

3-1-2000

## Faculty Senate Monthly Packet March 2000

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 **March 6, 2000**, at 3:00 p.m. in room 53 CH.

\*\*\*\*\*

**AGENDA**

- A. Roll
- \*B. Approval of the Minutes of the February 7, 2000, Meeting  
Provost's Report
- C. Announcements and Communications from the Floor
- D. Question Period
- E. Reports from the Officers of Administration and Committees
  - 1. University Planning Committee Quarterly Report - Limbaugh
  - 2. Steering Committee Report on Strategies to Conclude Successful Bargaining - Sestak
  - 3. Reconciliation Committee and Campital Campaign - Withers
- F. Unfinished Business
  - \*1. Graduate Council Proposal for Revision of Academic Standing Policy - Eder
- G. New Business
  - \*1. Graduate Council Proposals for Program and Course Changes - Eder
- H. Adjournment

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

- B Minutes of the February 7, 2000, Senate Meeting
- F1 Graduate Council Proposal for Revision of Academic Standing Policy
- G1 Graduate Council Course Proposals for New Courses and Course Changes

## PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, February 7, 2000  
Presiding Officer: Barbara Sestak  
Secretary: Sarah E. Andrews-Collier

Members Present: Anderson, Balshem, Barton, Beasley, Bodegom, Brennan, Brenner, Burns, Casperson, Chapman, Collins, Crawshaw, Dieterich, Eder, Erskine, Farr, Fisher, Fortmiller, Fountain, Gelmon, George, Heying, Hickey, Hoffman, Holliday, Holloway, A. Johnson, D. Johnson, L. Johnson, Kern, Ketcheson, Koch, Lewis, Morgan, O'Grady, Patton, Rectenwald, Robertson, Rogers, Rueter, Sestak, Shireman, Squire, Stevens, Sussman, Taggart, Thompson, Wetzell, Williams, Wollner, Works,

Alternates Present: Bjork for Bleiler, Jacob for Carter, Feeney for Herrington, Perrin for Mercer, Kaufman for Miller-Jones.

Members Absent: Agre-Kippenhan, Ames, Barham, Becker, Biolsi, Brown, Carpenter, Chaille, Corcoran, Ellis, Enneking, Fuller, Goucher, Harmon, Hopp, R. Johnson, Kenny, Kiam, Latiolais, Lowry, Neal, Powell, Walsh, Watne, Wosley-George, Zelick.

Ex-officio Members  
Present: Dunbar for Alberty, Andrews-Collier.

**NOTE:** There is no taped transcript of this meeting.

### A. **ROLL**

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

The meeting was called to order at 3:06 p.m. The Minutes of the January 10, 2000, meeting of the Faculty Senate were approved as published.

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

The Presiding Officer noted that the meeting would proceed in spite of the lack of recording equipment.

The Presiding Officer added the following to today's Agenda, during questions from the floor:

#### G. 2. Lack of Settlement of Collective Bargaining Contract

President Bernstine has approved the actions of the Senate passed at the January 10, 2000, meeting, in accordance with normal governance procedures:

Curriculum Committee Course and Program Proposals from the College of Arts and Sciences and the School of Engineering and Applied Sciences.

Graduate Council Course and Program Proposals from the School of Business Administration and the College of Liberal Arts and Sciences.

#### CHANGES IN SENATE/COMMITTEE MEMBERSHIPS SINCE JANUARY 10, 2000:

William Tate has been appointed to fill the vacant position on the Graduation Program Board. Kent Lall has been appointed Acting Chair of Intercollegiate Athletic Board. Sharon Elteto is appointed to the vacant Library position on University Curriculum Committee. \_\_\_\_\_ is appointed to replace Emily de la Cruz on the Faculty Development Committee. Martin Strecjk is appointed to replace Michelle Gamburd on the Faculty Development Committee. Nancy Benson is appointed to replace Emily de la Cruz on the Teacher Education Committee. Martha Works is appointed Acting Chair of Faculty Development Committee.

#### **Provost's Report**

None

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

##### **1. Questions for Administrators**

There were no administrators in attendance.

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

A. JOHNSON expressed deep concern at the progress of collective bargaining, and requested comment.

HICKEY stated that progress has been retarded because the administration arrives at bargaining sessions not prepared to bargain; they have not responded to proposals, and were not prepared at two mediation sessions held thus far. A. JOHNSON stated that, even though he is a department chair, he has no inclination to teach Spring term if the university can't settle on a contract. BRENNER stated the administration has held to the state's package but that Vice Pres. Pernsteiner previously stated the university has contingency funds for more

spending; there should be a mechanism for the Senate to express their concern. SESTAK declared this issue added to today's Senate Agenda, as item G.2.

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

**1. Report of the meeting of the Interinstitutional Faculty Senate of Feb. 4 & 5, 2000.**

Ron Cease was recognized to present his report on the meeting (attached). He also distributed two letters from Assoc. of Oregon Faculties, the first to Tom Imeson regarding the issue of faculty compensation as regards Board review of Presidents, and the second to all faculty regarding stalled implementation of tuition reduction for faculty dependents (attached).

**F. UNFINISHED BUSINESS**

None

**G. NEW BUSINESS**

**1. Graduate Council Course Proposal for CSF 480/580.**

EDER presented "G1", a proposal for CFS 480/580.

BRENNER/BURNS MOVED THE SENATE APPROVE the course. CARTER stated he supports the proposal. It will allow the faculty member, Carol Morgaine, to teach graduate<sup>2</sup> and position her course for the Interdisciplinary M.A. Program which is being developed.

THE MOTION PASSED by unanimous voice vote.

**2. Lack of Settlement of the Collective Bargaining Contract**

BRENNER/A.JOHNSON MOVED "RESOLVED: The PSU Faculty Senate supports the timely conclusion of bargaining between the AAUP and the PSU administration, including a substantial increase in faculty salaries to address the gaps which exist between current PSU salaries and salaries at appropriate comparator institutions, including University of Oregon and Oregon State University."

CRAWSHAW stated he supports the position of PSU-AAUP. BRENNER stated the Senate needs to go on record on this issue. BRENNAN asked why the issue of Faculty Salary Compression was not included in the motion. BRENNER

stated he didn't want to complicate the motion; the important words are "substantial" and "timely." WOLLNER stated it is most important the Senate doesn't lose sight of the issue of the administration's breach of "good faith bargaining." BEASLEY stated the motion does not take into account market forces, for example, in her discipline, and that "comparator institutions" is a better argument. BRENNER stated the list of comparator institutions provided by OUS is insulting. HICKEY noted that the issue of "timeliness" is appropriate to the present mediation process. EDER suggested the Senate decide an appropriate response to the university administration, and that the Steering Committee develop the proposal. CRAWSHAW noted the administration didn't take Classified Staff seriously in those negotiations, until the staff took firm action. EDER stated that was a good point.

THE QUESTION WAS CALLED.

THE MOTION PASSED by unanimous voice vote, with the exception of one abstention.

SUSSMAN/WOLLNER MOVED "the Senate Steering Committee report to the March 6, 2000 Senate meeting with strategies as to how the Senate can respond to the lack of bargaining action."

THE MOTION PASSED by unanimous voice vote, with the exception of one abstention.

#### H. **ADJOURNMENT**

The meeting was adjourned at 3:50 p.m.

# Memorandum

February 7, 2000

To: Faculty Senate

From: Ron Cease, Member  
Inter-institutional Faculty Senate (iifs)

The *iifs* met on the OSU campus last Friday and Saturday (February 4 & 5). The three PSU *iifs* members, Carig Wollner, Scott Burns, and Ron Cease (Friday only) were in attendance, as was John Cooper, President of *iifs* last year and now under a new policy an *iifs* member for this year as the preceding former president.

Senator Cliff Trow, a long-time Senate member from Corvallis and a retired OSU history professor, spoke to the *iifs* about politics, initiatives and money. He indicated that a number of initiatives would negatively affect the state budget and OUS. Not surprisingly, his major focus was on Bill Sizemore's initiative (No. 10), which would make federal income taxes fully deductible on Oregon Tax returns. Passage of this measure would reduce general fund revenues for the 2001-2003 biennium by approximately 1 billion. Moreover, its passage would reduce the funds available for this biennium by \$200-300 million. Governor Kitzhaber has already stated that he will call the Legislature into special session right after the November election if measure 10 should pass. Senator Trow urged the *iifs* and OUS faculty to get involved in efforts to defeat the measure. In response to a question, he indicated that a coalition of business, labor, and other groups was organizing to campaign against the measure.

The *iifs* spent substantial time Friday afternoon discussing a Proposed IFS Legislative Agenda – 2001, prepared by a new OSU *iifs* member, in collaboration with Gary Tiedeman, the new *iifs* president and a profession at OSU. The proposed agenda states that *iifs* and other faculty, "... need to step out with the most bold and engaging vision of where higher education needs to be in twenty years. Only a multidimensional vision that is articulated in a straightforward manner, does not apologize for advocating for things in which we deeply believe, and is feasible will dispel the current 'whiner' image of higher education faculty." I will make copies of this interesting document for any of your who wish to see it.

The remainder of Friday afternoon's *iifs* session was devoted to presentations by OSU's former Provost and the Acting Provost. These related largely to what is going on at the OSU campus. The Acting Provost presented and discussed Collaborative Leadership

for Timely Decision Making, a four page document which outlines academic and administrative practices recently adopted by OSU. A copy of this document is attached.

*iifs* had two major items on its Saturday agenda: (1) a presentation by Denise Yunker, director of PEBB, and (2) further discussion and action concerning the Proposed IFS Legislative Agenda-2001. PEBB issues are still hot items for faculty. The Governor has already indicated that he would not support an OUS withdrawal from PEBB to negotiate its own benefit plan. Apparently, a "carve out" arrangement for OUS is still a possibility, but the merits of this approach are not altogether clear. As for the Proposed IFS Legislative Agenda-2001: after substantial discussion the President appointed a small committee of *iifs* members to propose to *iifs* at its April meeting how it should respond to the specific recommendations in the Agenda.

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One other issue – The tuition reduction proposal for faculty spouses and children: I will verbally comment on the status of this proposal at the Senate meeting today.



# Collaborative leadership

## *for timely decision making*

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*Two practices by which the Oregon State University President's Cabinet and academic deans will identify and address strategic issues and make decisions or recommendations*

January 2000

### ***Scope and intent***

This document describes two practices by which members of the President's Cabinet and the academic deans at Oregon State University will identify and address strategic issues, and make decisions or recommendations regarding them. The first, "Issue Groups," utilizes small working groups to identify and analyze issues, then make recommendations regarding them. The second, "Senior Administrative Coordination," affords regular systematic communication and coordination among senior University administrators without imposing new structures or administrative overhead.

The practices described here:

- are intended to apply to matters for which members of the Cabinet and the academic deans have authority and responsibility;
- are aimed at increasing institutional responsiveness to stakeholders and to the opportunities and challenges facing the University;
- streamline issue identification and decision-making at senior administrative levels;
- are inclusive of relevant stakeholders; and
- respect faculty roles and responsibilities.

### ***Urgency***

Oregon State University regularly faces critical decisions that must be made quickly, but in a way that develops consensus and provides opportunity for as complete consideration as possible *in the time available*. While it is important to act quickly to address opportunities and challenges that will confront the university as it moves forward, it is equally important to inform and seek counsel of those who will be affected by policy decisions. However, Oregon State is much more in need of a mechanism for making good decisions quickly and efficiently than it is in need of more thorough discussion and dialogue. A sense of urgency infuses most strategic issues the University faces. For the institution to flourish and progress as a premier academic institution in Oregon, this urgency must be acknowledged and embraced. The processes described here offer effective, efficient decision-making built on a trust-based collaborative model.

### ***Practice 1: Issue Groups***

#### **Forming Issue Groups**

An "Issue Group" is a small body commissioned jointly by the Presidents' Cabinet<sup>1</sup> and academic deans<sup>2</sup> to discuss an identified issue and recommend steps to address it. In this context, an issue

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<sup>1</sup> President's Cabinet includes the president, provost and executive vice president, vice president for Finance and Administration, vice president for University Advancement, vice provost for Information

may be a problem, opportunity, or question. Members of most Issue Groups will be Cabinet members and academic deans, but may include any member of the University community who has relevant knowledge, expertise, and interest in the issue. An Issue Group may be formed spontaneously or by members of the senior administration but, if it is not formed from the Cabinet and academic deans, the Issue Group will be acknowledged and "made official" by those two groups (including the president and provost). It is expected that most Issue Groups will be formed out of joint meetings of the Cabinet and academic deans, but not exclusively so. Care will be taken to have groups formed around issues that arise from faculty, staff, and students as well as from administrators. As a practical matter, Issue Groups should be small (5 to 10 members) so meetings are more easily arranged, conversations are more easily designed and managed, and progress is rapid.

Issue Groups will not supercede authority of any other individual or group, but will make recommendations to those who have authority for final decisions around an issue.

### **Issue Group process**

For efficiency and effectiveness, Issue Groups will likely follow certain practices, such as:

- Set a target date by which the Issue Group is to conclude its work.
- Select a chair or, in some cases, co-chairs. The chair will usually be a Cabinet member or an academic dean although, for a particular issue, someone else may be a more appropriate choice.
- Map the issue. Once the Issue Group convenes, it should get clear about what the charge is, what the issue is, who is affected, and who is responsible for the ultimate decision. It should also understand the extent to which the president, provost, or other stakeholders may already have positions or are predisposed toward particular decisions.
- Set a communication strategy. Consider:
  - Have the appropriate stakeholders, including the president and provost, been informed that the Issue Group is being formed and why?
  - How will we keep stakeholders informed of (and, if appropriate, involved in) our work and our progress? And by what means?
  - What conversations are needed in the Issue Group to address this issue?
- Consider any limiting factors (e.g., resource needs, applicable laws, administrative regulations, time constraints).
- Consider any special expertise or essential representation required (e.g., lawyer, registrar, physician, dean, student, or faculty representation) and invite someone to provide it.

When an Issue Group is concluding its work, it should assess its success. Among the questions that might be asked are these:

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Services, vice provost for Research, vice provost for Student Affairs, associate vice provost for academic affairs, president of the Faculty Senate, executive assistant to the president, legal advisor, director of University marketing.

<sup>2</sup> Members of the academic deans group include the provost and executive vice president, and deans of the colleges of Agricultural Sciences, Business, Engineering, Forestry, Health and Human Performance, Home Economics and Education, Liberal Arts, Oceanic and Atmospheric Sciences, Pharmacy, Science, and Veterinary Medicine, and the deans of the Graduate School, Distance and Continuing Education, OSU Extension Service, and University Honors College.

Did the president, provost, or other person or group who must implement the decision see the work of the Issue Group as valuable? If not, why not?

Did the Issue Group move quickly enough to be of value to the ultimate decision making process and decision maker.

Did the Issue Group succeed in identifying the required resources or the means of acquiring resources to allow problem resolution?

Has the group identified the next step(s) and communicated them appropriately?

If work remains to be accomplished, has the Issue Group made a clean hand-off to the person or group who will complete the work? Has that person or group accepted responsibility? Will that person or group have access to what is needed (process, target dates, resources) to complete the assignment in a timely manner?

Has the process been documented clearly enough that it will be of value to another group in the future facing a similar problem?

### **Coordination with Faculty Senate**

The president and president-elect of the Faculty Senate will be present at key meetings (see below). They are asked to keep the Senate Executive Committee and the Senate informed of the formation and progress of Issue Groups. When appropriate, an Issue Group will describe its progress to the regular meetings of the Faculty Senate. This will inform the Senate and solicit reactions and suggestions.

## ***Practice 2: Senior administrative coordination***

### **Context**

Joint meetings in fall 1999 demonstrated the efficacy of close collaboration and communication among members of the Presidents' Cabinet and the academic deans. Because of the participation of the president, provost, other Cabinet members, the president and president-elect of Faculty Senate, and all of the academic deans, these sessions enabled timely exchange of information, conversation, consensus, and trust-building. It is on the merit of this experience that the following practice is proposed.

### **Quarterly meeting**

Once each quarter, the provost will schedule a meeting of at least one half day to which members of the President's Cabinet and the academic deans are invited. These meetings will inform participants of progress being made by Issue Groups, will commission other Issue Groups, and provide a forum for conversation about matters of shared concern. Of special importance will be the use of the quarterly meeting as a place where the president, provost, and vice presidents may try out ideas and check congruity of decisions they anticipate in the ensuing quarter.

### **Monthly meetings**

In addition to the joint quarterly meeting, each month the Cabinet and academic deans will meet, if necessary, to hear and respond to progress reports from Issue Groups. It will not be necessary to arrange more meetings, however. Instead, one month those academic deans who are available will join Cabinet members at a regular Monday meeting of that group; the following month, Cabinet members who are available will join academic deans at their regular Wednesday meeting.

### **Norms to assure productive meetings**

The collaborative leadership envisioned here builds on a foundation of effective, efficient, on-topic conversation that produces results. To that end, these are among the norms for meetings of the President's Cabinet and academic deans:

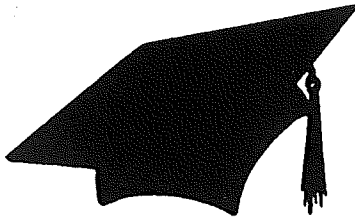
- For each discussion topic, there will be a designated topic manager and recorder.
- The topic manager will assure that the conversation has been designed to produce the outcomes desired. The topic manager will prepare the agenda for the topic ahead of time, set the context before and during the meeting, provide background, and assure that someone is designated to manage the conversation.
- The recorder will note agreements and alignment on next steps to move a topic forward. Within 24 hours of each meeting the recorder will send notes to each participant by electronic mail. The notes will reflect agreements, next steps, and who is responsible (these are not traditional minutes).

### ***Agreements and operating principles***

The academic deans and the Cabinet have agreed to adopt this collaborative leadership model in resolving issues and making decisions and recommendations. This model is to be used and improved over the next year using the learning organization concept (improving through experimentation and practice, not being perfect in the beginning, but more perfect through practice). It is also agreed that Issue Groups will be empowered to make decisions about how an issue will be discussed and communicated more broadly. Final decisions on an issue, however, will reside with individuals or groups having authority for that issue, but their decisions ordinarily will usually be informed by the outcomes of the Issue Group's work.

### ***Success equals trust***

A society-serving University keeps pace with its stakeholders. The practices described above are intended to embrace the urgency of a world in constant change and to derive energy from it. The practices are predicated on a high level of openness, respect, and trust among University colleagues, especially among senior administrators. Practically, this translates to trust that, in one's absence, colleagues will consider points of view that the absent member would have brought to the table, to a willingness to support decisions to which one may not have been party at each step of the way, and confidence that those actively engaged with an issue will solicit a colleague's involvement where that person is known to have a major stake or special expertise to contribute.



# ASSOCIATION OF OREGON FACULTIES

January 12, 2000

Mr. Tom Imeson  
Chairman, State Board of Higher Education  
PacifiCore  
825 NE Multnomah Ste 2000  
Portland, OR 97232

RE: Faculty Compensation

Dear Mr. Imeson:

I am writing on behalf of the Association of Oregon Faculties (AOF) and its members on the seven campuses of the Oregon University System (OUS).

As you and your colleagues on the Executive Committee of the State Board of Higher Education embark on your review of the individual university executives, we believe that the response these individuals have made in addressing the issue of faculty compensation needs to be a factor in your evaluation.

The State Board of Higher Education has placed a very high priority on addressing faculty compensation issues. It has previously mandated that plans be implemented to enable faculty at Oregon's universities to reach the national salary midpoint for comparator institutions by 2001. We have appreciated, and not questioned, the Board's sincerity in seeking to address this urgent need.

During the 1999 Legislative Session, AOF, and other advocates for faculty, worked collaboratively with OUS and the Board in the successful efforts to convince the legislature to begin reinvesting in public higher education in Oregon. We resisted suggestions that funding be earmarked out of new model funds for compensation issues. We defended the new budget model and the individual campus autonomy that was its central feature. We trusted that campus administrations would abide by the Board's priority on faculty compensation in making new model allocation decisions. We, along with all higher education advocates were elated that the 1999 Legislature was persuaded to infuse the system with more than \$100 million in new funds.

Our optimism coming out of the 1999 session has been dashed as we have watched the university administrations almost completely ignore faculty compensation issues as they rush to find virtually any other way to spend the new resources that have been made available to them. Your university executives have given little more than lip service to the issue of faculty compensation. This is demoralizing to current faculty and contrary to the policy which the State Board has adopted and reaffirmed.

By and large, the only compensation adjustments being offered to faculty generally are the two 2% COLA increases that all state employees are receiving and each campus allocation of the \$5 million for recruitment and retention. Other than OIT and WOU to a degree, there is

not a single campus we can identify that is using the available model funding to take steps to move toward the salary midpoint goal. In some cases, even funding the COLA adjustments has been tied to internal budget cuts. Clearly, the campus administrations are making decisions that systematically and knowingly discount and ignore faculty compensation issues.

They have literally filled up every half empty bucket except one, faculty salaries. When pressed as to why, some even respond the Board and the Chancellor did not secure enough money out of the legislature!

We sincerely believe that the executives whose performances you are about to review need to be held accountable on this issue. They need to be made to identify each and every funding decision they have made and to fully explain what priority scheme they followed and why their priorities ignored the compensation priority set out by the Board. They need to be straight with their faculty; to explain in detail, even though there may be a disagreement, where the model money has gone and why.

We understand that autonomy is a fundamental characteristic of the new model, but this type of accountability is equally important if this new system is going to work. Right now on our campuses the trust level that faculty have for their administrations cannot sink any lower. It is crucial that faculty be shown now that the Board will hold campus executives responsible for management decisions they make that are at odds with Board principles and policies. In that effort it would be helpful if the Board required a written proposal from each campus which outlines how they are going to reach the midpoint of the comparators.

Please accept our renewed thanks for all the hard and difficult work you and your colleagues on the Board have undertaken in the last several years. We know that the subject of this letter raises difficult issues, but these are issues that have to be directly confronted. We look forward to continuing to play a constructive role in building a public higher education system in Oregon that some day will be the envy of the nation.

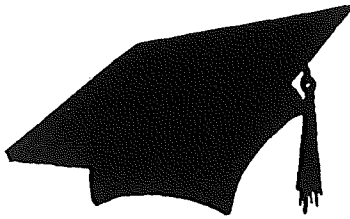
Finally, we would be happy to discuss this issue further with you at the February Board meeting.

Sincerely,

Mark W. Nelson  
Executive Director

c: Chancellor Joseph Cox  
Herbert Aschkenasy, SBHE  
Don VanLuvanee, Vice President, SBHE  
Jim Willis, SBHE  
Phyllis Wustenberg, SBHE  
  
Shawn Hempel, SBHE  
David Koch, SBHE  
Leslie Lehmann, SBHE  
Jim Lussier, SBHE  
Geri Richmond, SBHE  
Bill Williams, SBHE

President Phil Creighton, EOU  
President Martha Anne Dow, OIT  
President Paul G. Risser, OSU  
President Daniel O. Bernstine, PSU  
President Stephen J. Reno, SOU  
President Dave Frohnmayr, UO  
President Betty J. Youngblood, WOU



# ASSOCIATION OF OREGON FACULTIES

February 10, 2000

Name  
Dept  
Inst  
City, State Zip

Dear

In a phone conversation I had today with Chancellor Joe Cox, I learned that the negotiations over the tuition reduction proposal for faculty spouses and children that AOF had advanced are at an impasse.

The administrations at all seven campuses have dug in their heels over the issue of whether a tuition reduction program should be implemented system wide or on a campus-by-campus basis. We believe that it is absolutely essential that the program be uniform statewide so that faculty at all institutions have the same opportunity to participate and there is full reciprocity and portability between campuses.

The campus administrations, to one degree or another, are raising several specious arguments against the proposal. They are suggesting that one or two campuses might get more than their fair share of spouses and children of faculty from other campuses. That might happen, but the system has pledged that it will review this and other issues after the program has had a chance to work and we know how big a problem it really is.

With the provosts in the lead, but the presidents backing them up, the campuses are also rattling their "new autonomy" saber. Essentially they are saying that this is not the type of program that has system wide application and that they will decide, one-by-one, what to do or not do. Chancellor Cox and the Board are strongly supportive of implementing the tuition reduction program on a uniform basis. AOF strongly agrees.

Evidently, the presidents and the provosts do not believe that a tuition reduction plan for spouses and children is an important issue for faculty. Outside direct salary increases, we believe it is one of the most important potential benefits that we have dealt with in the last decade. You need to help AOF communicate this to the university administrations and you need to do this now!

As soon as possible, call, fax, email or visit your provost and president and tell them that they need to stop obstructing this proposal. We need a uniform program that is fully portable from campus to campus. There is no excuse for them to be standing in the way on this issue.

Thanks for your help.


Sincerely,

Mark W. Nelson  
Executive Director

January 24, 2000

MEMORANDUM

To: Barbara Sestak, Presiding Officer – Faculty Senate  
Grant Farr, Presiding Officer Pro Tem – Faculty Senate  
Sarah E. Andrews-Collier, Secretary – Faculty Senate

From: Robert W. Eder,  Chair – Graduate Council

RE: Senate Charge to Graduate Council (November 1, 1999 meeting – see attachment)

At the November 1, 1999 meeting of the PSU Faculty Senate, the following motion was passed:

...the Faculty Senate refer the new academic standing policy to the Graduate Council for its review, with the possible end of having consistent academic standing language for the whole university.

The Graduate Council has reviewed (1) the new undergraduate requirements related to academic standing, namely to extend the process leading to student dismissal from a two-term to a three-term process, and (2) the existing academic standing policy, last revised by the Graduate Council 3/1/92.

No change is recommended in the existing academic standing policy for graduate students:

- Unlike the 180+ credit hour undergraduate programs that are 4+ years long, graduate programs are 45-90 credit hour programs often completed within two years; hence, there is the need to maintain the two-term academic standing policy for graduate students.
- Furthermore, by definition, graduate students have completed their undergraduate programs and are typically more mature, knowing what the consequences are for poor academic performance.

The Graduate Council does acknowledge the benefit of more systematic notification to both program directors and to faculty advisors when a student is having academic difficulties. Current practice has been to notify only the graduate student when placed on probation. As an administrative change in procedure, the Graduate Studies office will attempt to also notify the program director and/or adviser in writing when a student is placed on probation. An additional sentence has been added to the Graduate Studies Academic Standing Policy to encourage active use of the advising resources, especially for students experiencing academic difficulties (revision approved 2/7/00).

Approved by unanimous vote at the January 24, 2000 Graduate Council meeting.

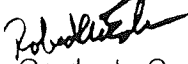


**NOTE:** New courses listed in this proposal will be considered if Senators have received course descriptions no later than 3 p.m., March 6, 2000

G1

February 14, 2000

MEMORANDUM

To: Faculty Senate   
From: Bob Eder, Chair, Graduate Council  
Re: Recommended for approval by the Faculty Senate:  
A. MA/MS in Speech Communications program change: coursework-only option  
B. New Graduate Certificate in Professional Communications  
C. Computer Science: Course change  
D. MFA Art: Program change and course changes  
E. PA / PS courses (CLAS)  
~~F. New Graduate Program Proposal: MA in International Studies (CLAS)~~  
G. Other CLAS course proposals (some still under consideration by University Curriculum committee)

A. MA/MS program changes by the Department of Speech Communications:

In addition to the 6-credit hour thesis option within the 45 credit hour program (no change), include:

- (a) a communications project option within the 45 credit hour program where SP 500 (Project Omnibus Number) replaces SP 510 (Topics Omnibus Number), and the student is required to pass a written exam in two areas of emphasis, or
- (b) (new) a 56 credit hour, coursework-only option with a 4-credit final term integrative course experience that might include a practicum-based experience (SP 509) with summary report, a graduate portfolio documenting acquired competencies, or a field area research paper in the student's chosen field of specialization.

B. Graduate Certificate in Professional Communications (Dept. of Speech Communications):

This 24-credit hour certificate program is directed toward the advanced communication needs (i.e., reading, listening, critical thinking, diversity sensitivity, public speaking and related communications technologies) for those persons not currently seeking the master's degree in Speech Communications. Certificate program developed in consultation with masters programs in Engineering and Urban and Regional Planning.

Required Courses: Sp 516 Communication Theory (4)  
Sp 510 Advanced Skills (4) (Note: Department will convert to non-omnibus course number)

Two of the following four courses:

- Sp 515 Problems of Intercultural Communication (4)
- Sp 518 Advanced Interpersonal Communication (4)
- Sp 537 Urban Communication (4)
- Sp 513 Organization Communication (4)

Two approved graduate-level electives (8 hours)

C. Computer Science course change:

Current

CS 481/581, 482/582 Theory of Computation (4/3, 4/3 credit hours)

Prerequisite: CS 252 Computational Structures

Proposed

CS 481/581 Theory of Computation (4/3)

Prerequisite: CS 252

CS 482/582 Theory of Computation: Advanced Topics (4/3)

Prerequisites: CS 252, CS 350 Algorithms and Complexity

Note: CS 581 is not a prerequisite for CS 582; rather CS 350 or the equivalent is. Council is suggesting department consider course title change to "Additional Topics" rather than "Advanced Topics" to minimize any student confusion on the prerequisites.

D. MFA Art program (Fine and Performing Arts) course and program changes:

New Course:

ART 479/579 Advanced Printmaking (4)

(Adds ART 579 to existing ART 479)

(Change from 3 to 4 credit hours to reflect expanded course content / new techniques)

Course Changes:

ArH 490/590 History of Modern Design (4)

(Change from 3 to 4 credit hours to reflect expanded course content)

ART 490/590 Advanced Painting (4)

(Change from 3 to 4 credit hours to reflect expanded course content)

ART 491/591 Contemporary Studio Practices (4)

(Current course title: Current Concerns in Studio Art)

(Change from 3 to 4 credit hours to reflect expanded course content)

Program Changes:

(1) Change in MFA Art degree requirements to replace the thesis statement with a "master's statement." A master's statement is intended to require more, not less, writing than the thesis statement; it includes student thoughts and writings developed over the full two years of graduate work. The body of work is presented in a final exhibition along with a master's statement and an oral defense.

~~(2) Change in concentrations; replace Painting / Sculpture with Studio Arts, and add Printmaking.~~

**NOTE:** New courses listed in this proposal will be considered if Senators have received course descriptions no later than 3 p.m., March 6, 2000

E. PA / PS courses (CLAS)

New Courses:

PA 426 / 526 The Politics of the News (4)

PA 541 Organizational Behavior in Health Service Organizations (4)

PS 444 / 544 Politics of Economic Reform in Emerging Market Countries (4)

PS 452 / 552 The European Union (4)

INTL 460 / 560 and PS 460 / 560 Political Development in Modern Turkey (4)

INTL 461 / 561 and PS 461 / 561 Politics of Economic Reform in Modern Turkey (4)

(Note: Meets the University's obligation as part of the endowment agreement)

PS 484 / 584 Theories of Democracy (4) \*

Course Changes:

PS 443 / 543 International Political Economy (4)

(Replaces prior course number PS 444 / 544; 4-credit hour conversion approved)

PS 486 / 586 American Political Theory (4)\*

PS 487 / 587 American Political Culture (4)\*

(Both courses are changes in title and course description)

\* Approval pending written clarification of graduate student requirements.

**NOTE:** New courses listed in this proposal will be considered if Senators have received course descriptions no later than 3 p.m., March 6, 2000

G. Other CLAS course proposals

~~(Note: A number of changes in titles, numbers or dropped courses replaced by these courses were handled administratively.)~~

New Courses:

CFS 485 / 585 Working with Diverse Families (4)  
(Note: Letter of support provided by Psychology Department)

ENG 449 / 549 Advanced Topics in Cultural Studies (4)

ESR 429 / 529 Environmental Impact Assessment (4)  
ESR 550 Multivariate Analysis of Environmental Data (4)  
ESR 471 / 571 Atmospheric Physics (4)

GEOG 418 / 518 Advanced Topics in Biogeography (4)  
GEOG 420 / 520 Field Methods in Physical Geography (4)  
GEOG 462 / 562 Sense of Place (4)  
GEOG 475 / 575 Digital Compilation and Database Design (4)  
GEOG 480 / 580 Visual Image Analysis (4)  
GEOG 481 / 581 Satellite Digital Image Analysis (4)  
GEOG 495 / 595 Maps and Models (4)

G 457 / 557 Volcanoes and Earthquakes (4)  
G 430 / 530 Life of the Past (4) -- G 430 already being taught  
G 441 / 541 Astrobiology (4)  
G 424 / 524 Geographical Information Systems for the Natural Sciences (4)  
G 465 / 565 Geomorphology (4)

HST 427 / 527 Topics in the History of Science (4)  
HST 473 / 573 Topics in Russian Socio-Cultural History (4)  
HST 474 / 574 Sex and the Soviets (4)

PSY 445 / 545 Employee Development (4)

Course Changes:

SPHR 591 Student Teaching: Speech-Language Pathology (12 to 10 credit hours)  
SPHR 578 Medical Audiology II (4 to 2 credits, change in course description)  
SPHR 585 Assessment and Treatment of Language Disorders in School-aged Children and Adolescents (4 to 2 credits, change in course description)