

COMMISSION ON CAMPUS CLIMATE AND LIFE

INTRODUCTION AND BACKGROUND

In January 1998 President Bernstine established the Commission on Campus Climate and Life to investigate ways to significantly improve the student learning experiences at Portland State University from first contact to completion of a class, program, or degree. A group of faculty, staff, and students was charged to consider what our students should expect in the way of administrative services, classroom experiences, support for academic learning (e.g., technology, library, advising, special interest clubs, etc.), social climate, and assistance in the transition from school to workplace or career. While the central focus of the Commission's work is the student's experience, issues related to faculty and staff can not be disassociated when considering a positive campus environment. What is it that we should do to provide an exciting and supportive environment for faculty to work and live in? Similarly, what kind of workplace should we provide for staff, who constitute the essential operating infrastructure of departments, programs, and administration and who often have the most frequent day-to-day contact with the students we serve?

PROCEDURES AND RESOURCES

Between January 1998 and September 1998, the Commission convened at least two hours each week. The Commission reviewed existing reports and documents, listened to constituencies from across campus discuss their programs, concerns, interests, and future directions, and reflected on what changes would most benefit the quality of campus life at PSU and the student learning experiences. Four open forums were held to allow individuals from across the campus to express concerns about campus life. The Commission established a home page to disseminate and collect additional information (<http://www.pdx.edu/ccl/newccl/>). An appendix containing all of the written materials used as references has been compiled. A brief summary of that appendix is attached at the end of this report.

OVERVIEW

In the course of its deliberations, the Commission on Campus Climate and Life heard overwhelming testimony about PSU's effectiveness in instruction and how well we provide for a very diverse student, staff and faculty community. The University's greatest strength is our human capital. Our community is composed of dedicated professionals - research scholars and teachers, administrators and staff - committed to serving a unique student population, and highly invested in our students' success. The Commission heard over and over from students, staff, and faculty testimony to PSU's unique contribution to student success, whether they transfer after a few terms, transfer to us from elsewhere, stay with us for all four years of the baccalaureate degree, pursue a graduate degree, or simply take a few courses out of special interest or for upgrading skills at their workplace. PSU has recently clarified its unique mission as an urban university, forging strong connections with our community involving teaching, research and service. The University has been open to educational innovation; for example, our efforts to redesign the general education program have led to national recognition including significant grants and awards. The University has embraced diversity among its students, whether racial, cultural, sexual orientation, or age. To its credit, PSU has the most diverse student body in the state. In addition, our academic programs include Black Studies and Chicano/Latino Studies, and our Women's Studies program has recently achieved the status of a major.

Though we were pleased to review the many strengths mentioned above, our charge was to look at ways to further improve the student, faculty, and staff experience. While we believe this report identifies many of the key issues affecting the campus climate at Portland State University and offers recommendations to begin addressing them, the ultimate resolution of these issues depends upon the entire University community engaging in an effective dialogue about the issues. The resolutions will need to address budgetary resources, time lines, accountability, and incentives for success. It will be noted that most of the recommendations require additional resources for successful implementation. In fact, budgetary limitations and all of the attendant ramifications can be identified as the root cause of much of the expressed campus dissatisfaction. Dealing equitably and openly with resources, especially when they are in short supply, is an essential aspect of a positive campus climate. Generating the resources necessary to allow the University community to properly address the key issues affecting campus climate must be a high priority.

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THE OUTCOMES WE HOPE TO ACHIEVE WITH THESE RECOMMENDATIONS

All members of the University community (student, faculty and staff) will

- clearly understand the mission and the values of the University and recognize the importance of their individual contribution to that shared vision.
- recognize that Portland State University works to provide the highest quality learning experience.
- have interactions with Portland State University from first contact to life long association that are based on respect and civility.
- contribute positively to an environment that enables all members of the community to have a positive and successful experience.
- have a sense that their intellectual and personal lives have been enhanced through their contact with PSU.

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ACADEMIC QUALITY

The purpose of a university is the advancement of knowledge on behalf of students and society in general. The ability of faculty to teach effectively and remain current on both innovative pedagogy and disciplinary research is fundamental for providing the level of student learning we wish to be at the core of our mission. Since the University's faculty defines and delivers the academic program, each Portland State University faculty member must embrace a role that encompasses both excellence in teaching and excellence in scholarship that enhances the student learning experience. The University must support the faculty development necessary to maintain this excellence.

1. The frequency and quality of faculty/student and student/student interactions are among the most important factors in determining academic success and satisfaction. Of the many positive student comments about PSU academics, the most common themes involved experiences in which the student interacted within a small group or one-to-one with a faculty member to address challenging issues of clear significance. **The Commission recommends that departments and programs explore a variety of possibilities for integrating students into all aspects of scholarly activities, including research and community-based projects. Courses should be taught using multiple modes of delivery that enhance every student's opportunity to participate. The Commission recognizes that these activities are time-intensive, so that increasing the overall number of faculty at PSU may be necessary to make significant headway in these areas. To encourage an increase in student/faculty interactions, faculty workload calculations need to include more than just number of hours or students taught in the classroom.**

2. Faculty and students express a need for creating a sense of scholarly community across disciplines. It is easy for individual faculty and students to become isolated in their specialties, thereby missing some of the most important interactions within an urban research university. **The Commission recommends the University identify physical spaces, specific times, and engaging programs designed to increase academic and social interactions, interdisciplinary activities, and campus-wide participation.**
3. Faculty and students express dismay over the wage disparity PSU has with national higher education norms. **The Commission recommends that the administration seek ways to compensate faculty for their meritorious scholarship, teaching, and dedication to the University. Attention should be paid to the significant wage disparity by gender and race.**
4. Portland State University has recently initiated several innovative and ambitious undergraduate programs, including revision of general education and assessment of undergraduate programs. Nevertheless, there are concerns that participation and a sense of ownership in our general education program needs to be shared across all schools. **The Commission supports the idea of an administrative position, at the level of Vice Provost, which is responsible solely for support, coordination, advocacy, and assessment of undergraduate education. In addition, the Commission endorses the Faculty Senate University Studies Task Force Report, which recommends a clarification and reorganization of the management structure of University Studies as well as a clarification of curricular objectives and a clear assessment plan that specifically includes the science, math, communication, and diversity objectives.**
5. Faculty, students, and external constituents (legislators, accrediting bodies, and employers) assert that there should be greater attention paid to assessment issues across the campus. These are issues of student learning in the classroom context as well as effectiveness of programs and majors. Currently there is no organized university-wide effort to bring assessment to the forefront either in the classroom or for academic units. **The Commission recommends that the Office of Academic Affairs investigate ways to coordinate assessment across the University.**
6. Faculty and students expressed concerns about the extent of communication and coordination between courses in different departments and even courses within the same department. **The Commission recommends that all departments reexamine their curricula, with input from students, to reconsider overall curricular content, cohesion, and scheduling. Departments and programs that do not have a clearly articulated mission statement should develop one. Curricular goals for all programs should be clearly defined and linked to learning objectives within individual courses. Each course should have an assessment plan to gauge success in meeting the learning objectives. Each department should have an assessment plan to determine the extent to which students in their programs are meeting the curricular goals. OAA and the Deans will need to support, coordinate, and enforce these activities.**
7. The newly revised promotion and tenure guidelines for the university have been cause for widespread confusion. There seems to be the general perception that because it is left up to departments to interpret and implement promotion and tenure procedures, there are inconsistencies across disciplines. This confusion centers around the definition of "scholarship" and the impact of the guidelines on junior faculty trying to develop a promotion and tenure portfolio. **The Commission recommends an examination of ways in which pay, promotion and tenure processes are addressed and implemented at the departmental, as well as college or school levels. There should be mentoring available for junior faculty needing assistance on portfolio development. Departmental Promotion and Tenure committees should also receive support in developing definitions, examples, and evaluation of the types of scholarship that are appropriate in their disciplines.**

8. Faculty and students express the desire to keep current on educational technologies available to enhance course delivery. **The Commission recommends a careful examination of the role of educational technologies in the delivery of course materials. The University needs to support faculty in learning the ways to effectively incorporate these technologies for enhanced student learning.**
9. Faculty and students agree that in order to be a quality urban research university, there needs to be a first-rate research library. **The Commission recommends that the administration examine what resources are needed to meet the library standards necessary to conduct cutting-edge research and accomplish the learning outcomes expected in courses across the curriculum.**
10. Central to our mission as an urban university is the goal of becoming an institution of higher education that is fully integrated into the community and region that surrounds it. **The Commission recommends that departments continue to explore community-based learning opportunities that can be integrated into their curricula and scholarly activity.**
11. Students maintain that they want to have career development resources and employment placement services readily available to them through the University. **The Commission recommends continued support of the Career Center with emphasis on the work done on internships and job placement. Collaboration with community-based programs that integrate the career path with students' current educational experiences should be strongly encouraged.**

ACADEMIC ADVISING

All students should have a clear and simple means of accessing all the information they need for planning and carrying out a successful university experience. The information should be accurate, consistent, up-to-date, easy to obtain, and easy to understand. Issues surrounding academic advising of students, and specifically undergraduate students, have been troublesome for many years at Portland State University. The Commission found ample evidence that these problems remain.

12. In 1995 an Advising Task Force was appointed and put forth a "Proposed Advising Model for Portland State University." This model was well researched, but never implemented. Presently the University is involved in a Title III grant that is focused on making improvements to advising, but in order for this to be successful several changes need to be made to the present infrastructure. **The Commission recommends that the proposed model be implemented with minor adjustments to the requirements for students. The features of this proposed model include:**
 - the identification of a centralized location for advising undeclared majors;
 - mandatory student contact with an advisor at certain specified points;
 - the acceptance of a developmental approach towards academic advising, i.e., a proactive and holistic approach to a student's academic experience and life plan;
 - the establishment of a standing committee on academic advising.

The Commission also recommends that the University acknowledge that a sequence of phases must occur in order to implement an effective advising system, for example:

- define what constitutes academic advising and clarify the role of the faculty,
- identify resources and an administrative structure to support academic advising,
- that priority should be given, at all levels, to the implementation of the Degree Audit Reporting System (DARS),
- communicate requirements for general education to faculty and students,
- identify a central place for undeclared students and general academic advising,
- create a system for identifying a student's major at an appropriate point in their academic career with regular updating,
- review existing policies to assure they are not serving as unintentional barriers, and implement advising training for teaching faculty.

13. Students are not required to declare a major until they apply for graduation, thereby making information available to departments unreliable and proactive advising difficult. The 3,429 (fall 1997) undeclared major students have no direct connection to an academic advisor. **The Commission recommends that:**
- **A place be identified that will offer academic advising to undeclared majors and facilitate the transition to a major advisor. (What the 1995 proposal referred to as a University Advising Office). Though identification can be completed without additional resources, the issue of resources will need to be addressed as soon as possible. The IASC could serve this function with the commitment of additional resources.**
 - **Actively promote the notion that students should regularly check and update their student record information.**
14. Departments and students experience difficulty in obtaining accurate information about academic requirements and procedures. Changes in requirements, specifically general education requirements, are not systematically disseminated to advisors. **The Commission recommends that a central clearing point disseminate information about advising and changes in requirements to all faculty and students in a clear manner. This point should also be responsible for creating and maintaining a faculty advising manual.**
15. Present policies do not require an assignment of an advisor to each undergraduate student. **The Commission recommends that the role of faculty major advisors be made explicit. Appropriate training for faculty in advising will be necessary for those who take on any greater responsibility in advising. Appropriate incentives should be considered for faculty members providing advising.**
16. The Bulletin (catalog) and The Bulletin (schedule of classes) are difficult to understand and awkward to use. Written information given to students needs to be more user friendly. **The Commission recommends that the student information in the Bulletin (catalog) be more clearly identifiable. This should include all policies that affect students. The Schedule of Classes should also be easily understood. For example fewer asterisks and footnotes could be used if course requirements are communicated to students through the catalog. Revised versions of these publications should be “piloted” with a group of students to determine their clarity and effectiveness. The critical link between these two publications requires constant coordination and updates. The most current version of the catalog should be available on the web.**
17. Programs and departments that have provided students with more intentional and personal advising have seen positive results. **The Commission would like to acknowledge the enthusiastic praise we heard about programs that have been successful in their advising and promotion of student success.**

DIVERSITY

Research findings show that diversity in faculty, staff and student populations at a university enriches the educational experience, promotes personal growth, strengthens communities and the workplace, and enhances an individual's economic competitiveness. Recommendations from the Commission develop out of a recognized need for Portland State University to adopt and implement a policy of diversity for our campus. This policy should be reflected in daily personal interactions, in all personnel and student recruitment and support, in the physical environment, and in the development and delivery of the curriculum.

Note: The terms “underrepresented” and “diverse” are intended to be inclusive of race, gender, country of origin, sexual orientation, disabilities, and religion.

18. Campus climate is the cumulative effect of all interactions that a person experiences related to PSU. All members of the University community need to recognize how the departmental environment, in both

academic and non-academic units, can affect students, faculty, and staff from underrepresented groups and that it is a critical aspect in shaping the campus climate. **The Commission recommends that increased awareness be facilitated through diversity training sessions or other more intentional programs for administrators, faculty, and staff. The first step is to search for a model program that has assessed and documented outcomes regarding an increase in diversity as well as acceptance and tolerance. The second step is to require participation and training on diversity issues when possible and to strongly encourage participation at all levels. The third step is an understanding of the changes needed within departmental cultures to retain faculty and students from diverse backgrounds. New faculty lines and funding for departments should be tied to the implementation of recommendations from the new diversity plan.**

19. PSU needs to focus even more attention on a plan for diversifying the institution. Without a clear plan, the recruitment, retention, and success of underrepresented students, faculty, and staff have been affected. Central to this need are more faculty and higher level administrators to serve as role models and mentors for students from underrepresented groups. **The Commission recommends that a diversity plan be created and overseen by a standing university committee and promoted by the administration. Central to this plan is the recruitment of underrepresented students, faculty, and staff. Specific funds should be designated to assist in the implementation of the diversity plan and for the recruitment of staff, faculty, and students from underrepresented populations. The plan should also look at the integration of diversity into the curriculum and determine its impact and address all of the following diversity recommendations.**
20. Currently at the university, persons seeking advocacy, program development, training, or evaluation on issues concerning diversity cannot easily identify where their needs can be met. While the responsibility for diversity is shared, offices and programs working on diversity need to be better coordinated. **The Commission recommends that the University initiate a process to determine what needs are being met in the current offices, what needs are not being met, and what structure would assure that the identified needs are met. The new structure should support and assess activities and programs that add to the diversity of PSU. In addition a lead person needs to be identified to assume the role of advocate and to promote outreach activities to achieve the implementation of the new diversity plan for the university. It is critical to the success of the plan that the lead position be ranked such that frequent and meaningful interaction with the President and Executive Committee is a job expectation. The level of the position and the resources allocated to it will reflect the value and importance placed on diversity at this University.**
21. Faculty-student interactions are important for all students, but can be more important for students of color, first generation college students and returning adult students. As part of the diversity plan it should be recognized that an effective advising system is critical in the retention of our diverse population. **The Commission has already recommended that attention and resources be focused on the overall advising system, but additional resources should be designated to build upon or expand those programs that currently show success working with targeted populations. Additional opportunities should be developed to encourage all faculty to interact with underrepresented students.**
22. Academic and support programs that attract underrepresented faculty and students are important and could benefit from additional support and coordination. Programs such as Black Studies, Chicano/Latino Studies and Women's Studies promote diversity and attract diverse students and faculty. Additional courses taught in these academic programs can promote a diverse climate and further an understanding of the importance of diversity. **The Commission recommends that programs that are successful in retaining and supporting underrepresented students and faculty should be identified and promoted on a University-wide level and that increased funding in this area be a priority for the**

University. The Chicano/Latino Studies Program should receive additional faculty lines, and Black Studies and Chicano/Latino Studies should be considered for majors in the near future.

23. The new diversity plan will require various kinds of information and data analysis capabilities, beyond what is federally mandated. The Office of Affirmative Action collects much of the relevant data; therefore, this office must play a vital role in this effort. **The Commission recommends that data relevant to the new diversity plan be collected, monitored, and reported to the university community and that reports in addition to those federally mandated should be designed for the University's needs.**

WORKPLACE ISSUES

Every effort needs to be made to create an institutional climate that values and supports its staff, faculty, and students. Staff make valuable contributions to the student experience; therefore, the quality of the employee experience directly relates to the climate and sense of community of our students. Portland State University's employees, many of whom are also our students, continue to be expected to assume ever more responsibility. For example, the effects of decentralization of functions related to budget and record-keeping, and the increasing daily face-to-face, voice, and other electronic-based contact with students have dramatically impacted the dynamics of the work environment. It is of paramount importance that people working at PSU be treated with respect, courtesy, and appreciation; all employees should expect this kind of treatment as well as acknowledgement for their contribution to the student experience.

24. The campus perception is that we have a hodgepodge of policies related to workplace issues. **The Commission recommends that a clearly stated work/life policy is needed to support PSU's working community, clarify where one should go with specific problems, and articulate the stated values of the institution. The President should create a team of faculty, students, staff, and administrators to frame a statement of PSU's workplace values which could serve as the foundation for the implementation of a work/life policy. This policy should be the result of consultations with several key offices including Human Resources, the Affirmative Action Office, and relevant employee unions. There must be accountability and responsiveness to quality of life concerns; therefore, the responsibility for implementing and monitoring our work/life policy should be assigned to a specific unit on campus. In addition, an up-to-date handbook that clearly states the University policies, regulations, and expectations should be developed and given to all employees.**
25. Some administrative units have been very strong in providing upgrades of employees' skills, providing clear and constructive feedback on performance, engendering a sense of pride in the work accomplished, and creating a feeling that faculty and staff are valued and appreciated. We heard evidence that this is not the case in some places on campus. **The Commission recommends that PSU needs to have a clear and consistent policy for employee development and that appropriate training be identified and made available to all units within the university. Opportunities for career advancement for staff and opportunities for faculty mentoring need to be made available. Central responsibility for this initiative should be assigned to a specific office. In particular, staff need to have access to equipment and technologies that enhance their jobs, opportunities for training, and sufficient time to develop new competencies.**
26. Supervisory and management practices in all units and at all levels are not consistent and sometimes lead to perceptions of ineffectiveness. **The Commission recommends that managers and supervisors, including department chairs, receive training in best management practices. We urge PSU to make use of the organizational development expertise that exists in our faculty in the School of Business, School of Education, and Industrial/Organizational Psychology. A uniform set of practices for defining work responsibilities, basis of performance reviews and assessments, procedures and support (e.g., training) for improving work performance must be established. This action should**

result in a stated University commitment to a “just workplace” - a policy that everyone who works here can commit to and rely upon.

27. PSU’s current family leave policy is perceived to be unclear and not implemented in a fair and equitable manner. Supervisors and department chairs do not all necessarily share the same understanding of the letter and the spirit of the family leave policy. Some employees have been burdened with the responsibility of arranging for their replacements during their family leave. **The Commission recommends that our family leave policy be reviewed and distributed to all personnel. Supervisors should be responsible for informing employees of their entitlement. The Office of Human Resources should have an important role to play in ensuring that this policy is implemented fairly campus-wide.**
28. On campus childcare is not always readily available for students, staff, and faculty. **In order to enhance an environment that is supportive of staff/students with children, the Commission recommends the development of expanded childcare facilities. We recommend continued financial support of childcare centers on campus like the Helen Gordon Child Development Center and the recently established ASPSU short-term childcare center. We urge support to expand parent services to include staff and faculty, as well as students.**
29. Change is commonplace at PSU; it can be both exhilarating and destabilizing. For example, the decentralization of accounting creates significant and unanticipated ripple effects throughout the university. **The Commission recommends that the administration coordinate with the University Planning Council to monitor potential changes and, when necessary, create an ad hoc advisory group for a particular situation. Examples of this would be the PASS (Proficiency-based Admissions Standards System) Implication Team that is considering impacts of new state standards on PSU's admissions or the FISCAL (Financial Information System Committee At Large) Committees.**
30. Student involvement in University decisions is critical to their engagement in academic life. **In order to promote a sense of ownership among students, faculty, and staff, their voices should be considered in every decision made by the University. The Commission recommends that open forums should be held whenever a change or decision needs to be made that would have an impact on the greater community. The forums should be conducted with sufficient time for feedback to be incorporated into the decision. Though committee appointments are given to students, it is important that the administration and student government work to make sure the voice of the students is being heard. Leaders of the University should understand the responsibility they have towards the university community and become accustomed to requesting input when making major decisions.**
31. As PSU matures it is important to promote traditions and activities that foster a sense of affiliation to the University and a sense of community among ourselves. We are pulled apart by decentralized activities and do not often experience our community as a whole. **The Commission recommends that the University investigate ways to create user groups, interest groups, and opportunities for mentoring. In addition the University should sponsor regular events that all are encouraged to attend. Positive examples of this are the Party in the Park and reduced-price family nights at sports events. Having more play and fun together will enhance our community and climate.**

CAMPUS ENVIRONMENT

The goal is to provide an environment that enables all members of the community to have a positive and successful experience. In this report we have tried to concentrate on essential services that are needed to sustain a positive environment.

32. Students, faculty and staff have difficulty finding information about campus opportunities and events. **The Commission recommends that efforts to communicate campus involvement opportunities for students, faculty, and staff should be a continuous and coordinated process. Opportunities for involvement can be found in academic departments as well as student organizations. We recommend that PSU reevaluate the existing ways information is disseminated.**
33. Students voiced a number of concerns indicating that the operations of the Smith Center and the management of student housing do not always have student needs as their highest priority. **For this reason students requested and the Commission recommends that the Smith Memorial Center report to Student Affairs, instead of Facilities, in order to promote more student involvement in the running of the Center. Having both the advising of student groups and the operations of the student center report to the same division would promote more consistent policy implementation and accountability for meeting student needs. A careful open review should be conducted by the university to determine if contracted housing and other services are still the best option for Portland State University. This review of College Housing Northwest, the Bookstore operation, and other services should include students, faculty, and professionals in Student Affairs as well as Business Affairs. At the core of this review should be the needs of students.**
34. On an urban campus safety and security are continual concerns. PSU experiences a relatively low rate of crime for an urban campus. **The Commission recommends that safety features (such as blue lights) and programs be expanded and publicized. A mechanism for campus-wide review of the status of campus safety should be developed.**
35. The original vision and mission of the Multicultural Center to provide a cultural programming and support center for our diverse students, faculty, and staff have not been realized. **Support for our diverse student population should be visible and actively emphasized. The Commission recommends that the Multicultural Center return to its original conceptualization. In order to revive the Multicultural Center, the new location must be renovated immediately and made into an open inviting place. The focus of the Multicultural Center should be to create and promote programs that bring faculty, students and staff together to learn about each other not just a name attached to a room. A thriving Multicultural Center with a defined mission and strong coordinator can serve as a place for students to find resources and advocacy on issues of race, ethnicity, country of origin, gender, sexual orientation, religion, and disabilities.**
36. Research by Alexander Astin from the Higher Education Research Institute has indicated that the factor most closely related to improving campus climate and the quality of the student experience is funding of student services. The NCHEMS (National Council for Higher Education Management Systems) report stated that PSU invested less in student services than other comparable institutions. **The Commission recommends that attention be given to the appropriate funding of campus-wide student support services and acknowledges that improvements are needed and require additional funding.**
37. Many improvements have been made to our physical plant to improve accessibility to campus buildings, including student housing. However, the campus needs further renovations in order to be completely accessible for people with limited mobility. **The Commission recommends that PSU actively pursue a program of retrofitting existing buildings to ensure accessibility to those with limited mobility. For example, ramps tend to be placed in inconvenient locations rather than in the most central entrances. Renovations should increase, rather than decrease, the accessibility of the area.**
38. An aging physical plant and limited budgetary resources have led to deferred maintenance, inconsistent temperature control, insufficient cleaning and inadequate attention to responsible recycling. Many buildings are uncomfortable for students, faculty, and staff. **The Commission recommends that**

priority and resources must be given to maintenance and renovation of the physical plant, aimed at restoring services to more appropriate levels.

39. The physical recreation areas of our campus provide excellent opportunities for all members of the PSU community to interact with one another and balance the stresses of academic life with fun and physical activity. **The Commission recommends that open recreation hours be scheduled at times that are more convenient for all constituents. Because faculty and staff also use these facilities, the time between quarters should not be seen as times to close sections of the facilities.**

Concluding Remarks

The Commission would like to recognize that a valuable component of the Portland State University experience is the connection we promote and value with the external Portland community. This has become a core element of the mission of this University. **The Commission recognizes that participation in the greater metropolitan, state, and national communities has enhanced our campus environment. It is important that these connections be continued, nourished, and augmented. Whether it is a volunteer student group, a Capstone, study abroad program, or a political economic summit, these experiences expand our views of the world and promote a welcoming environment for all.**

In summary, the Commission recognizes that the process of assessing the campus climate is a valuable tool to keep the university engaged in dialogue. The issues raised are substantive and ongoing, and they are not likely to be amenable to simplistic solutions. Yet these issues of campus climate are central to the success of Portland State University. **The Commission urges that the entire University community commit to a shared responsibility for the resolution of these issues. The commitment will require an ongoing dialogue in good faith, aimed at developing a clarity of mission, a sense of shared values, and creative problem-solving in the best academic tradition. The commission specifically recommends establishment of an ongoing mechanism to assess and improve campus climate, such as annual open hearings, progress reports, or forums.**