic quality a basis for increasing contributions;
- May attract a higher quality entering class;
- Provides a mechanism to slow growth rate of student population;
- Increases the University's reputation within the OUS system.

Considerations in opposition to raising GPA entry requirements:

- Conflicts with educational access mission of University;
- May jeopardize Kellogg, Title III and Ford Foundation grants funded for access opportunities among first generation college attendees;
- May deter applicants who are potentially successful students;
- May have the effect of dropping enrollment over long term when capacity improves;
- Fails to deal with issue of entrance requirements of transfer students;
- Makes it more difficult to increase freshmen enrollments;

An analysis was done to evaluate what impact raising the entering GPA would have had on the entering freshman class of fall 2000. See attached report.

- 87 students would not have been admitted if the GPA entry requirement were set at 2.75. Of this group, 28 were minority students. They included 52 men and 35 women.
- 182 freshmen would not have been admitted if the GPA entry were set at 3.0. Of this group, 62 were minority students. They included 93 men and 89 women.

ADMISSIONS

- Request Information
- Real Life at the UO
- Apply Online
- Dates and Deadlines
- Costs
- Academics and Majors
- Campus Visits
- Special Events
- Residency
- Diversity
- Home

Quicklinks

Go!

Search UO Admissions

Go!

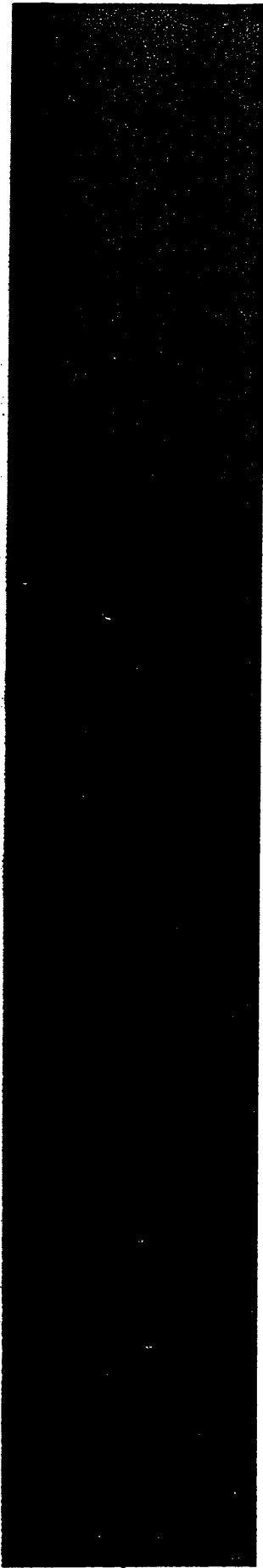
GPA CHART

For high school students whose GPA falls below 3.00

These SAT I scores have been adjusted to reflect the effect of recentering. Do not use this table for SAT I scores from test dates before April 1, 1995. Instead, contact the Office of Admissions, by calling 1-800-BE-A-DUCK.

High School GPA	SAT Verbal + Math	ACT Composite
2.99	830	17
2.98	840	17
2.97	840	17
2.96	850	17
2.95	850	17
2.94	860	17
2.93	860	18
2.92	860	18
2.91	870	18
2.90	880	18
2.89	880	18
2.88	890	18
2.87	900	18
2.86	900	18
2.85	910	19
2.84	920	19
2.83	920	19
2.82	930	19
2.81	930	19
2.80	940	19
2.79	950	19
2.78	950	19

High School GPA	SAT Verbal + math	Act composite
2.77	960	20
2.76	970	20
2.75	970	20
2.74	970	20
2.73	980	20
2.72	980	20
2.71	990	21
2.70	990	21
2.69	1000	21
2.68	1010	21
2.67	1010	21
2.66	1020	21
2.65	1020	21
2.64	1030	22
2.63	1040	22
2.62	1040	22
2.61	1050	22
2.60	1050	22
2.59	1050	22
2.58	1060	22
2.57	1070	23
2.56	1070	23
2.55	1080	23
2.54	1090	23
2.53	1090	23
2.52	1100	23
2.51	1100	23
2.50	1110	24
2.49	1120	24
2.48	1120	24
2.47	1120	24
2.46	1130	24
2.45	1130	24
2.44	1140	25
2.43	1150	25



Special Admission Process

Since 1997, the office of Academic Affairs has required faculty review of those students who do not meet Portland State University entry requirements. The faculty who review files of these students comprise the Faculty special admission Review committee (FSARC). The process for FSARC review is described below.

1. To be considered for admission, students must complete an admission application, submit official transcripts from all high school and colleges attended and, if entering PSU from high school. They must also submit SAT I or ACT test scores. (Note that students with more than 30 transferable quarter credit hours at the college level need not submit high school transcripts or test scores).
2. If, after evaluation of the application file, students do not meet University standards for admission, the file is sent by an application evaluator to an admissions counselor. The counselor reviews the file and, where appropriate, contacts the student to discuss admission options such as enrollment as a non-admitted student or, co-admission at a community college, or summer preparatory courses at Portland State or a local community college. When appropriate, Admission counselors also review the admission appeal process.
3. The students are sent a letter advising them that their admission has been denied. Enclosed with that letter are directions for submitting an admission appeal.
4. The admission appeal requires that students submit:
 - A.) A personal statement describing the circumstances which would demonstrate or predict their ability to succeed academically at Portland State University; and,
 - B.) At least two letters of reference, preferably from educational counselors or faculty; and,
 - C.) Where applicable, proof of learning or other disabilities.
5. When appeal documents are received and complete, admissions counselors contact the students and schedule personal interviews. These interviews are conducted by phone for non-local students and in-person with local students. Prior to the in-person interviews and unbeknownst to the candidates, counselors ask the students to write a brief, impromptu statement about their academic goals and objectives. Phone interviewees respond to this question orally. The interview includes questions about reasons for academic problems or college readiness. Counselors attempt to determine seriousness of purpose as well as an indication of whether the students expectations are realistic. Counselors also discuss support systems for student success.
6. Following the interview, admissions counselors prepare a written recommendation regarding the students admissibility.
7. Approximately five times per year, depending upon the number and frequency of appeals received, FXARC members are called upon to review the recommendations of the counselors. At these meetings, admissions counselors personally present their files, including all academic documents, and summarize the student's circumstances. The counselors recommend admission with appropriate conditions, or then recommend admission denial. The faculty make decisions at that time or, request that additional information be presented.
8. For those students admitted, the minimum condition for admission is mandatory academic advising. Most students are also given prescribed courses with required minimum grade point averages to be met during their first 24 credit hours at Portland State. When such conditions are required, the students are monitored each term until the conditions are met. If conditions are not met, the students are prevented from re-enrollment in subsequent terms.

The members of the Faculty Special admission Review committee include:

Barbara Brower, Professor of Geography
Sam Collie, Director, Office of Financial aid
Joe Ediger, Professor of Mathematics
Dan Fortmiller, Director of Academic Advising and Support Center
Clevonne Jackson, Director of Educational Opportunities Program
Susan Reece, Professor of english
Judy Reed, Professor of Applied Linguistics
Michael Toth, Professor of Sociology and University Studies
Paulette Watanabe, Director of Educational Equities Program

The committee is chaired by Agnes Hoffman, Director of Admissions and Records.

Note that students who apply for admission and who meet appropriate grade point and/or test score requirements but who do not meet all subject requirements may be conditionally admitted without review of the faculty committee. In these cases, applicants are required to fulfill the entry requirement, concurrent with their college courses, during the first term of enrollment at PSU. Upon completing, the conditional admission status is removed. If students do not fulfill the entry requirements, they are prevented from re-enrollment in the subsequent term.

The Office of Admissions and Records maintains an elaborate data base that is reviewed each term after the posting of grades. All students must fulfill the conditional requirements or an academic hold is placed on their record and re-enrollment is denied.

Students evaluated for conditional admission are reviewed without regard to athletic status. Although student-athletes sometimes submit letters from coaches, they are otherwise unidentifiable to the faculty committee.

Attached is a copy of the appeal form.

Proposed new marketing approach by Admissions and Financial Aid to address the new 3.0 GPA entry requirement if approved. See proposed list. Suggestions and input would be gathered from all PSU colleges, faculty, staff, and students.

1. Update of all printed materials and presentations (PSU catalog, PSU viewbook, OUS viewbook, applications, website, outreach Powerpoint presentation, counselor packets, brochures, co-admission publications, admission appeal instructions, scholarship materials, etc.)
2. Creation of a test score/GPA matrix identifying admissibility by associating composite test scores with 2.5-2.99 cumulative grade point averages.
3. Direct mail and email notice to HS counselors. This advisement would include a test score/GPA matrix as well as appeal information.
4. Direct mail to HS prospects and applicants having 2.5-2.99 grade point average to provide test score admission information and admission appeal instructions.
5. Targeted outreach to feeder high schools and HS Integration Specialists to promote alternative entry using national SAT/ACT test scores, institutional (PSU) SAT testing, as well as the admission appeal process.
6. Update announcements at the OUS HS counselor conference, the HS Counselor Advisory meeting, and at all visitation programs hosted by Portland State.
7. Press release distribution by the Office of Marketing and Communications to state-wide media announcing the change and alternative entry paths.

This is no doubt an incomplete list of preparatory steps. If the change is implemented, we will refine and expand it.

- Agnes Hoffman

PORTLAND STATE UNIVERSITY

F3

January 17, 2002

To: The Faculty Senate
From: *MKT* Mary Kay Tetreault, Provost
Re: Departmental Name Change

Please find attached a proposal to rename the Department of Civil Engineering to the Department of Civil and Environmental Engineering. The Office of Academic Affairs fully endorses this proposal. This name change will more accurately reflect the Department's programs and strengths to its external audiences.

To: Executive Dean Mike Driscoll

From: Franz Rad, Chair
Civil Engineering

Date: Nov 9, 2001

RE: Departmental Name Change

To better identify the nature of the education and research programs that we offer here at PSU, to focus attention on the infrastructure needs of the country and the world, and to help identify the missions of our University, College and Department, we propose to change the name of our Civil Engineering Department to: Civil and Environmental Engineering.

The issue of changing the department name has been fully discussed by the faculty and the CE Department Advisory Council.

Attached please find the full version of this proposal. We are trusting that the change will be approved and can be announced in conjunction with the National Engineers Week activities, Feb 2002.

If there are any questions, please do not hesitate to call me.

C: Dean Dryden

**Department of Civil Engineering
Portland State University**

**Proposal to
Change the name of the Department of Civil Engineering to
Department of Civil and Environmental Engineering
Submitted by:
Franz Rad**

Background

Civil Infrastructure Systems (CIS) are the integrated network of private and public works that provides basic services essential to meet the challenges of an increasingly competitive global economy and sustains a high quality of life in the United States. Categories of CIS include transportation systems (roads, intelligent transportation systems, mass transit, and intermodal transportation), public utilities (water, energy, waste management, and telecommunications), buildings and facilities (including a myriad types of public and private facilities), and environmental quality control (air, water, land, and hazardous waste).

During the past century, the United States invested heavily in its infrastructure systems, and yet they continue to deteriorate. In developing nations, rapid population and economic growth require massive investments to provide for health, safety, and social needs. At the same time, the fragility of infrastructure systems has been shown by failures, such as those during the natural disasters that have characterized the last decade of the 20th Century.

PSU Civil Engineering profile in environmental and infrastructure research

Environmental and Water Resources Engineering: This is the fastest growing specialization in the Department. The Department has established a modern Environmental Lab in the past five years, and spearheaded research projects with City of Portland, State of Oregon Department of Environmental Quality, Metro, NOAA, and NSF, attacking regional environmental problems related to diked wetlands, St. John's landfill; water quality issues in the Columbia Slough and Tualatin River Basin. A strong collaborative research base has been established with OSU and Oregon Joint Graduate Schools of Engineering. The faculty members in this specialty area have played a pivotal role in addressing regional issues in climate and streamflow forecasting; water resources. Tillamook Bay water quality, water supply forecasting, and Tualatin River basin water quality modeling. As a result of faculty effort, the Department possesses a modern hydraulic flume, designed and built in-house located in the Hydraulics Lab. Water Resources and Environmental specializations are thrusting forward the research agenda stipulated by OJGSE, in cooperation with OSU and OGI.

Geotechnical Engineering: This area in the Department has gained great strength in the past decade, with the development of a modern geotechnical laboratory, and state-of-the-art computer workstations, made feasible through faculty research grants. We have

enjoyed an international reputation in pressuremeter in-situ testing in the past years, and our recent research in constitutive soil modeling will set the standards for design foundations on collapsible soils. Over the past several years the addition of joint faculty with the Department of Geology and Oregon DOGAMI further enhanced departmental capabilities in geotechnical/earthquake engineering. Our future plans include developing active research programs in the area of slope stability and earthquake vulnerability.

Structural Engineering: This specialization is the most established area in the department, with a very productive research-oriented faculty and a modern Structures Laboratory. The faculty research in limit states analysis and design of electric transmission towers, expert systems, reliability-based design, and nonlinear analysis of plates, reinforced concrete frames, and earthquake vulnerability of buildings have brought a national and international reputation to the faculty. The research thrust has been directed towards design optimization of transmission towers, and assessment of buildings for potential earthquake damage in the Portland metropolitan area, as well as other regions in Oregon. Areas of particular interest include structural and mechanics, structural design, infrastructure design, construction and rehabilitation, and earthquake engineering. Our future plans include developing active research programs in the area of health monitoring of existing structures, intelligent materials, smart structures, structural control, high-performance materials, and behavior of novel as well as more traditional materials under the effects of wind, earthquake or other natural hazard loads.

Transportation Engineering: This specialty area has gained strength through development of a strong research program in conjunction with Washington State University, University of Washington, University of Idaho, City of Portland, and ODOT. A modern Transportation Engineering laboratory is now being developed with state-of-the-art equipment in traffic data collection and analysis and video imaging. The faculty members in this area have long been established in leadership roles in technical committees in national professional engineering organizations, as well as authoring a textbook adopted by many campuses. Areas of particular interest include, transportation planning and design, video imaging, network routing, traffic management, pavement design, and pavement materials. Our future plans include enhancing active research programs in the area of intelligent highway systems.

Department names on other campuses

A survey of the names of Civil Engineering Departments nationally resulted in the following distribution of departmental names:

53% Civil Engineering, examples are: U of Alaska (Fairbanks and Anchorage), U of Arkansas, UCLA, Carnegie Mellon, Case Western, Clemson, Colorado State, Connecticut, Florida, U of Hawaii, Idaho, Illinois-Urbana, Johns Hopkins, Kansas State, Louisiana State, U of Kansas, Kentucky, Lamar U, U of Massachusetts, U of Maryland, U of Minnesota, U of Mississippi, Missouri-Rolla, Montana State, Nebraska-Lincoln and Omaha, U of Nevada-LV and Reno, New Hampshire, New Mexico State, SUNY-Buffalo, NC State-Raleigh, U of NC-Charlotte, U of North Dakota, Northeastern U,

Northwestern U, RPI, Purdue, Rice U., USC, U of New Mexico, Texas at Austin and San Antonio, Valparaiso, US Air Force Academy, US Military Academy, Utah State, U of Virginia, Washington U

34% Civil and Environmental Engineering, examples are: Clarkson, Stanford, MIT, Cornell University, Carnegie-Mellon, University of California – Davis, University of Washington, University of Delaware.

13% Other combinations, examples are: Civil Engineering and Operations Research-Princeton; Civil Engineering and Geological Sciences Department - Notre Dame; Civil and Construction Engineering Department - Iowa State Univ; Civil, Structural, and Environmental Engineering; University of Buffalo; Civil, Construction Management, and Environmental Engineering – OSU; Civil and Architectural Engineering - IIT (separate Chemical and Environmental Engineering Department); Civil, Environmental and Architectural Engineering - University of Colorado; Civil and Environmental Engineering and Geodetic Science - Ohio State; Civil Engineering and Engineering Mechanics - University of Arizona

Reasons for the proposed change:

1. The proposed name will increase visibility to prospective student. Traditionally, Civil Engineering has been associated with the design and construction of the physical infrastructure of society; buildings, roads, bridges, dams and water and wastewater treatment facilities. In the last two decades, this has expanded considerably and the profession has embraced a broader role of environmental engineering that incorporates the old notion of sanitary engineering but goes much further to deal with analysis and restoration of rivers, lakes and groundwater systems. Adding "Environmental Engineering" to the name would make this evolution much more visible.
2. The proposed name is consistent with the trend nation-wide, and certainly in the Pacific Northwest, to identify Environmental Engineering as part of Civil Engineering. The Departments at UW, WSU and OSU all have Environmental Engineering in the title. Students looking for programs in environmental engineering may think that PSU does not offer a comprehensive program and be drawn to one of the other institutions.
3. The Department will soon offer a Master of Engineering degree in Environmental Engineering and changing the name would reflect this added breadth in degree offerings.
4. The name change does not downplay any of the traditional areas of CE; rather it makes explicit the added opportunities presented by environmental engineering.
5. The proposed name truly reflects the mission of the Department; i.e., programs and research aimed at solving problems related to the natural and the built environments.

Our future plan of action at PSU

A proactive approach to intelligent investing in infrastructure systems and continued design improvements and maintenance is required to meet the staggering costs of rebuilding America and investing in developing nations. Here at PSU, we plan to place a focus on the infrastructure and environmental systems perspective, in addition to

individual components of infrastructure. We plan to build on successful component research to address system behavior, deterioration science, assessment methods, and intelligent renewal of infrastructure. At PSU, our Department plan is to take an active role in educational and research programs to also address the nature of the infrastructure industry and to identify public policy issues as well as legal, political, and financial aspects of infrastructure renewal.

Consideration by the Departmental Advisory Council

The issue of changing the department name has been fully discussed by the faculty and the CE Department Advisory Council. The move to propose the name change has been approved by the faculty.

Proposal for a name change

To better identify the nature of the education and research programs that we offer here at PSU, to focus attention on the infrastructure needs of the country and the world, and to help identify the rather unique missions of our University, School and Department, we propose to change the name of the Department to: Civil and Environmental Engineering.

**PROPOSAL TO CHANGE COMMITTEE REPORTING SCHEDULE:
CURRICULUM COMMITTEE, GRADUATE COUNCIL, LIBRARY
COMMITTEE, SCHOLASTIC STANDARDS COMMITTEE**

Upon recommendation of outgoing memberships of the above committees, the Senate Steering Committee forwards the following motion:


The Committee Reporting Schedule and committee service anniversary dates for CURRICULUM COMMITTEE, GRADUATE COUNCIL, LIBRARY COMMITTEE, and SCHOLASTIC STANDARDS COMMITTEE be adjusted to reflect the academic year schedule of the remaining constitutional committees.

PORTLAND STATE UNIVERSITY

I-3

January 22, 2002

To: PSU Faculty Senate

From: Dr. Douglas N. Samuels 
Vice Provost for Student Affairs

RE: Student Affairs at PSU

Please find attached information about Student Affairs at PSU for discussion at the next Faculty Senate meeting. I look forward to intimate and short conversations about student experiences that support your academic work at Portland State University.

Student Affairs
Faculty Senate – Monday February 4, 2002
Dr. Douglas N. Samuels

Portland State University Mission Statement

The mission of Portland State University is to enhance the intellectual, social, cultural and economic qualities of urban life by providing access throughout the life span to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs especially relevant to metropolitan areas. The university conducts research and community service that support a high quality educational environment and reflect issues important to the region. It actively promotes the development of a network of educational institutions to serve the community.

Student Affairs Mission Statement

The Mission of Enrollment and Student Services of 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 facilitate student transition to the University and remove barriers to student success.

The Office of Admissions and Records Mission Statement

The Admissions Counseling Mission is to support the enrollment goals of the University by building a diverse learning community and removing barriers to education for prospective first-time freshmen, transfer and returning students.

As positive, knowledgeable representatives of the University and its programs and services, we will provide responsive, accurate and timely service to students as we facilitate the admissions process and the students' transition to University life.

To promote the benefits of an urban educational experience, we will provide avenues for students to experience Portland State University through outreach, campus visitations, publications, electronic media and personal interaction. In addition, we will foster partnerships with other educational institutions and members of the campus and greater community through clear and consistent communication.

The Office of Student Financial Aid Mission Statement

Through quality service and technology, we will provide access to lifelong learning in a quality educational environment by removing barriers to student learning and facilitating

our students' transition and retention at Portland State; always being sensitive to Portland State's diverse population.

To achieve our mission, we will:

Provide timely processing of federal financial aid applications in order to optimize the financial aid awards of our students.

Participate continuously in quality initiatives to improve our processes and our students' accessibility to financial aid.

Educate, provide informed and comprehensive guidance, and counsel our students, their parents, other agencies and departments on the financial aid process.

Be involved in meaningful activities within the campus community by providing financial aid presentations and by providing representation at Portland State events.

Be of service to Portland State's faculty and staff, various governmental agencies, other institutions of higher education, and Portland's urban community through collaborative partnerships which bridge organizational boundaries.

Provide responsible and ethical management of our financial aid programs and funds by maintaining compliance with federal and state regulations in order to insure Portland State's continued participation and our students' access to these financial aid programs.

The Information & Academic Support Center Mission Statement

The IASC facilitates the transition of newly admitted and newly enrolled students, promotes academic success by providing a supportive academic environment for continuing students, and serves as a central information and referral source for students to campus services, resources and academic advisors.

Educational Equity Programs and Services Mission Statement

To open the University's learning community to student populations whose access, retention, academic success and graduation are most challenged by race, ethnicity, disability, culture, income, and/or social class.

To provide resources and academic support services to welcome, value, encourage, and empower students to reach their fullest potential in education at all levels.

Career Center Mission Statement

1. Provide current students and alumni with high-quality comprehensive services to help them meet their diverse career development and job search needs.
2. Offer services in a variety of formats, venues, and times to adapt to student schedules and needs.
3. Provide high-quality services to employers and respond to their changing needs.
4. Collaborate with academic, administrative, and Enrollment and Student Services to support student learning and the University mission.

Counseling and Psychological Services Mission Statement

The mission of Counseling and Psychological Services reflects that of the University at large in its commitment to foster access to a quality liberal art education. We believe that an internal part of this aspiration is in maintaining students' emotional health, thus empowering the student to achieve academic success, experience healthy and satisfying relationships, and collectively take part in a supportive campus community.

The purpose of CAPS within this context is to apply our clinical expertise in human behavior to mitigate emotional problems as well as assist students in developing and recognizing their strengths. The application of this expertise may involve prevention, intervention, outreach consultations, skill development training, and applied research all encompass our view of enhancing the student's ability to engage in a successful university experience.

The Student Health Service Mission Statement

The mission of the Portland State University Student Health Service is to promote optimal wellness throughout the University community. The Health Service enhances overall health and safety by providing primary health care to students, health education, outreach activities and emergency care to the campus at large. Through the promotion of lifelong healthy attitudes and behaviors, students are aided in achieving their academic and personal goals, thus enabling them to fully realize their responsibilities to self and community.

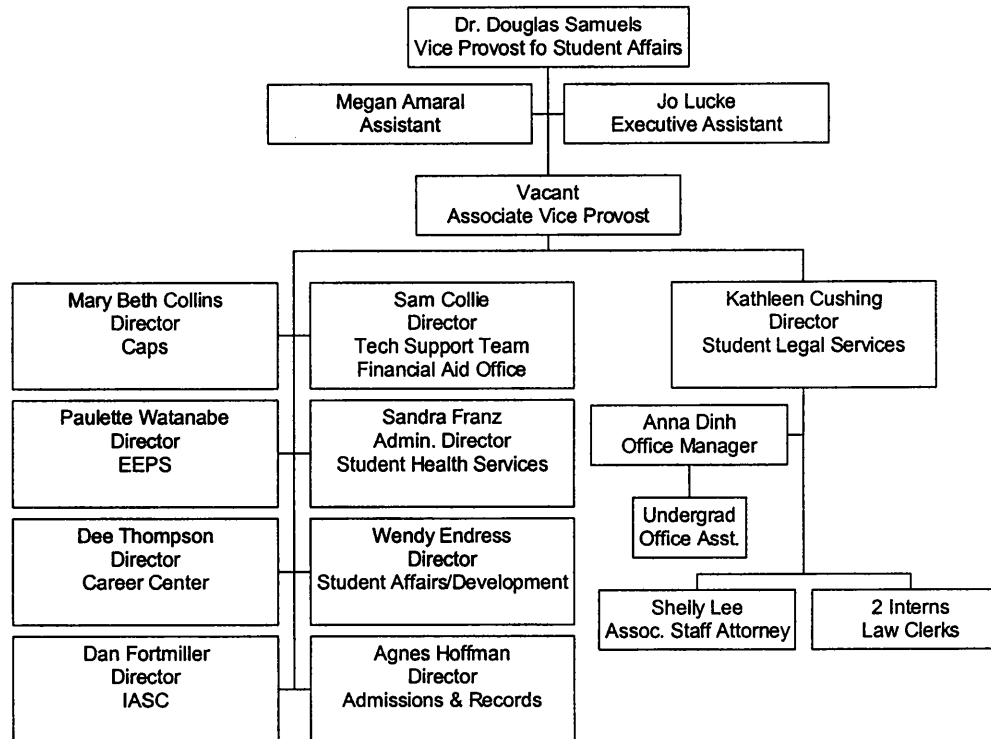
Student Development Mission Statement

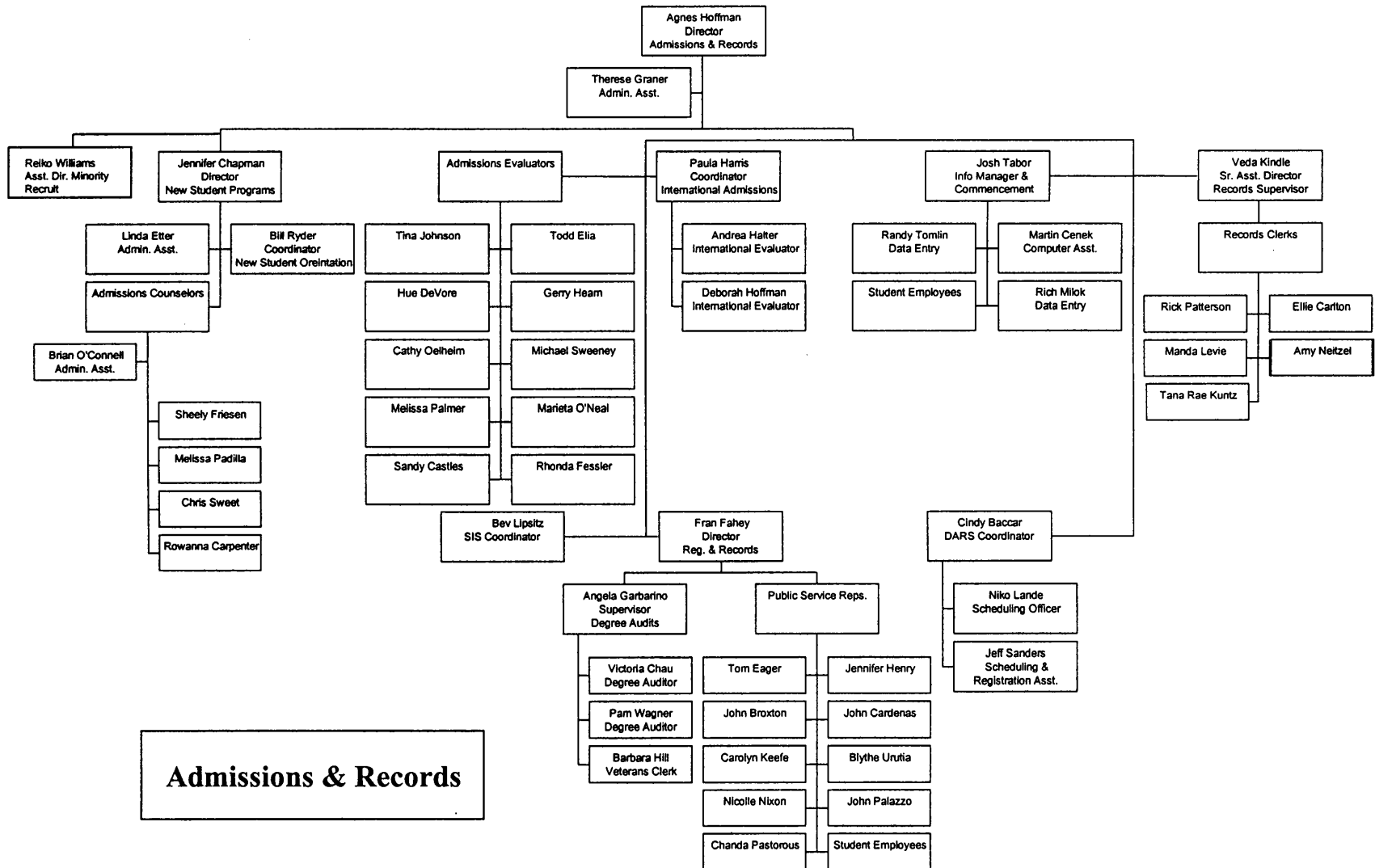
To engage students in leadership, critical thinking, community responsibility and professional growth by complementing academic learning with out-of-class experience.

The ESS Technical Support Team Mission Statement

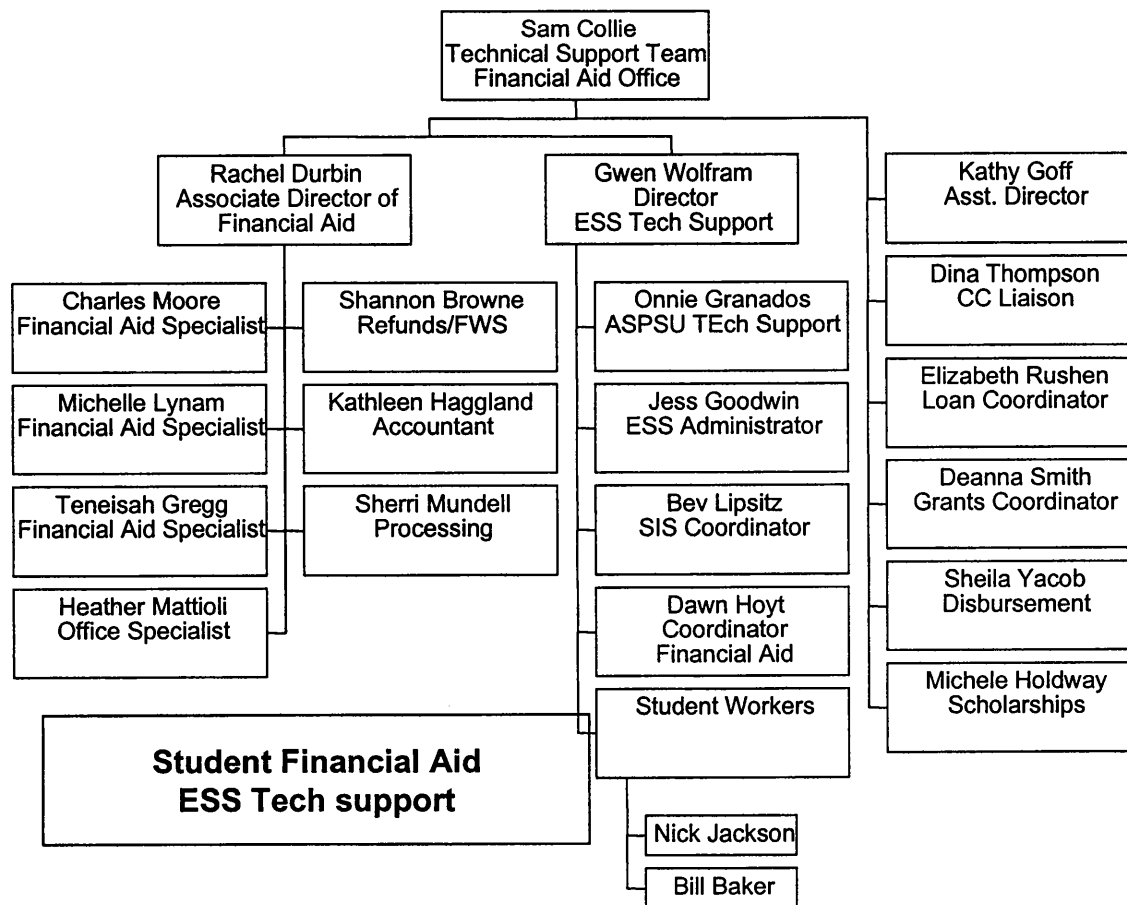
The mission of the ESS Technical Support Team is to enhance the ability of the ESS departments, staff, and student organizations to provide access to lifelong learning in a quality educational environment and facilitate students' transition and retention at PSU, by ensuring an effective technological backbone and support to those efforts. This includes providing:

Dr. Douglas Samuels Vice Provost for Student Affairs Reporting Chain

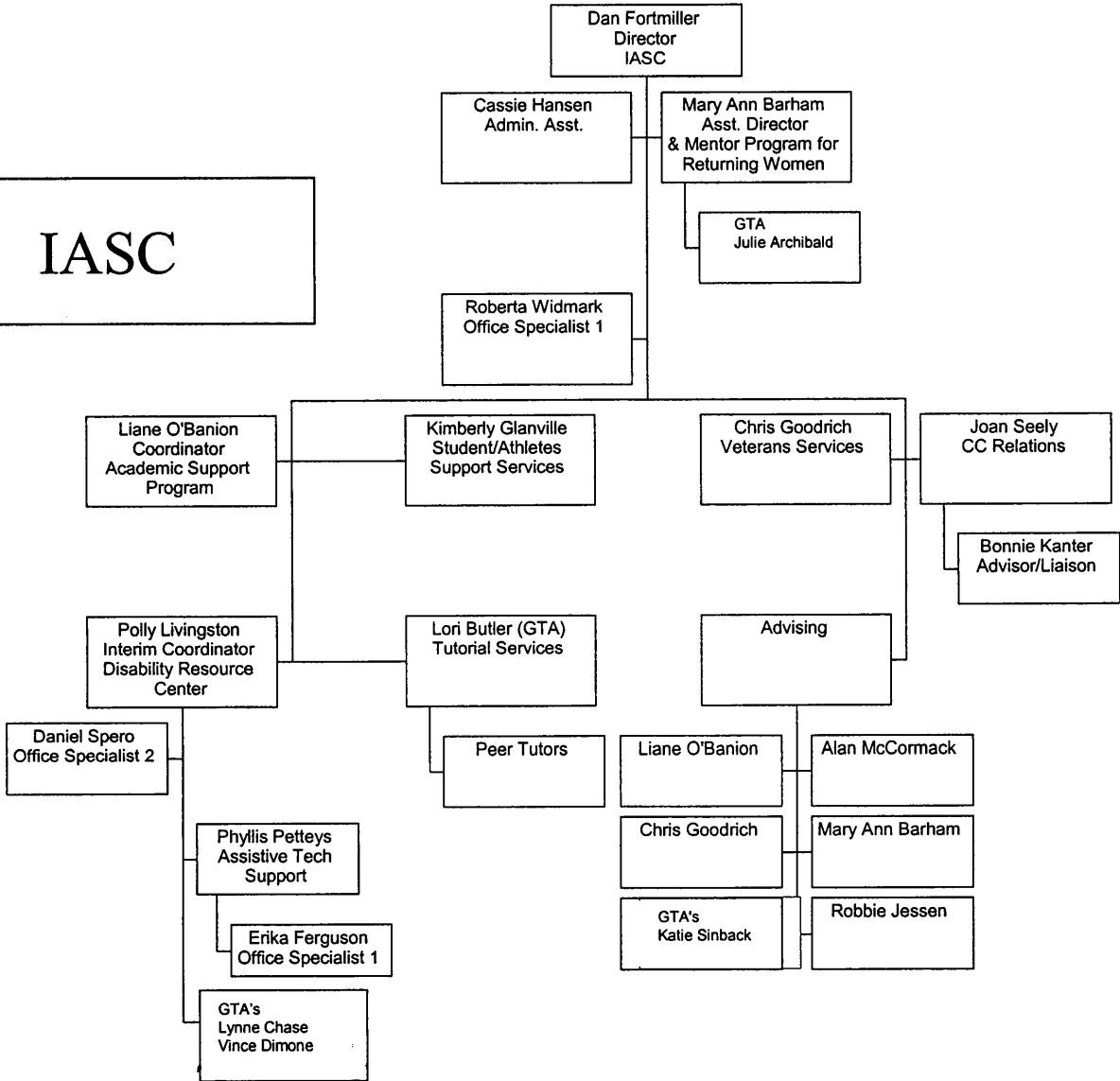




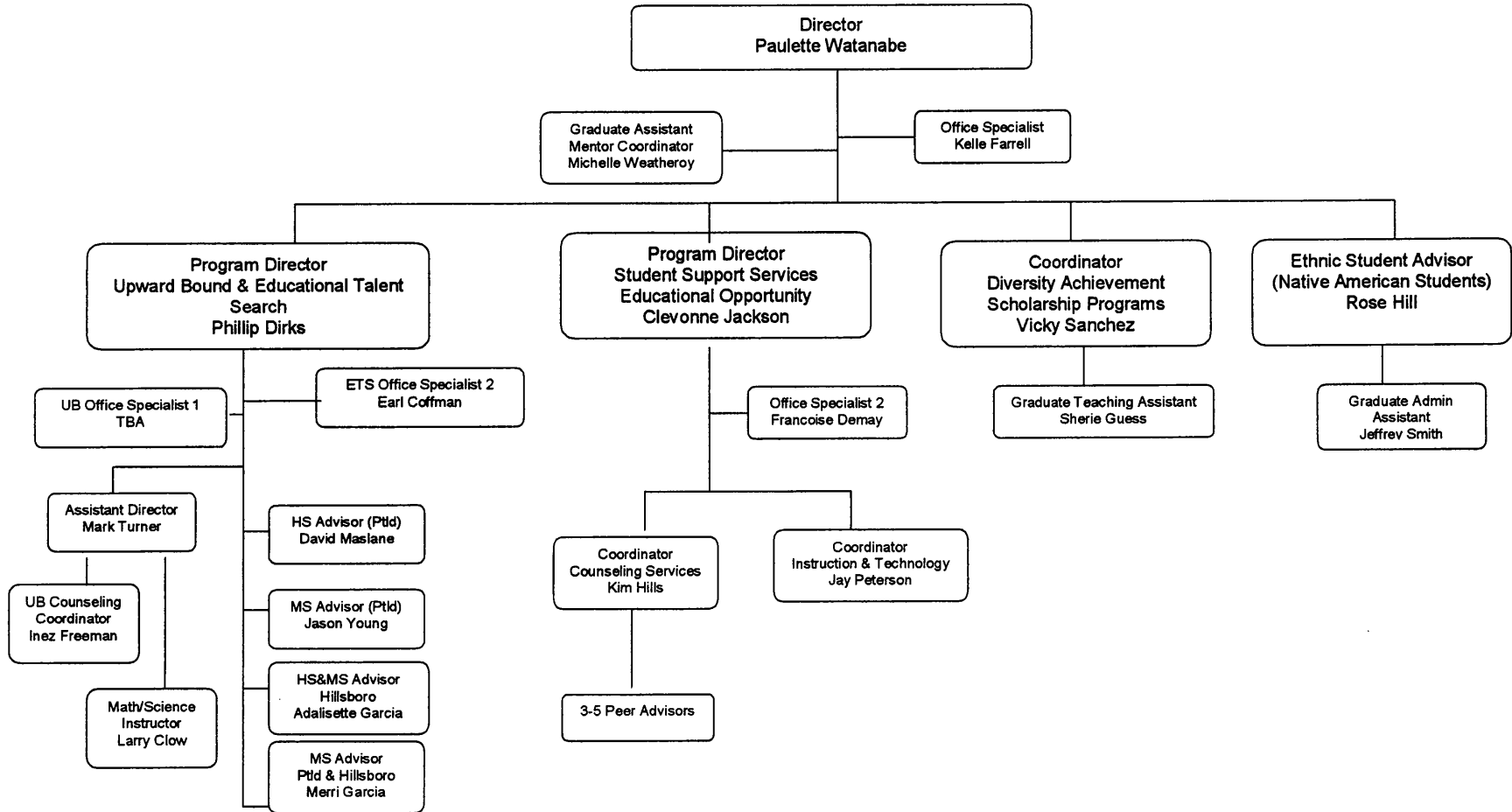
Admissions & Records

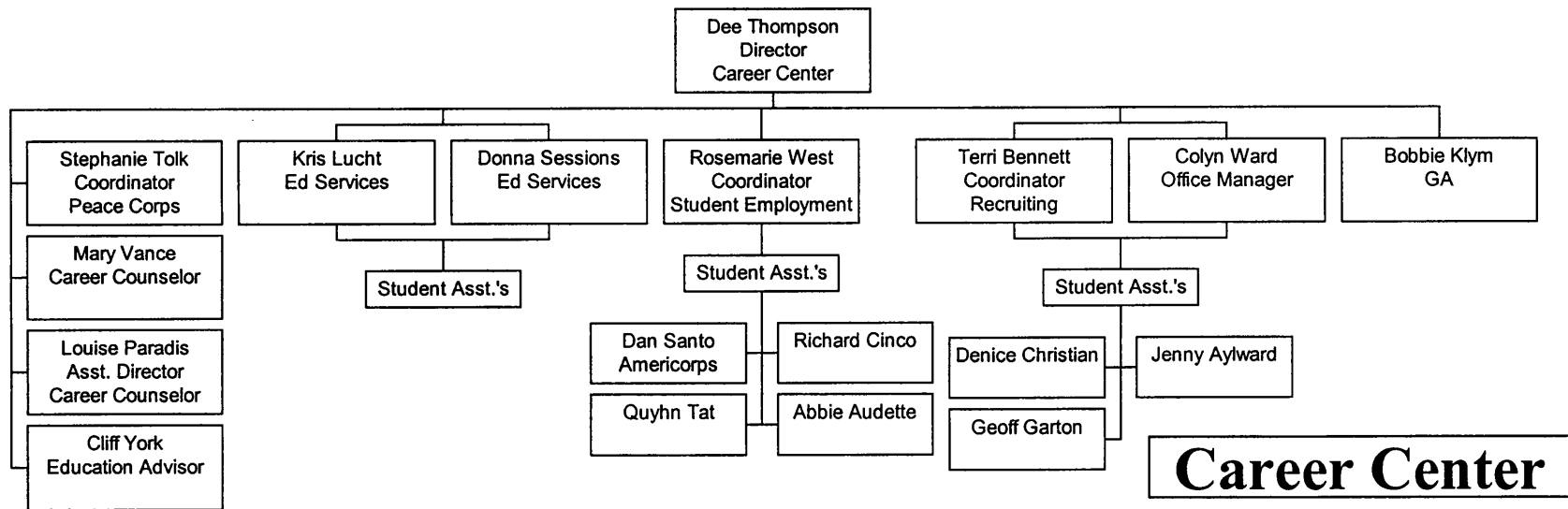


IASC

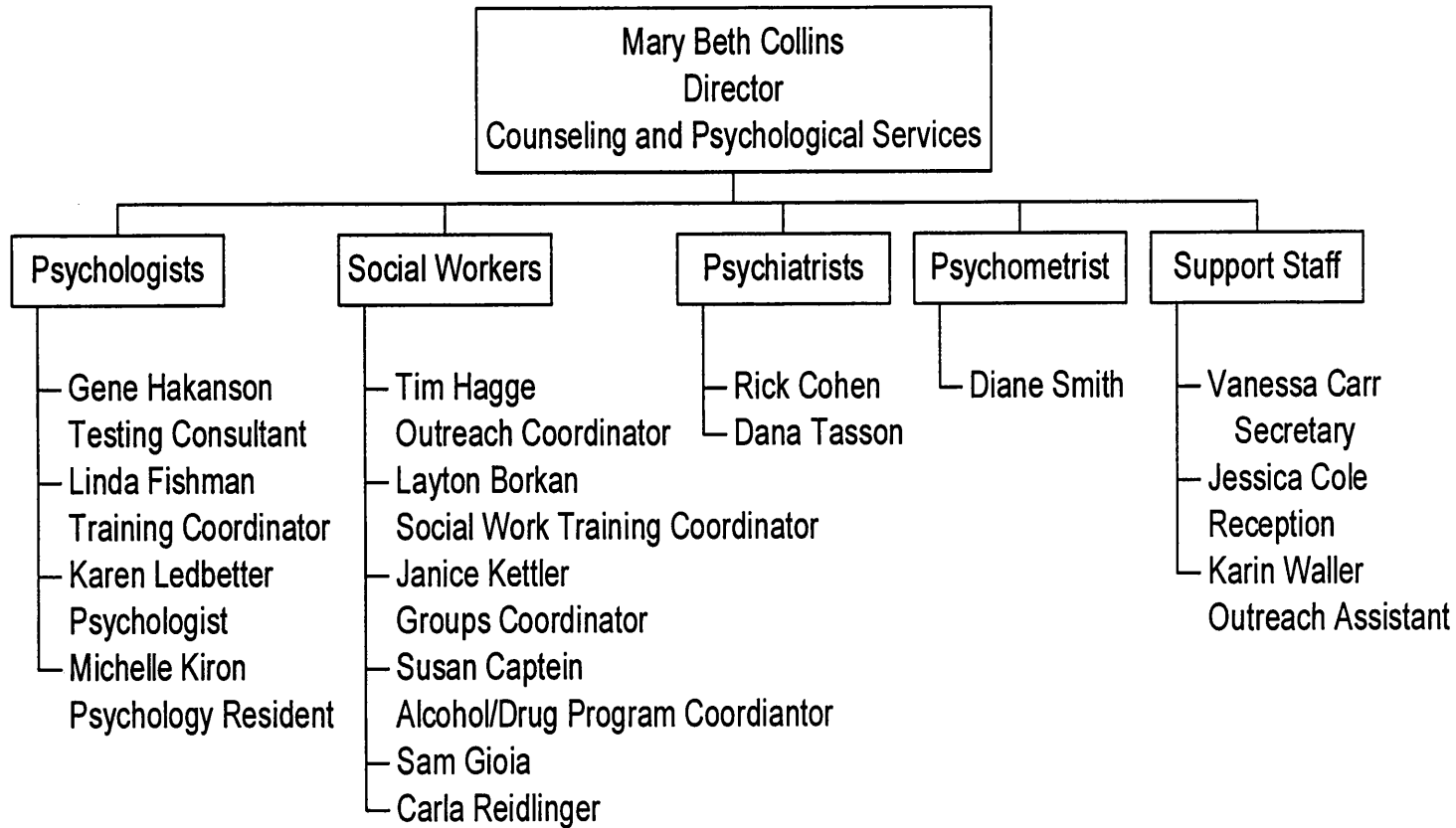


Educational Equity Programs and Services – January 2002

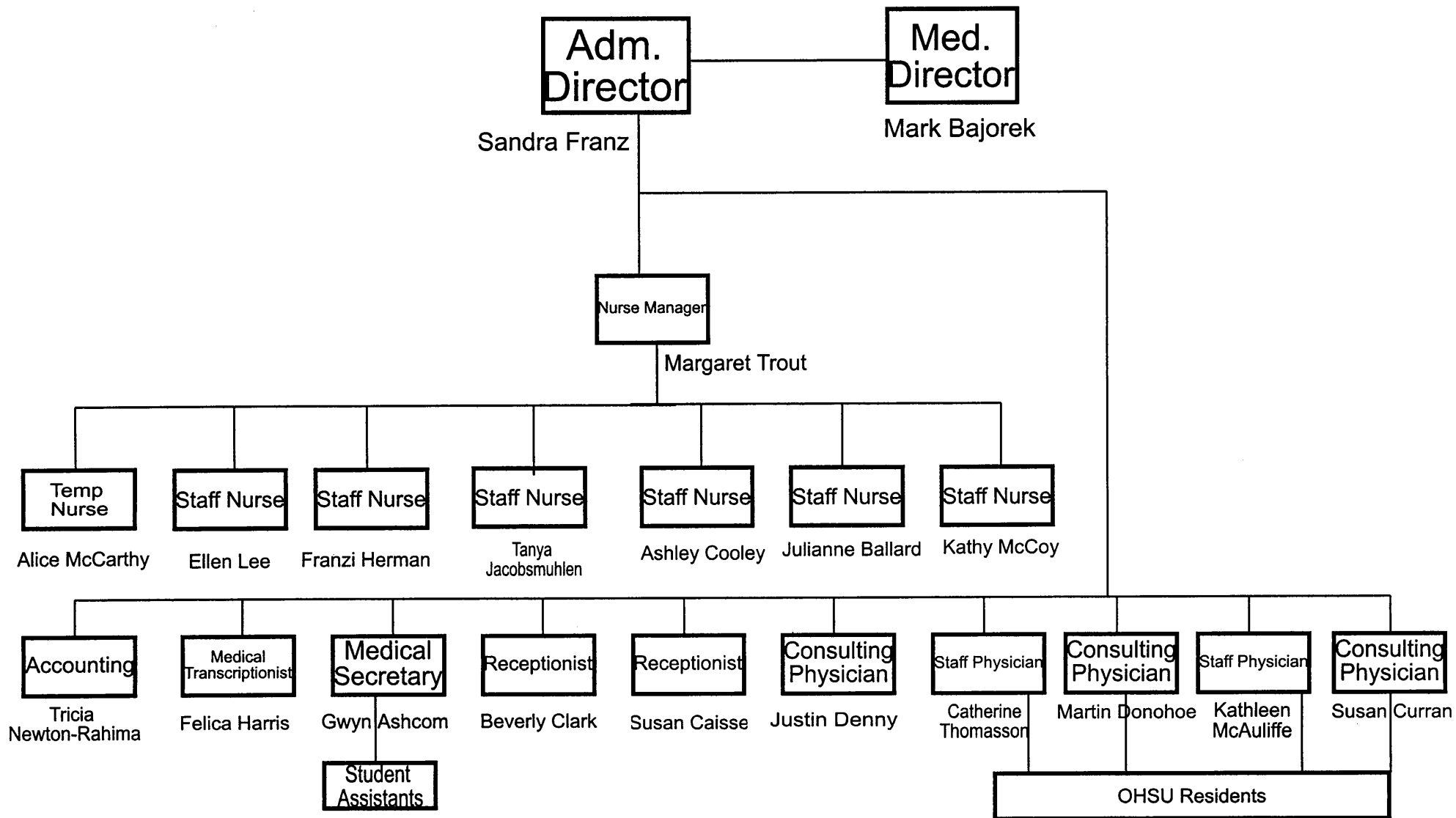


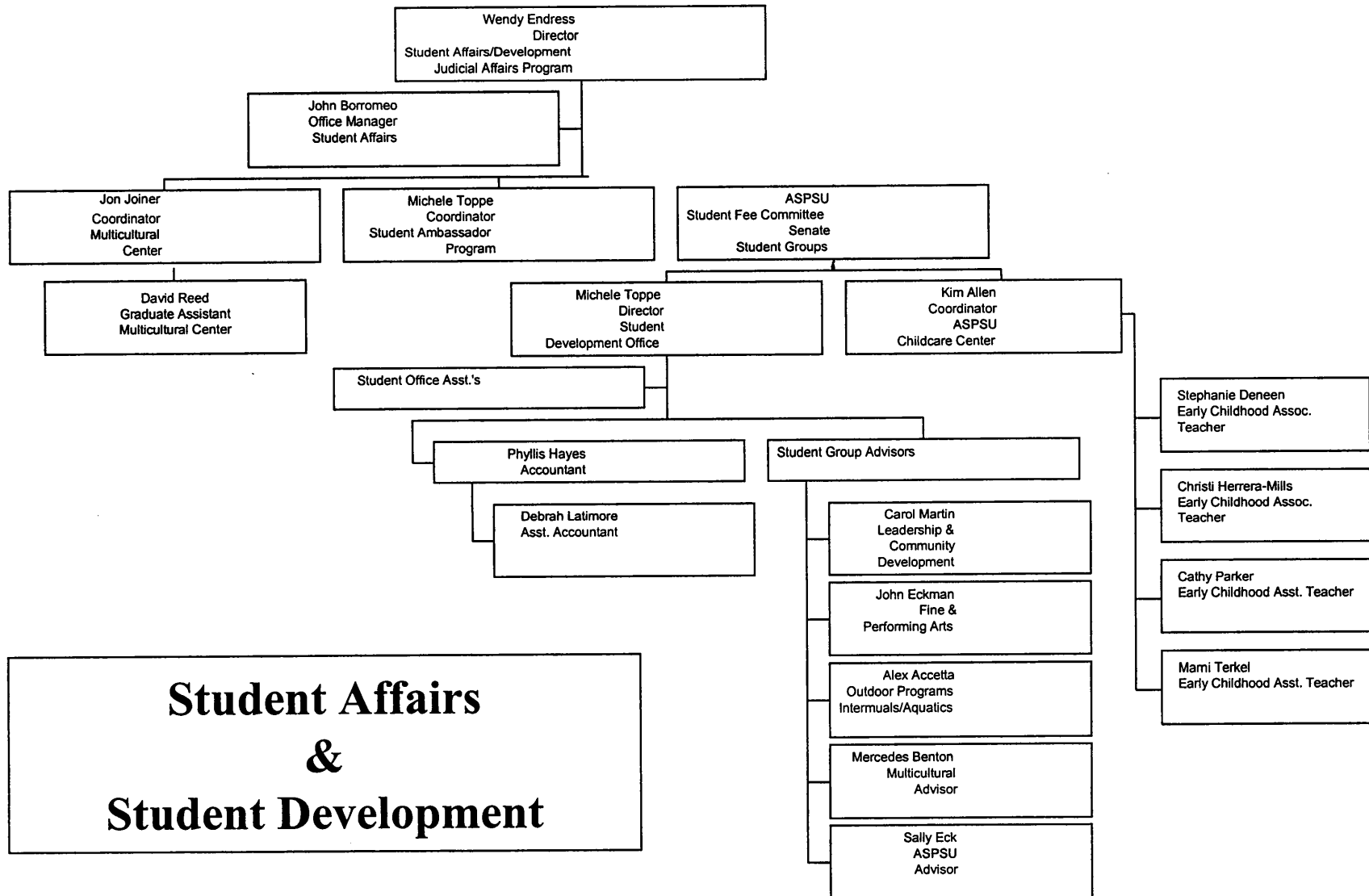


CAPS



Student Health Service Organizational Chart 2001-2002





Diversity Initiative report to Faculty Senate

Goal #1 Create an institutional environment, curricula and scholarship that enhance

Action #1 Infuse diversity into the curricula through a series of faculty development opportunities that capitalize on campus based expertise and community resources

Action #2 Allocate funds to support collaborative inquiry on issues related to diversity

Action #3 Create a more inclusive environment through education and training of faculty, staff and students

Goal #2 Increase the number of students from underrepresented groups who apply, are accepted, enroll and graduate such that, at a minimum, they are represented proportionally to regional (for in-state students.)

Action #1 Increase access to scholarships for students from underrepresented groups

Action #2 Expand/improve our recruitment strategies for diverse groups

Action #3 Create national recruiting strategies for graduate programs

Action #4 Increase the retention of students from each underrepresented group at a minimum of 1% each year

Goal #3 Increase the recruitment and retention of faculty, staff, and administrators from underrepresented groups so that they are reflective of relevant job pools and/or the population of the region.

Action #1 Make the recruitment of diverse employees part of the job descriptions and evaluation criteria for all PSU administrators (e.g., chairs, deans, supervisors, directors).

Action #2 Continue to implement the President's Diversity Incentive Hiring Plan for instructional faculty of color and other underrepresented faculty.

Action #3 Develop on-going relationships between PSU and other institutions and professional organizations that contributes to a more diverse and supportive campus environment. In particular, foster exchanges with institutions that prepare large numbers of diverse faculty (e.g., visiting scholars, teaching fellows, sabbatical exchanges). Remain open to other types of relationships and exchanges with other organizations and institutions that train diverse faculty.

Action #4 Strategically market (i.e., on a regional and a national basis) faculty and administrative positions with an emphasis on diversity.

Action #5 Increase the recruitment of diverse faculty, staff, and administrators by establishing and strengthening relationships with diverse individuals and organizations in the community.

Action #6 Increase the retention of diverse faculty, staff, and administrators by fostering opportunities for connections with university programs (e.g., mentoring, "Connections") and diverse community contacts

Action #7 Develop and maintain a campus "hiring and retention team" available as a resource to department chairs, directors and search committees in recruiting and retaining diverse faculty, staff and administrators

Action #8 Establish baseline information regarding: (1) proportion of current PSU faculty who are from underrepresented groups; (2) proportion of individuals from underrepresented groups who are currently available for relevant job pools (i.e., staff and faculty); and (3) proportion of individuals in the region from underrepresented groups.

Action #9 Develop creative approaches for involving more faculty and staff in campus events to enhance retention and recruitment (e.g., live-streaming of events, on-line video playback capabilities).

Goal #4 Increase the number of sustained and mutually beneficial connections with diverse communities.

Action #1 Increase the number of students in Capstones and community based learning courses that work with diverse community groups.

Action #2 Increase opportunities for graduate students to participate in internships and practicums with diverse people.

Action #3 Increase the number of faculty who are involved in research, teaching, scholarship, and service learning with diverse communities.

Action #4 Establish the expectation that executive administrators and directors will take an active role within a diverse community organization (identify current links).

Action #5 Create an asset map of Pacific Northwest community links and gap analysis.

Action #6 Support and publicize university and community activities on campus that attract persons from underrepresented groups to campus.

PRESIDENT'S CORNER

Office of the President

PORTLAND STATE
UNIVERSITY[Welcome Message](#)

Daniel O. Bernstine

[Meet Dan Bernstine](#)[Portland State University's Diversity Action Plan](#)[Selected Presentations](#)**Activities**2000-2001
2001-2002[Presidential Initiatives](#)**Meeting Summaries**

Diversity Action Council

2000
2001
2002

Subgroup Summaries

2000-2001
2001-2002[CAE Diversity Resource Website](#)

Diversity Action Council

PSU recognizes that diversity in faculty, staff, and student populations enriches the educational experience, promotes personal growth, strengthens communities and the workplace, and enhances an individual's personal and professional opportunities. As a public university we have a special responsibility to work for equity and social justice and to make our programs truly accessible to our diverse constituents.

Charge

- * Advise and report to the President and Provost about diversity.
- * Develop and work to implement a Diversity Action Plan that includes specific action steps to: Increase diversity of students, faculty and staff; Support curricular and pedagogical changes to incorporate diversity and equity; Foster research on issues related to diversity and equity; Create a welcoming and safe place for persons who represent diversity; Strengthen linkages with communities of diversity in the region.
- * Promote significant structural changes at PSU to support service to diverse constituents.
- * Recommend to the President and the Provost the allocation/redirection of resources to support diversity initiatives and commitments.
- * Design and oversee an assessment process to monitor progress on implementing the Diversity Action Plan.
- * Promote activities throughout the campus effectively addressing issues related to diversity.
- * Recognize and honor exemplary actions that contribute to a supportive campus climate.

Diversity Action Council Members

Kofi Agorsah (BST)
 Hayward Andres (SBA)
 Johanna Brenner (WS)
 Kim Brown (OIA)
 Tom Burman (ATH)
 Burt Christopherson (AFM)
 Mary Cunningham (ASPSU)
 Elaine Cohn (AFM)
 Phyllis Edmundson (ED)

Karen Gibson (USP)
Darrell Grant (MUS)
Samuel Henry (ED)
Rose Hill (EEPS)
Agnes Hoffman ADM)
Andre Jackson, Co-chair (CAE)
Priya Kapoor (SP)
Keith Kaufman, Co-chair PSY)
Yves Labissiere (UNST)
Devorah Lieberman (CAE)
Deb Miller (CEED)
Dalton Miller-Jones (PSY)
Scott Minnix MESA)
Jim Nash (GSSW)
Sorca O'Connor (ED)
Kali Scolnick (GRAD STU.)
Mary Kay Tetreault (OAA)
Paulette Watanabe (EEPS)
Reiko Williams (ADM)
Karen Yelle (HRC)

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If you would like to become an active participant in one of the DAC subgroups, please contact Andre Jackson (CAE) at 725-8356.