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## Faculty Senate Monthly Packet November 1999

Portland State University Faculty Senate

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PORTLAND STATE  
UNIVERSITY  
FACULTY SENATE



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

The Faculty Senate will hold its regular meeting on **November 1, 1999**, at 3:00 p.m. in **53 CH.**

**AGENDA**

- A. Roll
- \*B. Approval of the Minutes of the October 4, 1999, Meeting  
Provost's Report
- C. Announcements and Communications from the Floor  
ASPSU - Young
- D. Question Period
  - 1. Questions for Administrators
  - 2. Questions from the Floor for the Chair
- E. Reports from the Officers of Administration and Committees
  - \*1. Provost's Response to Recommendations in the Report on Univ. Studies Program requested by the Senate in the 7 June 1999 Motion
- F. Unfinished Business
- G. New Business
  - \*1. Graduate Council Course/Program Proposals: Graduate Certificate Programs in Systems Science and two new graduate courses - Eder
  - \*2. Scholastic Standards Committee Motion to Change University Requirements Related to Academic Standing - Barham
- H. Adjournment

\*The following documents are included with this mailing:

- B Minutes of the October 4, 1999, Senate Meeting
- E1 Provost's Response to Recommendations in the Report on Univ. Studies Program requested by the Senate in the 7 June 1999 Motion
- G1 Graduate Certificate Programs in Systems Science and two new Graduate courses
- G2 Motion to Change University Requirements Related to Academic Standing

## PORTLAND STATE UNIVERSITY

Minutes: **Faculty Senate Meeting, October 4, 1999**  
Presiding Officer: Barbara Sestak  
Secretary: Sarah E. Andrews-Collier

**Members Present:** Agre-Kippenhan, Ames, Anderson, Balshem, Barham, Barton, Beasley, Becker, Biolsi, Brennan, Brenner, Brown, Burns, Carpenter, Carter, Casperson, Chapman, Collins, Cooper, Corcoran, Crawshaw, E. Enneking, M. Enneking, Farr, Fisher, Fortmiller, Fountain, Goucher, Harmon, Herrington, Heying, Hickey, Holliday, Holloway, Hopp, A. Johnson, D. Johnson, Kern, Ketcheson, Mercer, Miller-Jones, Morgan, Morgan, Neal, Patton, Rectenwald, Robertson, Rogers, Rueter, Sestak, Squire, Stevens, Sussman, Taggart, Thompson, Walsh, Watne, Wetzell, Williams, Wollner, Works, Zelick.

**Alternates Present:** Gelles for Ellis, Fahey for Hoffman, Savery for Koch, Halvorson for Lewis.

**Members Absent:** Bleiler, Bodegom, Chaille, Erskine, Fuller, Gelmon, George, Goslin, L. Johnson, R. Johnson, Kenny, Kiam, Latiolais, Lowry, Powell, Pratt, Reynolds, Shireman, Wosley-George.

### **Ex-officio Members**

**Present:** Allen, Andrews-Collier, Bernstine, Davidson, Diman, Kenton, Pernsteiner, Tetreault, Toulan, Vieira, Ward, Withers, Dunbar for Alberty.

### **A. ROLL**

### **B. APPROVAL OF THE MINUTES**

The meeting was called to order at 3:03 p.m. The Minutes of the June 4, 1999 meeting of the Faculty Senate were approved as published.

### **C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR**

President Bernstine, in accordance with normal governance procedures, has ratified the action of the Senate at the June 7, 1999 meeting:

Approval of the Graduate Council Course Proposals including Changes in the M.S. in Civil Engineering; the Ph.D. in Technology Management; the Ph.D. in Civil Engineering.

Changes In Senate/Committee Memberships Since 7 June:

Ann Weikel resigned from Senate effective May 30, 1999. Her replacement is Dick Pratt.

Linda Parshall resigned from Senate Effective June 30, 1999. Her replacement, is Paul Latiolais.

Don Moor retired effective June 30, 1999. His original replacement Gavin Bjork also retired this summer. The position will be filled by Kenneth Ames.

Devorah Lieberman and Kimberly Brown resigned from Senate effective 16 September, to take positions as Vice Provosts. Their replacements are John Rueter and Robert Fountain, respectively.

David Turcic is being replaced in the Senate by Cynthia Brown, as he is on a three-term sabbatical.

Gloria Faine, who filled Noordhoff's ED position in the Senate, has resigned from the university and will be replaced in the position by Dannelle Stevens.

Pat Squire replaces Arezu Movahed, who has left the University.

The Faculty Senate conducts its business in accordance with *Robert's Rules of Order*. If anyone wishes to serve as 1999-2000 Parliamentarian, please notify the Secretary to the Faculty.

SESTAK reviewed the New Budget Model Forum, co-hosted by PSU-AAUP, Faculty Senate, PSU's IFS Senators, and Association of Oregon Faculties, which was held 10-12 a.m., Saturday, 2 October 1999. Jay Kenton presented an overview of the model, panelists were Sy Adler, Ron Cease, Gene Enneking, Stan Hillman, and Barbara Sestak, and Sarah Andrews-Collier moderated. Approximately 50 faculty members were in attendance. Topics which emerged in these opening discussions were: Departments competing with each other, performance differences, the yo-yo effect, internal competition for students, increase R&D, reserves to cover enrollment fluctuations, assessment and accountability, the political nature of budgets, internal vs. external application of the model, the model applied to existing versus new programs, implementation processes, department by department models, identifying potential areas of growth vs. those that are already "maxed out," how some programs subsidize the activities of other, the impact on excellence, fiscal measurements for activities such as writing, distribution requirements, etc., and the more intangible issues such as ethics, leadership, etc. The forum was intended to kick off a conversation that will continue over the year, with the Budget Committee and UPC acting as the major representatives of Faculty Senate.

## President's Report

BERNSTINE stated he wouldn't repeat convocation remarks, except to recap by saying that this is an exciting time for PSU, and in many ways, the window of opportunity we have been looking for. The real challenge for us as an institution, is whether we can seize that opportunity and make the very best of it. He is excited about the new budget model, although as Barbara Sestak pointed out, there is still a number of questions to be addressed. On balance, PSU has a golden opportunity to grow, grow intelligently, be deliberate about it growth, and to maximize what we have here on the park blocks for the community.

We also have some unfinished business to take care of. Devorah Lieberman has agreed to direct the implementation of the Campus Climate Study recommendations. There are three action councils now in place and we are looking forward to recommendations. We are pleased to welcome Mary Kay Tetreault, and are looking forward to working with her in the years to come. Also, the Capital Campaign is moving forward, although there is a long process to go. The Collins Groups was very helpful in executing the feasibility study. As the campaign proceeds it will move to the status of major undertaking in the future months. The campaign will be valuable because it will force us to increase the engagement of our alumni, and the engagement of the business community, and continue to improve the perception of PSU by outsiders, which, notably, has already been found to be better than internal perceptions. There is substantial hard work ahead, but we can make the very best of a great opportunity.

## Provost's Report

(The following is an approximate transcript of the Provost's remarks.)

"I'm delighted for the opportunity to talk with you this afternoon, and I look forward to getting to know all of you.

I want to make a few remarks today about how I envision working with Barbara and the Faculty Senate to set and pursue our common agenda, because I've learned that a Provost working closely with a Faculty Senate really works for good institutional strength and growth. I came to Portland State on August first, which is just two months, and I thought I would talk about the things I've learned since I've been here. First, I've come to the conclusion that PSU is a *more* vital institution than I perceived it to be when I interviewed here and made the decision to accept the President's offer.

It is important that we all understand why we have captured the imagination of so many throughout the country, and, I now can say, the world. I just returned from Japan yesterday

and I was struck by how the people I met at Waseda University in Tokyo and Hokkaido University in Sapporo were very interested in the kinds of things we are doing here.

- From my perspective, I think we have done that because we have reasserted our urban mission. I am reminded of the President's remarks at Convocation. He said his vision is that we will be a university so thoroughly engaged with the community that each time an issue comes up in Portland or in the region, people will say, 'What does Portland State - or some program at Portland State - have to offer to this critical question?'
- We have also captured people's imaginations because we have designed a university studies program that places students at the center of learning, and, also, uses the city as the center of the university.
- I also think we've captured imaginations because we have said that what we're doing here, the institutional transformation we're engaged in, is scholarly work. That is a very appropriate thing to do in a university, but to be conscious of that and to remind ourselves of that is very important. We have done much to combine the best of teaching and research universities. As we have done that, we have also seen a dramatic increase in our external funding, by 25% in only one year, to support faculty research and student learning.

As the President said, fortunately we are in an overall economic climate in which, thanks to the President and George Pernsteiner, and the work of the faculty and staff, we received a 12.5 % increase to our budget - the largest of any institution in the OUS system. We are also beginning a capital campaign which will increase our external support. Another thing that is to our credit is that we are witnessing sizable enrollment growth, an approximate 5.75% increase over last year. (TETREAULT yielded to ALLEN for an enrollment report. ALLEN stated we are up in overall SCH by 5%, we are up in carrying load, we are up in new students by 10%, and we are up in Freshman by 15%.)

From where I stand, it seems as though the stars are appropriately aligned to deliver on the promise of Portland State. (Lest you think that I've spent too much time in California and like a previous First Lady, can't make any decision until I consult my astrologer, let me assure that is not the case.) What I think we have the opportunity to do is really create a new urban university for the 21st century. What I think is very, very important for us not to do is to seek to reproduce what exists elsewhere, to mirror ourselves after other universities in the country, but to ask ourselves, 'What is possible here, at this particular time, in this particular location, with our particular history?' Speaking as someone who has lived in California for the past 12 years, I see we have so many things going for us here, and we need to be really thoughtful about how to maximize those things.

What do I think we need to get from here to there, if you will?

- One of the most important things we need to do is to engage in a civic discourse about our mission and purposes and possibilities. There is a wonderful tradition here, from everything I've heard, of people talking together. I think the Saturday Budget Forum was an example of that, and I know Michael Reardon did much to nurture that tradition in the campus community. But what are the things we need to be talking about?
- We need to set clear priorities and we need to tie them to budget allocations. You can have all the good ideas in the world but if you can't afford them, and if you're not paying attention to how you are using your resources, you are not going to get from here to there.
- I have learned in the last two months that substantial good work has already been done, and it needs to be taken up. For example, the Commission on Campus Climate and Life recommendations are a wonderful blueprint for the institution, and I am interested in taking that up with others. The three CADS Task Forces last year, on University Studies, on internal and academic program development and review, and on research and instructional development, also produced important recommendations. Another important report I have just reviewed is from the committee on graduate education. We have many things we have already done, and I do not have to start from scratch. The agenda of the institution is quite fully laid out.

The President has identified three initiatives from the Campus Climate recommendations that have significant impact on students' experiences - diversity, assessment and advisement. Action committees have been established for each area, and I have learned that the operative word for the President is "action." These initiatives are all the business of the faculty, for example, recruiting and retaining a diverse faculty and a diverse student body. The recent Assessment Symposium demonstrated that assessment is integral to faculty teaching and student learning. Advising is a joint partnership within and among student affairs and academic affairs. Finally, another critical item, signaled also in the Campus Climate Report, is the issue of academic quality.

I know the Faculty Senate has requested a decision regarding the administrative structure, cost effectiveness, sustain ability and ownership of University Studies, and I have begun to work on that.

- As I have thought about it, I think that those conversations need to be nested within the larger issue of undergraduate education overall, including the Climate



recommendations and CADS recommendations, especially those related to program review. What would be the purposes of program review, why would we do it, what would it tell us, how would it help us to set our course, how would it inform the way we allocate resources?

- There is also the important question of graduate education. Many in the university community feel that we need to give similar attention to graduate education, (which is particularly important since additional funding for graduate enrollment has been capped according to '98-99 and '99-00 enrollments, whichever is lower, except for teacher education and engineering. If we are over enrolled, whereas other campuses are under enrolled, we can have their dollars, so this becomes an important question.) A priority in the next biennium will be funding enrollment growth and funding graduate enrollment, as economic development. All of this makes our use of the reports of the relevant task forces even more of an imperative.

I would like to close with some thoughts about the new budget model, and I look forward to reviewing the report of Saturday's budget forum, but I first yield to George Pernsteiner for his remarks on the budget. (see remarks under Vice President's Report) You can see how well positioned we are, however, at the same time, there are many places for the money to be spent.

We are well positioned in the new budget model with our enrollment advances, and we now have more responsibility for the use of our resources. However, there are positive as well as negative aspects to an enrollment driven budget model. As we grow we must make sure that we attend to our academic values. We also need to think in more sophisticated ways about enrollment management, and how it changes faculty work. How much do we want to grow, and where? What growth do we want in undergraduate programs and what growth in graduate programs? How do we balance enrollment with quality? How does growth relate to retention and recruitment? How can we maximize the relationship between enrollment growth and faculty compensation?

We are an institution with a full agenda, we are situated in a good budget climate, and we have many people committed to taking up that agenda: the President, myself, EXCom, CADS, Faculty Senate, Department Chairs and faculty, Academic Professionals and staff, and alumni and students as well. From where I stand, it looks as though the future is ours. I especially look forward to working with the Faculty Senate to set and achieve our common agenda. Thank you."

### **Vice President's Report**



PERNSTEINER thanked the Senate for faculty participation in the university's legislative initiatives, which resulted in additional funding during the last session. Our budget increase, 12.5% (\$15. mil.) is the largest in the system. Not only will we be able to make roster adjustments, but we will also increase S&S allocations. We will be able to fund new cohorts of students in teacher education, financial analysis, and construction management. We will increase funding in University Studies due to the increase in Freshmen enrollment. The urban center will open early in 2000, hopefully, and will have substantial operating costs, but we will be able to cover operational costs from increases. We will also be able to address laboratory upgrades, deferred maintenance issues, student services needs, the diversity, assessment and advising issues of the Campus Climate report, and launch our Capital Campaign. We will also be building our reserves to protect for enrollment uncertainty. Those are the areas where we will place our resources in order to build the base which will enable us to look to the future. TETREAULT added that in places where enrollment remains strong, faculty search requests will be considered.

#### **D. QUESTION PERIOD**

None

#### **E. REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES**

##### **1. Report of the Interinstitutional Faculty Senate Meeting of 1-2 October 1999**

COOPER reported on the IFS Meeting held at LaGrande on 1-2 October 1999 (attached). Four major items in the report were that under the new budget model: salaries will be set by the institutions, not the system; Eastern Oregon will be providing tuition remission for one dependent per faculty and staff member; performance indicators are the next hurdle in implementing the model; and, the political implications of a centralized vs. decentralized system.

##### **2. PSU Capital Campaign**

Gary Withers introduced Stuart Grover and Martha Richards of the Collins Group, to preview the Capital Campaign. WITHERS reviewed the past year's activities. Four goals were developed by a smaller group, and eventually adopted by the CADS: 1) maintaining and enhancing a quality learning environment (ex. Campus Climate initiatives); 2) maintaining and enhancing national and regional distinction in targeted areas; 3) enriching and serving the region through partnerships; and, 4) internationalizing the university culture. Withers met with Deans to determine program priorities, and the following categories or packages were developed: 1) Integrated science, engineering, and technology initiative; 2) Innovative business and

management programs, 3) excellence in the arts & humanities, 4) improving the quality of life: social work, education, and urban and public affairs, 5) improving campus-wide resources and learning opportunities, 6) improving student success, and community access.

Martha Richards described the sub-groups under the major headings. Ms. Richards stated that 71 potential initiatives were identified and previewed with individuals identified as having the potential for making decisions related to 6-7 figure gifts. The primary project descriptions were divided into four strategic areas: 1) building a faculty of distinction (faculty endowment); 2) opening the door to every student (scholarships); 3) building a quality learning environment (bricks & mortar); and, 4) resources for academic programs (current and new program initiatives).

Dr. Grover discussed internal readiness, which includes human resources, facilities, etc., and "the developmental frame of mind." The preliminary analysis conducted 5 years ago by the Collins Group indicated that, as regards the latter category, PSU was not ready. When that internal survey was recently repeated, the conclusion had altered. An external survey was also conducted, with favorable results; therefore, the community perception is in synchronicity with the university's mission. Furthermore, the survey group identified the combined values of both access and excellence, and emphasized the important role PSU faculty and students will play in mastering a technological future.

Richards asked the group of individual informants described previously to rank four areas, scholarship, faculty, bricks & mortar, and academic programs, and the almost universal rating was, 1) faculty, 2) students - tied with - bricks & mortar, and, 3) academic programs, the latter possibly coming in low because the survey de linked programs from faculty. There is a very strong sense that the university is the faculty. Each informant was asked to rate the 71 initiatives in four categories. In every area, faculty and faculty endowments scored high. Graduate and undergraduate scholarships and assistantships ranked high in every area except SBA. Renovating the Library is a given (it has the highest score of any initiative suggested). Facilities for engineering, math, and science are seen as very important for the community, and technology and distance learning are seen as something which should be available to every student. Respondents also liked innovation in technology management programs, helping businesses survive, etc. They liked programs that serve as a laboratory, such as Environmental Science and Portland Institute for Metropolitan Studies, and, to a person, they all wanted better writers.

The survey of alumni produced similar results, although alumni understood better the connection between faculty and programs, so that bricks & mortar ended up in last

place. They too emphasize the importance of engineering and technology, etc. Notably, they think that the state is providing more than 50% of our support, and this figure was higher in some cases. Dr. Grover continued the 'potential donor' group supports partnerships and want to see PSU leverage the strengths of programs with substantial reputations already, such as in UPA, SSW and GSE. They also want to see technology applied to what students are learning so they are prepared for the future. They want PSU to be the urban university model for the future. They want a university of leadership, they want to hear about leadership and experience it from PSU, and they want PSU to provide a clear and visionary voice about its role for the future.

Dr. Grover outlined what has to be done before the campaign starts. Proposals suggested for inclusion in the campaign, some of which did not receive strong responses in the feedback, total three times the amount of the campaign target. The next step is a reconciliation process in which feedback will be solicited from the community and the campus to reduce the proposals. PSU must emerge from that process with a coherent campaign, a unified vision, and a united leadership and faculty. WITHERS stated that a committee will undertake to reconcile the list of proposals developed internally with the information gathered externally. The group will meet in October, and in early November, they will commence testing a preliminary prioritized list. Ms. Richards noted that the reconciliation process must be concluded in a timely manner to avoid the risk of stalling. The priorities must be identified and the external leaders must be identified, before the priorities are finalized. A campaign steering committee will then be identified, and get underway, but activity will remain behind the scenes, until a critical stage has been reached. WITHERS concluded the campaign has not begun, the priorities are not identified, and the volunteer leadership is not in place. The campus community is requested to keep this an internal conversation until we are notified otherwise.

BRENNER asked if the goal was less than it should be. WITHERS stated that this is a realistic and strategic goal for a first campaign, and if we raise more, all the better. Dr. Grover added that, to date, we have not identified a major gift (in excess of \$5. million), which is a requirement for larger campaigns to be successful. On the other hand, this campaign will be the largest ever in Portland.

## **F. UNFINISHED BUSINESS**

### **1. Proposal for January Response Date to ARC's Writing Proposal**

KETCHESON/FARR MOVED the report from the Provost on the implementation of the ARC recommendations regarding writing assessment should be postponed until January to allow sufficient time for the details of the implementation plan to be set in place.

THE MOTION PASSED by unanimous voice vote.

**G. NEW BUSINESS**

None

**H. ADJOURNMENT**

The meeting was adjourned at 4:10 p.m.

## Report on the Meeting of the IFS in LaGrande, October 1-2, 1999

On Friday, we were addressed by Gail McAllister, retiring member of the State Board of Higher Education from eastern Oregon. She argued for the importance of maintaining the system as a system, pointing out that the success of the recent legislative campaign to increase the funding of OUS resulted from the unity among all the campuses. She predicted that the board would continue to be a strong board focused on keeping the system together.

Bruce Shepard, the Provost at Eastern Oregon University talked about how the new budget model is being applied there. He said that Eastern has something of a head start on the move to distance learning, with one thousand off-campus students and two thousand on-campus. He listed the trade-offs that result from the new budget model. On the one hand, the new model will respond faster to enrollment increases and it treats all students alike. The old model encouraged institutions to stay near the bottom of a corridor, and it would often produce a delay of three or four years between an increase in enrollment and the funding of the increase. On the other hand, each institution will now have to fund its own tuition waivers. The new system encourages going for cheaper programs and charging extra tuition for more expensive courses. The new model does not provide special support for smaller institutions like EOU that cannot achieve economies of scale. Eastern is trying to achieve efficiencies that will result in 50% of revenue going to departments, the national norm, rather than the current figure of 37%. EOU feels that it has to match for faculty salaries the 2% + 2.5% given to OPEU employees. EOU is going to give tuition waivers to family members of faculty and staff. Each faculty or staff member will have the right to have one person enroll at staff rate.

Bill Anslow, Vice-Chancellor for Finance and Administration, spoke to us by televideo conference. He summarized the State Board's goals for the system, namely access, program quality, cost effectiveness, and employability of graduates. The problem faced by the state system has, of course, been a decline in state support. In the 1980s, higher education had a much larger share of the state general fund. Because of the reduced capacity of the system, the number of high school graduates going out of state increased from between seven and eight percent to ten percent, with the numbers for the best students being even higher. That trend has been reversed. The new budgetary system means that support will depend directly on enrollment, so these increases are important. State support for higher education increased by 22% in the most recent budget, but that translates to an increase in the over-all budget for the system of only 5.8% over the current service level, although PSU has done the best, with a twelve percent increase over CSL. Faculty salaries are still below market level, but they will be set by the institutions rather than by the system.

The rest of the Friday meeting was devoted to a survey among the senators present of the impact of the budget and the new budget model on the different campuses. It turns out that the effects vary widely. For example, OIT is actually facing a decline in funding of \$300,000 over the CSL. OSU has \$3million taken off the top to help retire the athletic debt.

On Saturday, Senators discussed the following topics:

We are concerned that the Performance Indicators proposed by the system for evaluating institutions do not really reflect what it is we do as educators. We are reviewing the constitution of the IFS to see if changes are needed. We had a long discussion of the effect of the new budgeting model on the survival of the system as a system. There was a consensus in support of maintaining the system for political reasons and not having each institution go its own way, particularly in attempting to lobby the legislature. We will try to develop a consensus position to deliver to the State Board. The Board is holding a retreat this month at which they will be discussing this issue.

In respect to review and approval of University Studies offerings, the Curriculum Committee in its report defines its role as follows:

- UCC's role is not to intervene in University Studies processes or system;
- UCC should provide some level of oversight to University Studies;
- UCC has a primary role in quality control of curricular offerings; it needs to be attentive to concerns about University Studies and ensure that UCC has fulfilled its role with respect to oversight of these curricular activities.

As to the issue of on-going assessment of the offerings of University Studies, the Committee indicates that:

- UCC does not want to duplicate other assessment activities underway on campus;
- UCC should foster discussions, to the extent that it can, about assessment issues with respect to University Studies courses;
- ***UCC does need to ensure that assessment information and results of such assessments gets out to a broad faculty audience to demonstrate the outcomes of University Studies.***

The Committee also agrees to and proposes the following recommendations:

- ***UCC will develop a template for routine general assessment of both FRINQ and SINQ/Clusters that addresses measurement of achievement of the goals of University Studies (and reflects the material submitted in the initial proposals);***
- ***UCC will encourage an annual reporting of all FRINQs and SINQ/Clusters to the University Studies Curriculum Committee on achievement of key goals (with supporting evidence), and then seek an annual report from University Studies on the assessment results;***
- ***UCC will request that the University Studies Curriculum Committee report to UCC annually on the coherence of clusters and the interdisciplinary breadth of the clusters;***
- ***UCC will report to the Senate annually on the assessment of University Studies.***

This reporting will provide UCC with a descriptive report so it can be informed and exercise its responsibilities without appearing to attempt to micromanage the University Studies program. Hopefully, this will be viewed as trying to institutionalize some sort of routine reporting processes for accountability without being seen as an overly bureaucratic action.

#### The Budget Committee

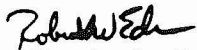
The Budget Committee recommends that:

- ***The true cost of University Studies needs to be determined.***
- ***The budget of University Studies should go through the same budgeting procedure as the other units of the University.***
- ***The compensation for faculty time should be known, regular, fair, and consistent.***



October 11, 1999

MEMORANDUM

To: Faculty Senate   
From: Bob Eder, Chair, Graduate Council  
Re: Recommended for approval by the Faculty Senate:  
A. New / Revised course proposals  
B. Two new graduate certificate programs

A. The following new course proposals are recommended for approval by the Faculty Senate:

USP 537/637 Economics of Urban Transportation (3)  
[School of Urban and Public Affairs]

SySc 557/657 Artificial Life (4)  
[Systems Science]

B. The following new graduate certificate programs are recommended for approval by the Faculty Senate:

Computer Modeling & Simulation\* (16 cr. minimum from the following listed courses)  
SySc 514 System Dynamics (4) REQUIRED  
SySc 527 Discrete System Simulations using Arena (4) REQUIRED  
SySc 529 Business Process Modeling & Simulation (3)  
SySc 512 Quantitative Analysis for Systems Science (4)  
SySc 551 Discrete Multivariate Modeling (4)  
Psych 523 Covariance Structure Modeling (5)

Computational Intelligence \*(16 cr. minimum from the following listed courses)  
SySc 575 AI: Neural Networks I (4) REQUIRED  
SySc 576 AI: Neural Networks II (4)  
SySc 557/657 Artificial Life (4)  
SySc 512 Quantitative Analysis for Systems Science (4)  
SySc 551 Discrete Multivariate Modeling (4)  
CS 541 Artificial Intelligence (3)

\* A student pursuing BOTH certificates is required to successfully complete a minimum of 16 credit hours, unique to each respective certificate program without using the same course for both certificates.

***Motion to Change University Requirements Related to Academic Standing***

*Preface: The SSC proposes a change in the University policy regarding academic standing, replacing a two-term process with a three-term process. This new policy would require that a registration hold be placed on students after their first term on warning; this hold would be released when they had met with an advisor. The SSC is proposing this policy for a number of reasons: a) to allow freshmen and other students enrolled in three-term sequential courses to complete the course; b) to facilitate University interventions designed to assist these at-risk students (see attached intervention proposal).*

Academic Standing: **Warning**, Probation, Disqualification, and Reinstatement.

The faculty Scholastic Standards Committee has the authority to place on academic **warning**, probation, or ~~disqualification~~ **dismissal** any student according to the following standards:

**Academic Warning: Any student with 12 or more attempted credits whose cumulative PSU GPA falls below a 2.0 will be placed on academic warning. A registration hold will also be placed on the student until they have met with an academic advisor.**

~~Academic Probation: Any student whose cumulative GPA at PSU is below the following scholastic standards requirements shall be placed on academic probation.~~

~~Total Credits Including Transfer Credits \_\_\_\_\_ 12 or more~~

~~Minimum PSU GPA Probation Levels \_\_\_\_\_ 2.0~~

**Any student on academic warning will be placed on academic probation if they do not meet at least one of the following requirements:**

1. **Raise the cumulative PSU GPA to 2.0, or**
2. **Earn a GPA for the given term of a 2.25 or above.**

~~Academic Disqualification Dismissal\*: Any student with 12 total credits enrolled at PSU while on probation will be automatically disqualified at the end of the term in which the student has not met at least one of the following requirements:~~

- ~~1. **Raised the cumulative PSU GPA above the probation level, or**~~
- ~~2. **Earned a GPA for the given term of 2.25 or above.**~~

**Any student on academic probation will be dismissed at the end of the term if they do not meet at least one of the following requirements:**

1. **Raise the cumulative PSU GPA to 2.0, or**
3. **Earn a GPA for the given term of a 2.25 or above.**

If only the second of these requirements is met, the student will ~~be continued~~ **remain** on probation subject to the same requirements as those specified above ~~for any initial term on probation.~~

A student's status ~~at any term~~ when on probation does not change by repeating courses. **However, a student's status when academically dismissed is changed by repeating courses, but not by grade changes made by the instructor.**

Academically ~~disqualified~~ dismissed students are not permitted to register for any Portland State University day, evening, summer, or Extended Studies credit classes.