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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 March 4, 2002, at 3:00 p.m. in room **53 CH**.

AGENDA

- A. Roll
- *B. Approval of the Minutes of the February 4, 2002, Meeting
- C. Announcements
President's Report
- D. Unfinished Business
 - *1. Proposal to Amend the Constitution: *Article IV., Section 3., 4) Order of Business*
- E. New Business
 - *1. Graduate Council Program Proposal for *MS in Interdisciplinary Studies* and Program and Course Proposals for *MS in Materials Science and Engineering - Koch*
- F. Question Period
 - 1. Questions for Administrators
 - 2. Questions from the Floor for the Chair
- G. Reports from the Officers of Administration and Committees
Provost's Report
 - 1. Intercollegiate Athletic Board Interim Report – Frank
 - 2. ASPSU Report – Cunningham
 - *3. President's Diversity Initiative Interim Report – Lieberman & Kauffman
- H. Adjournment

*The following documents are included with this mailing:

- B Minutes of the February 4, 2002, Senate Meeting
- D1 Proposal to Amend the Constitution: *Article IV., Section 3., 4) Order of Business*
- D2 Proposal to Amend the By Laws of the PSU Faculty Senate
- E1 Proposals: *MS in Interdisciplinary Studies* and *MS in Materials Science and Engineering*
- G3 President's Diversity Initiative Report

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, February 4, 2002

Presiding Officer: Scott Burns

Secretary: Sarah E. Andrews-Collier

Members Present: Agorsah, Anderson, Arante, Barton, Becker, Biolsi, Bizjak, Bleiler, Brodowicz, Brower, Burns, Cabelly, Carter, Casperson, Chaille, Chapman, Chenoweth, Crawshaw, Cress, Cummings, Dieterich, Enneking, Flower, Fortmiller, Fosque, Franz, Haaken, Hagge, Hall, Heying, Hillman, Hixson, Hoffman, Jacob, Kern, Ketcheson, Knights, Kristof, Labissière, R.Mercer, O'Connor, O'Grady, Palmiter, Philbrick, Rhee, Robinson, Rosengrant, Rueter, Sestak, Shinn, Shusterman, Sussman, Tableman, Talbott, Thompson, Walsh, Wang, Weasel, Wetzell, Wollner.

Alternates Present: Masterson for Brennan, Collins for Collie, Barham for Glanville, Rad for Lall.

Members Absent: Ames, Bjork, Daasch, Falco, Wallace for Gelmon, George, Harmon, Hunter, Jolin, Kenny, Kiam, Lehman, L. Mercer, Nissen, Pfeiffer, Rectenwald, Reder, Rogers, Wosley-George.

Ex-officio Members

Present: Andrews-Collier, Barham, Bernstine, Driscoll, Feyerherm, Frank, Kaiser, Kenton, Koch, Lieberman, Livneh, Pernsteiner, Pratt, Rhodes, Ricks, Samuels, Tetreault, Ward, Withers.

A. Roll Call

B. Approval of the Minutes

The minutes of the January 7, 2002, meeting were approved after "C." with the following correction:

- Jane Kristof was present

C. Discussion Item - *The Student Conduct Code

The Presiding Officer recognized Wendy Endress, Interim Director of Student Development, and Pamela Miller, GSSW and Chairperson of the Student Conduct Committee. ENDRESS noted she will discuss the process, Miller will discuss the committee, and Vice Provost Samuels will make remarks before the question period.

ENDRESS discussed the Student Conduct Code process. Complaints are received, documented, and evaluated in Student Affairs. There are four ways a complaint is processed: One, if there is a clear violation of the code and the student disagrees, it is sent to the Student Conduct Committee. Their sanction is recommended to the V.P.

for Student Affairs, who administers it. Two, if the student admits the violation, the V.P. determines and administers the sanction. Three, the complaint may be dismissed if the V. P. determines there is no violation. Four, in the case of the previous option, the complainant could be referred for mediation.

ENDRESS stated that she was requested to provide aggregate data for the past five year, but it isn't available. For Fall 2001, there were twenty-one complaints, six from students, four from faculty, one from staff, three from CHNW, and six from Public Safety. Two were related to academic dishonesty, two were related to basic policy violations, six were related to alcohol and drug use, and two related to classroom behavior. In terms of outcomes, three are still pending, four were deflected to mediation, and the balance of fourteen were resolved by a sanction.

MILLER stated that when an issue has been referred to the committee, it conducts hearings (recorded) with the several parties involved, and then determines the recommendation. It is a difficult job, because the situation usually has become protracted by the time a hearing is conducted. MILLER stated that a task force has been organized to review and revise the code. MILLER urged that more faculty come forward to serve on the task force, as it is heavily loaded with legal/security folks.

SAMUELS stated that the task force charge, in addition to recommending revisions, is to translate the code into lay terms.

SCHUSTERMAN asked if records are kept of academic dishonesty if Student Conduct is not involved. ENDRESS stated yes, if it is reported

REUTER asked if minors (under 18 years of age) are treated differently. SAMUELS stated yes.

CRAWSHAW stated he notes two areas of concern. One, we are being too lenient by giving a zero on a quiz if there is an option in the course to drop one quiz grade. Two, the flow chart described above is not reflected in his experience, as he has seen issues restarted and treated differently at the dean's level. SAMUELS stated the latter will not happen now, and if a complaint is made to his office it will be referred back to the starting point. ENDRESS related a student complaint because the student didn't agree with the sanction of zero on the quiz, so she referred it to Academic Appeals.

CARTER asked, if in these cases, shouldn't the second process begin with information gathered in first? ENDRESS stated Carter has raised a good point, because the overlap can become messy.

BIOLSI asked for the definition of disruptive behavior in the classroom. SAMUELS stated the professor sets the classroom expectations, and if that is violated it is disruptive. The professor would notify the student if conduct is disruptive, and if the student doesn't respond, then the faculty member would file the complaint.

REUTER asked if the Bulletin has changed recently, because his recollection is that it formerly indicated that cheating would result in an F.

KRISTOF asked if the faculty member is in a stronger position if F is defined on the syllabus. SAMUELS stated that the whole institution is in a stronger position.

BRODOWICZ asked for a clarification regarding reporting academic dishonesty. ENDRESS reiterated that Student Affairs uses reporting to document a pattern, but reporting is not required.

FOSQUE asked, regarding disruptive aggressive, can the faculty member use the Campus Safety option immediately. SAMUELS stated yes, especially if it is something out of control. FOSQUE asked when are police called in on an incident. COLLINS stated the definition for police involvement is "clear and imminent danger."

HAAKEN asked why is revision being called for now, other than confusion over overlap. Are there more complaints than previously, etc. as 21 doesn't sound like that many? SAMUELS stated that since his arrival, many faculty have expressed concern to him with respect to their responsibility in such matters. MILLER stated that things have changed in the last ten years. The committee feels frustration over the categories of sanctions in the code because they are obsolete. The code doesn't back up committee.

SCHUSTERMAN noted that the general feeling at present is that the faculty can be challenged so change will be good. She asked, with respect to intoxication in her labs, does the code cover that problem? MILLER stated it is in the code.

D. Announcements

BURNS thanked Dee Thompson for her quick response as the new Chair of the Committee on Committees.

Senate members were reminded that there is a reception after the meeting in the 53CH Alcove.

Changes in Senate and committee appointments since January 7, 2002:

Faculty Senate: Fisher has replaced Holloway who resigned in January 2002.

Committee on Committees: Kaufmann has replaced Holloway.

2002 Curriculum Committee: Barbara Brower to replace Lafferrière

2002 Library Committee: Aleksanader Jokic to replace Shotola, Linda Walton to replace Zelick.

2002 Scholastic Standards Committee: John Damis to replace Watanabe, Paula Harris appointed.

2002 Graduate Council: Wayne Wakeland to replace Fraser, Tom Luba to replace Harmon, Donna Philbrick appointed.

E. Unfinished Business

1. 2001 UCC Recommendations

BARHAM introduced the item, noting that she and Burns discussed having questions and then tabling the item until March or April.

FOSQUE called Point of Order, noting that this is an Agenda item, and his colleagues had come prepared to discuss it and take action.

HILLMAN asked if prerequisites will be required by Banner for touch-tone pre-registration. RHODES stated yes.

O'CONNOR noted that no background was provided with these UCC recommendations, and requested some be provided. BARHAM stated her sense of the recommendation is that the former assumption that 400's are for majors is no longer perceived as enough.

ENNEKING asked how will "Banner" pre-registration assess "related experience?" RHODES noted it will fall under instructor approval.

SCHUSTERMAN noted that the purpose for the phrase is so the student can do the appropriate self-evaluation.

KRISTOF noted, relative to 400-level University Studies courses, that pre-requisites are not permitted. BARHAM _____

FOSQUE noted that if recommendation #3 is approved, large changes in the clusters will be required, for example one cluster has a ratio of 18/9, 400-level to 300-level courses. Additionally, with respect to recommendation #2, Art has multiple "concentrations."

WETZEL noted that two university policies are about to clash, so the Senate must address pre-requisites and then clusters. Additionally, recommendation #2 is actually the domain of the Academic Requirements Committee.

CRAWSHAW supported recommendation #2 because it supports the notion of the General Education requirement. BARHAM agreed, noting that many transfer students have, outside their major, only their cluster experience before graduation.

REUTER asked how recommendation #2 will be enforced for General Science majors and students who have not declared the major. WETZEL noted this is already being enforced by DARS and students are already being petitioning. R.MERCER stated the system will allow somebody to take the course if its not being counted in two places at once.

BIOLSI noted that with respect to the intellectual integrity of clusters, it is a radical suggesting that 50% of the courses be 300-level. It is interfering with faculty members who are teaching the clusters. BARHAM noted the conversation between Curriculum Committee and University Studies committees needs to continue on this topic.

BECKER asked what would be the timeline for these changes, as for the History Department, this would require radical course renumbering.

FOSQUE asked, with respect to such changes, if there could be a paperwork reduction mechanism and a predetermined timeline for this.

KRISTOF noted that departments are not in a position to lower the numbering of 400-level courses used by their graduate students.

Discussion was concluded.

F. New Business

1. Proposal to Amend the Constitution: Article IV., Section 3., 4) Order of Business

Burns introduced the item, noting that the four options for the Order of Business are intended to be applied to the Constitution of the PSU Faculty and to the By-laws of the Faculty Senate.

CRAWSHAW noted that in his March 2001 proposal to change the Order of Business, his intent was closest to option #4, in other words, there would not always be a discussion.

SCHUSTERMAN asked if the Senate were to approve option #4, how will discussion items be selected. BURNS stated they could come from the floor in the previous month or from the Steering Committee.

FEYERHERM _____.

FOSQUE noted he preferred option #1 as the President is scheduled at the beginning of the meeting so he isn't kept waiting. CRAWSHAW noted that the President going first was also was part of his original intent. TETREAULT agreed with Fosque.

FOSQUE urged that the discussions should be last. BLEILER stated he strongly disagreed, noting that discussion is important to the Senate. FOSQUE responded that his concern is with respect to the problem of people leaving the meeting early.

TALBOTT noted she is in favor of retaining discussions, in other words option #2, as meetings this year have been more interesting.

ROBINSON proposed a fifth alternative: a) President's Remarks, b) Discussion Item, c) Unfinished Business, d) New Business, and e) Reports from Committees and Officers of the Administration. MERCER agreed, noting that this amended option #4 is the best choice.

WETZEL/WOLLNER MOVED option #4 with the change suggested, that the President remarks come immediately after roll call.

BURNS requested a straw poll on the motion, and heard a majority voice vote in favor of the above.

BURNS noted the Senate has approved and moved the desired option, and directed the Secretary to forward the appropriately worded Proposed Amendment to the Constitution to the Advisory Council for review for proper form and numbering as specified in Art. VIII., to be returned to the Senate for the March 4, 2002, meeting.

2. Proposal to Change GPA Requirement for Entering Freshmen to 3.0

KERN presented the proposal, stating that the committee has conducted their review, and supports the proposal. KERN noted that the proposal was forwarded to the Academic Requirements Committee last month, because Academic Affairs had only recently learned that this change had to receive State Board approval two years in advance of implementation. KERN thanked Academic Affairs, particularly Vice Provost Rhodes and Agnes Hoffman, for providing the committee with information necessary to help them make their decision in a timely manner. KERN concluded by noting that the committee has requested an assessment by Academic Affairs with respect to the effect of this change.

WOLLNER/KETCHESON MOVED THE SENATE APPROVE the proposal to raise the GPA for entering Freshmen to 3.0.

SHINN requested a description of the academic history of students with entering GPAs between 2.5 and 3.0. FORTMILLER noted he has nothing formal but sees no great difference anecdotally. OIRP is in the process of developing this data, but it is not ready yet. SHINN noted that this information is very important in forming a decision, and without proper data there is no compelling reason to move away from access. KETCHESON noted that the average GPA of incoming

Freshmen is now above 3.1. She continued, there are plans to continue reviewing applications from students with GPAs below 3.0. The data shows that the higher the entering GPA, the higher the retention rates. RHODES stated that the student profile for entering Freshmen at OSU and UO is very similar to our entering Freshman profile. _____.

CUMMINGS noted, with respect to the 182 cited who would not have been admitted, it is not a small number when compared to 900 enrolled, as opposed to comparing it to 18,000 (total student population). HOFFMAN indicated these numbers apply strictly to admission by GPA. SESTAK noted that students are admitted by whichever information comes in first, GPA or SAT, therefore some of the 182 might have been admitted on SAT scores if they had been received before their GPA's were submitted. HOFFMAN noted that testing would be much "less optional" in future

BLEILER expressed concern that the message being sent to the Portland/Metro area is that we are becoming more exclusionary, and that is exactly the wrong message to send.

ENNEKING stated that colleagues in her profession state that, with respect to high school performance, students don't put in the effort at that level if the GPA requirement doesn't set a standard. Students can be co-admitted to the community colleges in the area, as well as PSU. We want people to get a good academic background before they get here. Students need to know that if you mess around you must pay the consequences.

O'CONNOR expressed concern with respect to minority students who wouldn't be admitted under the new standard, therefore, they won't make the effort apply. She also asked what proportion of the students who would have been turned away were minority students. HOFFMAN stated that 62 of the 182 students with a GPA between 2.5 and 3.0 were minority students. She noted that one of the problems with the high school GPA is that everything is included in the GPA from Chemistry to shop classes. PSU is committed entirely to being a diversity campus, and there is every intent to look at minority transcripts in greater detail.

TETREAULT noted that a public campaign will be required with respect to special admissions, so that we will continue to attract these students.

WEASEL urged the Senate that PSU not send the wrong message. We will need to provide extensive counseling to encourage admits in the 2.5 to 3.0 GPA range.

SHUSTERMAN asked about the relationship of this issue to PASS requirements. Isn't this effort redundant. HOFFMAN noted that PASS requirements don't go into effect until 2005 in the best-case scenario, that is if they ever do.

PALMITER asked for clarification of the purpose of attached sliding SAT chart.

TETREAULT reiterated the regret of Academic Affairs that this proposal came to Senate so quickly because of the February 5 deadline. She stated that Arizona State University is a good model wherein they achieved two efforts simultaneously, raising the minimum GPA for admission and increasing admissions of underrepresented groups. They found that students of color have better retention after the first year, due to education equity program activities. Finally, there is an important issue of the Board's perception of our quality. Our problem is not the admission requirement but our retention rates.

ROBINSON noted that this change will have an impact on high school students at the junior and senior level who have only one year to respond. Perhaps we should consider incremental change rather than all at one, so that we can bring the community along with us.

BROWER asked where funding would come from to support the extra activities surrounding the change.

REUTER stated what he likes about the discussion is the dialogue about student preparedness, but what he doesn't like about it is that the entering GPA, whatever we decide, is not a good predictor of success. We don't owe it to underprepared students to let them in, but we owe it to students who are already here to help them succeed. Neither the new or old requirement solves this problem.

SUSSMAN noted that retention rates don't apply to PSU, regardless, because we have such a non-traditional student body.

RHODES noted, regarding the sliding scale, _____ Additionally, most of our first time freshmen are from the Portland metropolitan area. We already have a good relationship with school counselors and we will build heavily on that relationship.

ROBINSON asked if we currently have conditional admission policies, and can we do special GPA calculations to eliminate the non-academic grades that are causing grade inflation. HOFFMAN stated that the conditional process is well developed, and transcripts are already screened, however, the latter would be very difficult to communicate to prospective students. HOFFMAN also noted, with respect to Robinson's earlier suggestion of incremental implementation, that such a policy would make for more confusion.

FOSQUE asked what are the current retention and graduate rates. KETCHESON stated that it is 30% for entering first time Freshmen. FOSQUE asked if raising the entering GPA requirement will improve this. KETCHESON stated that as students are better prepared, retention rates improve.

TABLEMAN noted that there is a national discussion about grade inflation at the secondary level. PSU should have access to enter, but not to exit. We should tighten internal standards.

MERCER noted he is undecided. On the one hand he believes so strongly in access at PSU and on the other hand, he wants to admit people who will succeed. If we can't provide support services, students will not have success. An important option for us is to encourage students to use community college classes.

PALMITER noted that there is a perception issue. We are perceived as not rigorous with a 2.5 entrance GPA. CARTER agreed, except on one point, that

FORTMILLER noted that changes are linked to the advising model brought before this group last year.

HALL noted he is torn about the notion of access, but feels that students need to be prepared to do the work.

CABELLY noted that perception is something we have control over. What is important in our message is that we are different.

THE QUESTION WAS CALLED.

THE MOTION TO RAISE THE INCOMING GPA TO 3.0 PASSED by a count of hands, 35 in favor, 20 opposed, and 3 abstentions.

SHINN requested the record state that, regardless of the favorable decision, there has been clear indication that certain information was missing and that the decision was very rushed.

3. Proposal for Department Name Change: Civil & Environmental Engineering

BECKER/ROBINSON MOVED THE SENATE APPROVE the proposed name change for the Dept. of Civil Engineering to the Dept. of Civil & Environmental Engineering.

THE MOTION PASSED by unanimous voice vote.

4. Proposal to Change Committee Reporting Schedule: Curriculum, Graduate, Library and Scholastic Standards

ROBINSON/PALMETER MOVED THE SENATE APPROVE the proposal to change the committee reporting schedule to the academic year for Curriculum Committee, Graduate Council, Library Committee, and Scholastic Standards Committee.

THE MOTION PASSED by unanimous voice vote.

G. Announcements and Communications from the Floor

The Provost withdrew her report.

H. Question Period

There were no questions.

I. Reports from Officers of Administration and Committees

1. Report of the Interinstitutional Faculty Senate Meeting of 1-2 February

Burns presented the report (~~attached~~).

2. Vice President's Report on Development & Marketing

WITHERS noted he would present a brief report on the progress of the silent phase of the Capital Campaign (attached), and then yield to Duncan Carter who will briefly discuss marketing. The campaign has been very successful to date and our continued success depends on getting out our story.

CARTER noted that we have not done a good enough job telling our story. We need to use advertising and use it well. The Integrated Marketing Advisory Council is discussing two advertising projects, one to support the Capital Campaign and the other an "identity campaign." They both have to speak with one voice, however, and the key to shaping that voice is faculty input. Faculty are requested to submit their input to Jeanie-Marie Price and to do this immediately.

3. Vice Provost for Student Affairs

The Presiding Officer tabled the report.

4. Interim Report of the Intercollegiate Athletics Board

The Presiding Officer tabled the report.

5. ASPSU Report

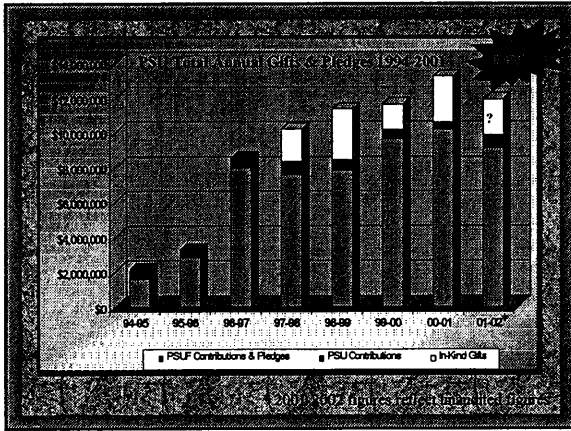
The Presiding Officer tabled the report.

6. Interim Report on the President's Diversity Initiative

The Presiding Officer tabled the report.

H. ADJOURNMENT

The meeting was adjourned at 5:12 p.m.

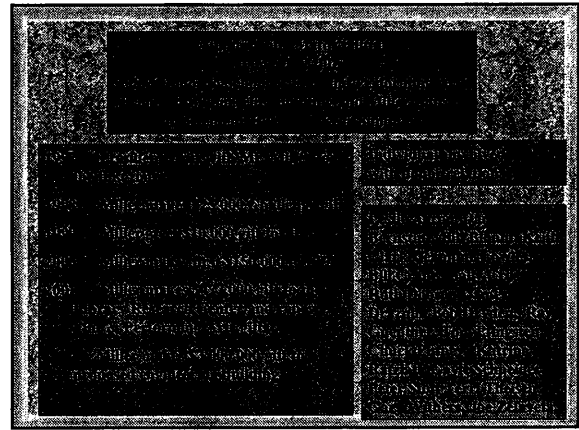


Portland State University
Capital Campaign Giving by Council
February 4, 2002

Council	Campaign Goal	Donations Committed	Donations Collected
Board of Trustees	\$5,000,000	\$3,200,000	\$3,200,000
Engineering & Architecture	\$2,000,000	\$1,200,000	\$1,200,000
Psychology & Education	\$1,000,000	\$600,000	\$600,000
University Gifts	\$1,000,000	\$600,000	\$600,000
Total	\$9,000,000	\$5,600,000	\$5,600,000

Note: Official counting start date of Capital Campaign was July 1, 1999

- PROFESSORSHIPS & CHAIRS**
- * Department of Architecture Endowment, School of Fine and Performing Arts, 12/01
 - * Mentoring Professorship, Graduate School of Social Work, 12/01
 - * Jeannine B. Cowles Distinguished Professorship in Residence, School of Fine and Performing Arts, 9/01
 - * Willamette Industries Endowed Professorship, School of Business Administration, 6/01
 - * Ames Professorship, School of Business Administration, 11/00
 - * Gerry Cameron Endowed Professorship, School of Business Administration, 2/00
 - * Roger Ahlbrandt Professorship, School of Business Administration, 11/99
 - * Swigert Endowed ISM Chair, School of Business Administration, 8/98
 - * Fred G. Meyer Endowed Leadership Chair, School of Business Administration, established 6/98
 - * Turkish Studies Endowed Professorship, College of Liberal Arts and Sciences, 6/97
 - * Gertrude Renzler Endowed Chair, College of Liberal Arts and Sciences, 3/97
 - * Arthur James Endowed Professorship, Civil Engineering, pre-1995
 - * Vergil Miller Endowed Professorship, School of Business Administration, 7/91
 - * Herbert Reizlaff Endowed Professorship, School of Business Administration, 12/86
 - * Harry Visse Endowed Professorship, School of Business Administration, 12/86



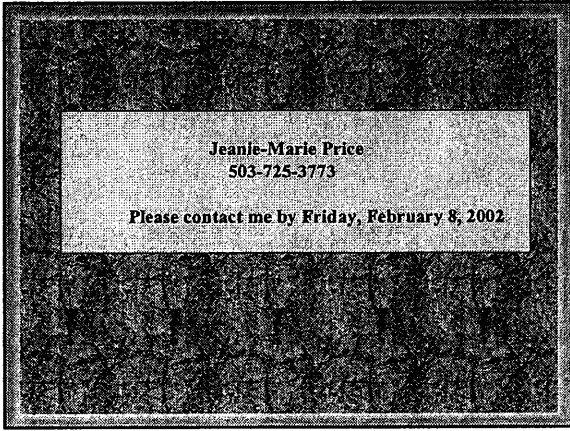
PSU IN THE NEWS

PSU ARCHITECTURE GETS \$1 MILLION BOOST
Oregonian 1/17/02

OPERA GREAT MARILYN HORNE TO WORK WITH STUDENTS
PSU MAGAZINE WINTER 2002

PSU RESEARCH RECEIVES \$750,000 GRANT
PSU VANGUARD 1/17/02

- Integrated Marketing Advisory Council**
- | | |
|----------------------|--------------------|
| Maria Alanis Ruiz | Jeffrey Morgan |
| Sarah Andrews-Coller | Deborah Murdock |
| Daniel Bernstein | Maureen O'Connor |
| Johanna Branner | Judith Patton |
| Scott Burns | Martin Pittlor |
| Mike Driscoll | Jeanne-Marie Price |
| Emily Garrick | Terrel Rhodes |
| Mark Gregory | Trina Robertson |
| Rick Hardt | David Santes |
| Agnes Hoffman | Barbara Senak |
| Marvin Kaiser | Jule Smith |
| Keith Kaufman | Patricia Squire |
| Kathi Ketcheson | Douglas Swanson |
| Mary Kinnick | Brent Wilder |
| Cheryl Livach | Gary Wilbers |
| | Craig Wollner |



Faculty Senate presentation 2/4/02

SLIDE #1 (1994/95 through January 2002 fund raising graph)

Even with a declining stock market over the past two calendar years, and today the Dow down 220 points, fund raising at PSU continues to set records:

* For the first six months of this academic/fiscal year PSU has raised nearly \$12 Million! Last year was a record for PSU at over \$13 Million for 12 months.

* \$2 Million is an estimate for a gift-in-kind, which is on the loading dock: we awaiting confirmation from the donor on exact valuation.

* Comparing "gifts and pledges" to the PSU Foundation for the first 6 months last year to the first 6 months this year, the statistics are equally impressive: \$5.6 Million to \$9.1 Million.

* Presently gifts for another \$1.1 to \$1.5 Million are being closed and are not reflected in any of the above figures.

* Please note: as mid year figures, 2001/2002 numbers are unaudited figures.

SLIDE #2 (Capital Campaign graph)

* the campaign, which can be up to 7 years (counting started on July 1st, 1999, the beginning of the academic/fiscal year when the campaign priorities were set; the priorities were set during March 2000.) has made significant progress:

September 2001 (last report to Faculty Senate):

\$29.4 Million

32% of campaign goal

January 2002 report to Faculty Senate:

\$34.4 Million*

38% of campaign goal*

* does not include \$2 Million estimated gift-in-kind

SLIDE #3 (Professorship chart)

* 8 new professorships have been added during the campaign; this supports findings from current and prospective donors interviewed during the feasibility study who urged support for faculty as one of the campaign priorities.

* 2 more professorships, plus endowed program support related to one of the positions, are being closed. Those positions are not reflected in the above totals.

* Upon closing one of the above referenced professorships, the President and a Dean will be soliciting another major donor for 2 additional professorships.

SLIDE #4 (Anatomy of the James F. Miller gifts(s))

* It takes a village to raise a dollar - this refers to the number of folks across campus and beyond who helped with Mr. Miller. In particular the role of faculty is critical.

**CONSTITUTION OF THE
PORTLAND STATE UNIVERSITY FACULTY**

PROPOSED AMENDMENT

February 4, 2002

(Added text underlined. Moved text in *italics*. Deleted text ~~lined-out~~.)

ARTICLE IV. Section 3, 4) Order of Business. The order of business at regular Faculty meetings shall be as follows:

- Announcement of Quorum
- Approval of the Minutes
- Announcements and Communications
- Discussion Item
- *Unfinished Business*
- *New Business*
- *Reports from Officers of Administration, Senate and Committees*
- Adjournment

February 11, 2002

MEMORANDUM

To: Faculty Senate

From: Roy Koch, Chair, Graduate Council

RE: Recommended for approval by the Faculty Senate:

1. MA / MS in Interdisciplinary Studies: New Degree Program Proposal as revised by the Grad Council per recommendations from the Faculty Senate (office of Graduate Studies)
 2. MS in Materials Science and Engineering (Mechanical Engineering Department)
 3. MSE New Course Proposals (Mechanical Engineering Department)
1. **MA / MS in Interdisciplinary Studies: New Degree Program Proposal** (Office of Graduate Studies)

See attached summary.

2. **MS in Materials Science and Engineering** (Mechanical Engineering Department)

See attached summary

3. **MSE New Course proposals**

MSE 513 Engineering Design for Materials Scientists (4)

Application of engineering design principles to materials problems: problem definition, design methodology, design philosophy, and practice. Introduction to fundamentals of machine design, mechanical models, mechanical systems. Required course for Materials Science and Engineering students without an engineering background. Prerequisite: graduate standing.

MSE 515- Material Testing Methods (4)

Discussion and application of techniques for materials scientists including image analysis, thermal-physical analyses, fracture, and weldability testing. Lecture and Laboratory. Prerequisite: graduate standing.

MSE 547 Diffusion (4)

The mathematics, physics and applications of diffusion theory in Materials Science. Topics include carburization, nitriding, and sensitization of metals; oxidation and ion implant in semiconductors, and polymer diffusion. Prerequisite: Mth 256, EAS 213 or equivalent, graduate standing.

The Master of Arts/Master of Science in Interdisciplinary Studies

Proposal Summary

Overview. This program provides highly motivated students the opportunity to develop, with an advising committee, an individualized, interdisciplinary program for graduate study, in which approved courses in the humanities, sciences, social sciences, and the professional schools are combined to create a cohesive program not otherwise available on campus. Each student's course of study will involve a minimum of two and a maximum of three academic disciplines.

We have some interdisciplinary degrees available (Environmental Science, Systems Science, Conflict Resolution, Urban Studies, among others), but the most related programs currently in existence at PSU are the MAT/MST programs in Arts and Letters, Science, and Social Science, each requiring nine credits minimum of Education. Although a few students currently use these options to fashion interdisciplinary degrees, they are not the best answer for students who are requesting a designated interdisciplinary studies degree, particularly those who may not have any intention of entering the teaching profession.

Need. The program is designed to serve a small number of students with specific well-articulated goals that cannot be achieved within our existing degree structure. Students whose intellectual interests and career goals do not fit into existing graduate programs and masters degrees and who need to, or wish to, obtain training in more than one discipline are requesting that such a degree be available in the Portland area. It is also intended to serve students who work at the intersections of disciplines, whether as the basis for further graduate study, for career enhancement, or for personal enrichment.

Many complex current issues need consideration from a variety of perspectives. Providing this interdisciplinary graduate-level opportunity will enhance the intellectual and economic viability of students' lives and the vitality of their communities. The MA/MS will allow the university to provide greater access to quality graduate programming within the metropolitan community. This degree will support the urban mission of the University by training graduate students to approach complex problems from an interdisciplinary perspective. This approach is also in line with the interdisciplinary nature of our undergraduate curriculum.

The program is also designed to respond to faculty-driven initiatives in emerging fields of study, providing an avenue for faculty from different disciplines to collaborate in graduate education. This program will allow faculty in the liberal arts and sciences and the professional schools to come together in areas of intellectual interest where specific graduate programs do not yet exist.

Course of Study. The degree is intended to allow students, in collaboration with graduate advisers, to structure a coherent program from the approved graduate courses of at least two, and no more than three, separate academic disciplines. It requires 54 credits including a culminating activity (thesis or project):

- If two departments: 48 credits in two participating graduate programs with a minimum of 20 in each department, and an additional 6 credits of Thesis (IST 503) or Project (IST 506).
- If three departments: 48 credits in three participating graduate programs with a minimum of 15 in each department, and an additional 6 credits of Thesis (IST 503) or Project (IST 506).

The following additional requirements apply to both options:

- All university requirements apply.
- All courses in each department must be approved by the faculty adviser in that department.
- All credits must be 500- or 600-level.
- Students earning the M.A. degree must pass the current Foreign Language Requirement for M.A./M.A.T. students before any final examination can be given and before a Graduate Office Representative for the thesis/project committee can be approved.
- Of the 54 credits applied to the degree, students must take a minimum of 36 credits at Portland State after admission to the graduate degree program.
- A maximum of 12 credits total of 501 (Research), 502 (Independent Study), and 505 (Reading and Conference) combined may be applied toward the 54 required credits. No 508 (Workshop) credits can be applied to the degree. A maximum of 6 credits of 509 (Practicum) and/or 504 (Internship) combined may

be applied toward the degree. A total of 16 credits of 501, 502, 504, 505, and 509 combined may be applied toward the degree. (Courses numbered at the 600-level still must fit within these limits.)

- All students will be required to pass a final oral examination. For both thesis and project students, this will be a presentation of and oral examination on the thesis or project, in keeping with university requirements for master's final oral examinations, and including a representative from a different department selected by the Office of Graduate Studies to complete the final oral examination committee.

Admission requirements. Students must meet all requirements for university admission. Admission will be selective, based on completed graduate coursework (if applicable), appropriate undergraduate course work, grades, particular departmental requirements, letters of recommendation, and a statement of purpose regarding the intended fields of study. In addition, each student must obtain the consent of an eligible tenured or tenure-track faculty adviser in each of the two or three intended departments, indicating willingness to serve on the student's advisory and final examination committee and acceptance of the general plan of study and intended outcome. One of these faculty members will be designated as chair. One faculty adviser (in a two-department program) or two faculty advisers (in a three-department program) should have experience, within the past three years, as chair of a master's or doctoral committee in which the degree was granted. Each faculty member may chair only two MA/MS Interdisciplinary Studies committees at any one time. Changes to the advising committee or the plan of study must be approved in advance by the Office of Graduate Studies.

Admission decisions will be made by a committee composed of the Coordinator of Graduate Studies, the Senior Academic Adviser in Liberal Arts and Sciences, and a representative from each of the departments or programs [not the proposed adviser] designated by the department chair. This committee may choose to include additional departmental or Graduate Council members in assessment of individual application files, if appropriate.

Need. The Office of Graduate Studies and the advising office of the College of Liberal Arts and Sciences have had numerous inquiries over the past several years from both our current undergraduates anticipating their graduate study options and from community members who received their undergraduate degrees elsewhere. These are students with a strong commitment to the urban community who are looking for ways to pursue graduate education to enrich their career paths, their roles as educated citizens, and their personal lives. A large number of PSU students are place-bound due to family and career obligations. Increasing numbers are expressing interest in graduate study options in the Portland area. Many of these students are mature and capable of exercising the considerable direction in their education that such a program would require.

Interdisciplinary perspectives to problem solving are becoming valued both locally and nationally. Some scholars argue that today's local, national, and global problems will only be solved by incorporating an interdisciplinary approach with traditional disciplines. This program would provide a long-needed avenue to connect the College of Liberal Arts and Sciences with the professional schools and will open the curriculum to student and faculty-driven initiatives and cross-campus partnerships.

Many students continue to express interest and need for structured lifelong learning opportunities at the graduate level. This program would serve an essential function for students desiring the personal enrichment that such lifelong learning would provide.

Resources. Courses used for this program will be drawn from the approved graduate courses offered by programs at Portland State University. As a result, no additional faculty are required for the program and all faculty teaching approved graduate courses may be involved in the instructional activities supporting the degree.

Faculty will also be involved in the program as advisers. Advisers will be tenured or tenure-track faculty. 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.

MASTER OF SCIENCE IN MATERIALS SCIENCE AND ENGINEERING

PORTLAND STATE UNIVERSITY COLLEGE OF ENGINEERING AND COMPUTER SCIENCE MECHANICAL ENGINEERING DEPARTMENT

Proposed Description. The Materials Science and Engineering (MSE) program will be a broad-based engineering program to study the fundamental science and application of materials. Areas of study include metals (casting, forming, machining, etc.), semiconductors (manufacture, processing, failure analysis, etc.), plastics (adhesives, composites) and other materials. Students will have access to state-of-the-art laboratories, providing an excellent framework for education, training and research at the graduate and undergraduate levels.

Oregon's manufacturing base is critically dependent on advanced materials and materials processing in order to remain nationally and internationally competitive. This program will support the needs of the local materials industries in Oregon, producing potential employees with specialized skills, continuing education for working professionals, and access to sophisticated laboratory research and faculty expertise. There is no engineering-based materials program in the state, and there is a high demand for materials engineering graduates, courses, labs and research.

The program is slated to be operational in Fall 2002, with an expected enrollment of approximately 10-15 students/year.

Curriculum

	Course	Credits	Comments
Core	ME 513 Engineering Material Science ¹ or MSE 513 Engineering Design ²	4	² Design class for students with non-engineering background
	ME 547 Transfer and Rate Processes or MSE 547 Diffusion	4	
	ME 551 Engineering Analysis	4	Existing Class
	MSE 515 Material Testing Methods	4	New Course
	MSE 507 Seminar	1	New Course
Elective	Approved graduate level courses (Minimum 12 hours in MSE or ME courses)	19-21	From MSE, ME, Chem, Phys, etc.
Research	MSE 501 Research Project	6-9	Project option
	MSE 503 Thesis	9	Thesis option
TOTAL	Total Credit Requirement	45	
Examination	Final oral examination		Research Committee

¹For students entering with a BS in Mechanical Engineering

²For students entering without a BS in Mechanical Engineering

Additional courses currently offered or planned:

Solid State Phase Transformations, Welding and Joining, Failure Analysis, Heat Treatment of Steel, Fracture Mechanics, Corrosion, Semiconductor Manufacturing, Ternary Phase Diagrams.

Need: Materials-oriented engineers are needed in essentially all of Oregon's basic industries including metals, semiconductors and electronics, fabrication, transportation, and maritime. Competitive manufacturing technology demands state-of-the-art materials and knowledge of advanced materials processing. Nearly 80% of all manufactured products require joining. Higher strengths, lighter weights, corrosion resistant, tougher and more durable long-lived materials, together with reduced manufacturing costs, dictate that materials and materials engineering personnel are key to remaining competitive.

The importance of these factors in maintaining the state's economy has been recognized by the Governor and by the State Legislature and resulted in naming the metals industry in Oregon a "Key Industry" and yet there is no educational program in-state to support this industry. There is a large pool of ongoing state industrial research funds (\$600K-\$750K) through the Oregon Metals Initiative (OMI) available to support graduate students conducting materials research. In fact, the OMI Board of Directors has supplied a letter of support (appended to the full proposal) for the creation of the Materials Science and Engineering program at PSU, which demonstrates the needs of industry for this program.

Resources: Faculty members who would be involved in offering the proposed program are listed below:

Faculty Member	Specialization
Jack Devletian	Welding, Phase Diagrams, Metallurgy
Victor Li	Numerical Simulation of Metal Forming Processes
Lemmy Meekisho	Numerical Analysis, Mechanics of Materials
Gerald Recktenwald	Transport Processes, Electronic Packaging
James VanWinkle	Electrochemistry, Material Selection, Chemical-Mechanical Planarization, Corrosion
Chien Wern	Materials Testing, Material Processing
William Wood	Metallurgy, Material Testing, Fracture
Sung Yi	Electronic Packaging, Polymers
Hormoz Zareh	Finite Element Methods

Five of the faculty joined PSU with the transfer of the Materials Science Program from the Oregon Graduate Institute in 2000. These faculty are supported through external projects (Oregon Metals Initiative, other research projects), internal funds from the College of Engineering and Applied Science and funding provided by the Engineering and Technology Industry Council (ETIC).

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](#)[Presidential Initiatives](#)**Activities**[2000-2001](#)[2001-2002](#)**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)

This page maintained by: jacksoa2@mail.pdx.edu
Last modified: January 17 2002

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

March 1, 2002

To: Deans, Directors, Dept. Heads

From: Duncan Carter, Tom Pfingsten, Ken Peterson, Judith Wild
Fixed-Term Faculty Task Force

RE: Invitation to Focus Groups

The Fixed-Term Faculty Task Force is holding a focus group to gather input from administrators on reviews, reappointments, and rewards. We will be asking you to think about why reviews should be done, who should do them, how often they should be done, what they should consist of, and at what point faculty should be reviewed. Our hope is that this input will affect the outcome of negotiations this spring when AAUP and PSU re-open the Article 18 (previously Article 41) of our current contract. We will ask for your ideas and present you with some models to respond to.

We'll be asking you to consider the following questions:

- Should fixed term-faculty be reviewed?
- Why should fixed-term faculty be reviewed?
- Which fixed-term faculty should be reviewed?
- Who should review fixed-term faculty?
- What should reviews include?
- How should seniority affect how multi-year contracts should be awarded?

The group for administrators will be:

Friday, March 15th from 2:15-3:45 p.m., at 327 SMC

Only administrators will be present at the meeting. All discussions will be held in confidence. The conditions of fixed-term faculty affect us all.

We urge you to participate, get your voices heard, and affect the future of fixed-term faculty and PSU. Please register by calling Connie Cox, in Office of Academic Affairs, at 503-725-5254 or e-mail coxco@pdx.edu.

Claudia Weston
Asst. Director
Library Technical Svcs.
LIB-W 1