Faculty Senate Monthly Packet December 2010

Portland State University Faculty Senate

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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 December 6, 2010, at 3:00 p.m. in room 53 CH.

AGENDA

A. Roll
B. *Approval of the Minutes of the November 1, 2010, Meeting

C. Announcements and Communications from the Floor  
   Discussion Item: Budget and Finance

D. Unfinished Business

E. New Business  
   *1. Curricular Consent Agenda  
   *2. Revised Graduate Academic Standing Policy - Everett

F. Question Period  
   *1. Question for Provost Koch  
   2. Questions from the Floor for the Chair

G. Reports from Officers of the Administration and Committees  
   President’s Report 16:00  
   Provost’s Report  
      1. Report of the Educational Policy Committee - Anderson for Johnson  
      2. Report of the Interinstitutional Faculty Senate Meeting at PSU Dec 3/4 - Rueter

H. Adjournment

*The following documents are included with this mailing:  
   B Minutes of the November 1, 2010 Meeting and attachments  
   E-1 Curricular Consent Agenda Items  
   E-2 Revised Graduate Academic Standing Policy  
   F-1 Question to Provost Koch
### 2010-11 PSU Faculty Senate Roster

#### 2010-11 Steering Committee

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#### 2011-11 Faculty Senate (111)

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*Interim appointments

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**Date:** 11/11/10

**10-11 New Senators in Italics**
PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, November 1, 2010
Presiding Officer: Maude Hines
Secretary: Sarah E. Andrews-Collier


Alternates Present: Perkowski for Daasch, Rill for Kapoor, Shandas, Strathman,

Members Absent: Burk, Burns, Curry, Danielson, Farr, George, Glaze, Henning, Jagodnik, Kohles, Leite, Maier, Mathwick, McBeath, Medovoi, Miller, Nash, Neal, Oschwald, Rogers, R. Sanchez, M. Taylor, Wadley,


A. ROLL
B. APPROVAL OF THE MINUTES OF THE OCTOBER 4, 2010, MEETING

The meeting was called to order at 3:06 p.m. The minutes were approved with the following corrections: Lang and Caskey were present

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

Changes to Senate and committee memberships since 4 October 2010: Greg Flores replaces Ostlund, AO in the Senate.

Discussion Item: Student Success

HINES reminded that the December discussion item would be Budget and Finance, and referred Senators to the FY10-11 Budget Plan By Function, included in the mailing for today.
HINES introduced presenters for the item, Fortmiller (introductions), Balzer (enrollment management), Jones (change in admission practices this year), Jhaj (overview of initiatives to improve student success), and Andrews-Collier (performance measures at the board and legislative level). FORTMILLER reminded that Student Success is everyone’s responsibility, it is one of President Wiewel’s five themes, and it is one of our most pressing concerns due to PSU’s low graduation rates. He briefly reviewed Aston’s model of inputs, environment and outputs, and described how each presenter would address this. BALZER reminded that enrollment management is the heart of our work, especially the balance between recruitment and retention, and noted that PSU is committed to five management objectives. She reviewed some the work done on the front end to promote student success, and discussed the matching of various support efforts with newly admitted students, from financial aid to testing to advising to at-risk student support. JONES noted that forums were recently held to discuss changes in admission practices this year and next for at risk students, in particular. He noted some of these changes and other impacts on student success. JHAJ described in more detail some of the initiatives we are using to improve student success, what they are intended to achieve, and what research is used to demonstrate success. ANDREWS-COLLIER gave a brief overview of student success in the context of performance expectations at the Board and legislative level, and demonstrated where that information on the Oregon University System webpage is available.

HINES reminded of the difference between the admissions requirements that the Senate approves and how students are actually admitted. She then moved the meeting to a Committee of the Whole from minute 39 to minute 102.

D. UNFINISHED BUSINESS

1. Proposal to Amend the PSU Faculty Constitution, Art. IV., 4., 4), “o Honors Council”

LUCKETT briefly reviewed the history and substance of the proposal for the body. GAMBURD thanked the committee on high achieving students for their work on this project.

THE MOTION TO AMEND THE CONSTITUTION PASSED by unanimous voice vote.

E. NEW BUSINESS

None.

F. QUESTION PERIOD

1. Questions for Provost Koch

KOCH directed senators to “F-1”, and noted that he and Mark Gregory would take questions. RUETER noted that the answer to this particular question is
sufficient but the subtext is the question of how our physical plant is going to be improved. GREGORY noted that our custodial and maintenance expenditures are considerably lower than other campuses, and to improve things we would need an infusion of several million dollars. KOCH noted that faculty are emphasizing tenure lines more than infrastructure improvements, but that it is the same pie. RUETER noted that to the contrary, faculty are not consulted about infrastructure but only about academic issues. BLACK noted that his classrooms have no clocks, broken furniture, and broken lighting, and fixing these things is much less costly than financing tenure lines. The question is how can we make something happen about these issues. GREGORY stated that faculty should file a facilities work request. LUCKETT noted that this is not a solution as departments are then charged for general use classrooms because an index code is required to file a request. KOCH concurred. GREGORY urged faculty contact him about systemic issues.

2. Questions from the Floor for the Chair
None.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

President’s Report

WIEWEL spoke after the discussion item. He reiterated the importance of the student success and its complexity, reminding that we look worse than even our comparators. It is his hope that by utilizing best practices, we can improve the gap. He also emphasized the OUS performance framework, and the economic weight being placed on campus efforts to graduate students. WIEWEL also briefly discussed the relationship to the all-day meeting on Nov. 3, “Partnering for Student Success: Cradle to Career.”

WIEWEL noted that next month’s discussion on Budget is be timely. He reminded that we have been asked to prepare for as much as a 25% cut in our state funding, and that we are definitely planning for upwards of 18%, with an increase in tuition being a major factor. He noted that the Fiscal Futures Task Force would also be holding hearings on these matters.

WIEWEL reminded that public hearings are scheduled for feedback on the PSU-OHSU strategic partnerships report during this week. He noted that we are airing a new series of television commercials about PSU. He noted our gratitude to the Foundation Board for their efforts in bringing about a successful Simon Benson Awards Dinner. He also noted his Op-Ed article in yesterday’s Oregonian.

Provost’s Report

KOCH responded to F.1. and continued that with respect to the discussion of Student Success, an additional piece of this issue is learning outcomes and
assessment. The Assessment Council is working to establish a set of outcomes based on learning objectives passed last year, that can be assessed across the institution and for programs, and these will be used to demonstrate performance measures as well.

KOCH reminded that he is hosting tailgates in November. KOCH noted that he received 200 responses to his invitation for 60 faculty to help plan the winter symposium, which will take place on January 20th.

1. Report of the Advisory Committee on Academic Information Technology

REYNOLDS, the 2010-11 chair, presented the 2009-10 report for the committee, as Spalding is no longer at the university. He noted that a number of new members are being appointed this year and the committee will be working closely with Vice President Fink. SHUSTERMAN noted that Blackboard has been unstable this term, and faculty are having trouble getting training in D2L. REYNOLDS yielded to Sharon Blanton, who noted that OIT is trying very hard to keep Blackboard running and that Mark Jenkins is the lead contact for training in D2L. CLARK asked when Blackboard would finally go away. BLANTON stated that D2L will be available to anyone in Winter term, and the Blackboard contract ends with Spring term. SHEARD queried if there is a disconnect between the P.R. and the actuality, as one can’t have access to D2L unless s/he is currently teaching a hybrid course. SHUSTERMAN and BLACK concurred. LUCKETT noted that you are not allowed to use D2L unless you attend training. SHUSTERMAN concurred. BLANTON stated that this is accurate, as the product is so different that it requires training, however, she was not aware that people were being blocked from training. DILL noted that other communication about the training was also very unclear, and after plowing through it, she still thought she had only Spring term. BROWER noted that the failure of Blackboard this term is having a high impact on student satisfaction. CLARK noted that in the absence of contact persons in proximity to sites and disciplines, COLT noted that we would never be efficient with this. LATIOLAS noted that he has it from a reliable source that PCC has D2L training that is, additionally, better than PSU’s. C.BROWN urged that a more flexible policy about usage would be well advised. HINES noted that hopefully answers to these issues would be forthcoming within the week.

2. Report of the Interinstitutional Faculty Senate Meeting of 16 October at SOU

RUETER reported for the Senators noting that the minutes would not be available on-line until December. He noted that the meeting focused on SOU because the Chancellor and Jay Kenton were not available. He noted that restructuring was a major discussion item, and that SOU’s president highlighted several of the serious problems that restructuring Would solve for them. He noted that the group, with the possible exception of U of O, felt that the concept of local boards is problematic as it could easily shoot down the proposal.

H. ADJOURNMENT
The meeting was adjourned at 4:44 p.m.
Student Success Using Astin’s IEO Model

**Inputs**
- Demographics
- Prior Experiences
- Student Background

**Environment**
- Demographics
- Range of Experiences of Students

**Outcomes**
- Intentional Activities
- Recruitment/Enrollment Management
- Services
- Graduation
- Performance Measures
Promoting Student Success, Retention and Graduation:

Admission and Transition Process

**Stage One: Outreach and Student Recruitment**

- ✔ Build Pathways to PSU: Pre-College, HS and family outreach, Transfer advising, CC partnerships, Co-Admission, International partnerships
- ✔ Maximize Focused Recruitment: Diversity, CC transfers, Non-Resident: Domestic, Non-Resident: International, High Achieving

**Stage Two: Admission Policies and Practices**

- ✔ Adherence to Admission standards
- ✔ Use GPA and SAT/ACT matrix to predict success
- ✔ Use Subject requirements to predict success (WR 121-TR)
- ✔ Control Size of Conditional Admission (5%)
- ✔ Use Advance Tuition Deposit (ATD) and Admission Deadlines
- ✔ Offer Early Remission Awards and Financial Aid

**Stage Three: Matriculation, Enrollment and FY Transition**

- ✔ Use Placement Testing (Math, Writing) for course placement
- ✔ Mandatory Advising and Orientation
- ✔ Mandatory Declaration of Major
- ✔ Match Conditional Admits with Institutional Support
- ✔ Offer Bridge Programs and Case Manage at risk populations
Changes in Admissions Practices

Report on October 18, 19, 26 open forums

All credit for this work to:
Jackie Balzer, David Burgess,
Rowanna Carpenter, Dan Fortmiller,
Sukhwant Jhaj, Melissa Trifiletti

Objectives

Provide update on retention projects
Share background information

Provide an update on recent changes to admission practices

Reinforce: we are engaged in a continuous process of improvement

Focus

Freshman admission

One part of a larger whole

(Determining requirements for admissions is one of the constitutional functions of the Senate)

Structure

Changes in Admission Practices for Fall 2010
(to improve preparedness & retention)

Key insights from institutional research

Changes in Admission Practices for Fall 2011
(to ensure necessary academic support)

Changes in Admission practices, Fall 2010

Minimum overall GED score raised
(from 460 to 580)

Writing 121 or its equivalent added as a transfer admission requirement

More stringent application of admission requirements

Changes in Admission practices, Fall 2010

Students must attend a summer orientation and advising session before the start of fall term

New students must (or request waiver) pay an intent to enroll deposit of $200 before signing up for summer orientation and advising
Evolving Assessment Structure

**Prior Learning Survey** -> **End of Year Survey** -> **E-Portfolio Assessment**

University Student Data Warehouse
- Student Retention
- Academic Performance, Fin. Aid

Key Insights

**Perception:**

- HS GPA < 3.0

**Key Insights**

Perception:

- HS GPA < 3.0

**Perception:**

- HS GPA < 3.0

**Key Insights**

Perception:

- HS GPA < 3.0

Academic support

**Key Insights**

Perception:

- HS GPA < 3.0

Reality:

- HS GPA < 3.0 ~30%

Academic support

**Key Insights**

Perception:

- HS GPA < 3.0

Reality:

- HS GPA < 3.0 ~30%

Support for these students?
Changes in Admission practices, Fall 2011

- No changes in admission requirements
- Limit the number of students with GPA < 3.0 or via other exceptions to match PSU’s ability to support those students
- Current capacity established as 85 students; this could be increased with additional investment in academic support programs

Impact?

- Reality:
  - Who are these students? What do they do now?
  - Academic support

Impact Assessment

If these requirements had been in place for 2007-2009:
- 14%-17% of students would not have been admitted
- Men would have seen a disproportionate impact
- Distributions by race/ethnicity would be similar
- The FT retention rate would be at least 71.8% and first term GPA would be approximately 3.1

Changes in Admission practices, Fall 2011

- Implement a recruiting program for students not admitted to PSU and direct them to a community college

Additional Insights

- Other at risk factors for retention include:
  - Financial concern
  - Living on campus
- These are likely to be exacerbated by:
  - Increasing tuition fees and other costs
  - Increasing on-campus accommodation
Student Success
Abbreviated Working Document
Version 1.3, September 30, 2010

Assess the Effectiveness of Existing Academic Policies, Procedures, and Services
Review course registration, bursar’s hold and admission deadlines to determine how well these policies and procedures facilitate student success. Where usable data for such review are lacking, implement procedures for collecting and analyzing such data.

Support Early Identification of Students at Risk
Expand the use of placement tools for math and writing, web-based Prior-Learning Survey (existing) and Course Progress Notification (early alert) System (existing-piloted, CRM may be used for implementation) to all freshmen and sophomores at PSU to support this work. Data gathered from these activities will be used to further improve the student experience.

Intentional Advising and Charting a Pathway to Degree Completion
An intentional advising system for Portland State undergraduates was recommended by the First Steps for Student Success and Retention group. In conjunction, a newly constituted Academic Advising Council presented an intentional model of advising to Faculty Senate. This model is set for implementation starting with the Fall 2010 cohort.

Support advising initiative by creating unified advising records, prescriptive degree maps, and degree map milestones tracking to ensure that the advising initiative improves retention and graduation rates. Establish Last Mile Committee to encourage completion by seniors who have dropped out of PSU.

Improve Communication with Students
A student’s first quarter is an important quarter in his or her academic career at PSU. Create a “My First Quarter” website or a webpage (within the myPSU site?). Further develop U.Connect website for university wide use and include content for transfer students. Deploy enrollment management and retention software to manage on-going communication with all students.

Student Success Center (long term goal)
It is essential to bring many of the student resources under one roof to facilitate communication between units and enhance student access to the resources they need. Establish a Student Success Center by blending, or co-locating, the Undergraduate Advising and Support Center, Educational Equity Programs, Career Center, Finance Help Desk, Writing Center, and supplemental instruction. Connect functioning of these units with ongoing data collection and structure them to deliver services to targeted student segments.

Address Needs of Students Entering PSU with a High School GPA below 3.0
Freshmen who enter PSU with high school GPAs below 3.0 made up almost 30% of the Fall 2007 and 2008 Freshman Inquiry (FRINQ) cohorts. Compared with students who enter PSU with high school GPAs above 3.0, students with lower high school GPAs experience lower fall-to-fall retention, earn lower college GPAs each term, are less likely to be in good academic standing, and earn fewer credits per term.

Align PSU’s institutional capacity to serve underprepared students with the number of students admitted to PSU. Plan and deploy interventions such as mandated testing of skills, required remedial coursework, and learning assistance to keep this student segment on track. Review, articulate and suggest alternate admission pathways using community colleges for students who do not meet PSU’s admission standards.

Address Students’ Financial Concerns
Develop policies, procedures, and workflows necessary to support early identification of students with financial concerns, facing a bursar’s hold, or in financial distress. Create an active focus on understanding and addressing students’ financial concerns.

When asked about their top concern as they start PSU, approximately 30% of freshmen enrolled in FRINQ report finances as a top concern. These students have a lower fall-to-fall retention rate than students who express other concerns. For the fall 2007 cohort, 59.7% of students with financial concerns returned to PSU the following fall, compared with 67% for students with other concerns.

**Easing the transition to college using Peer Mentoring**
A rethinking, remapping, and reinvigoration of the PSU’s peer mentoring system is needed with an eye toward increasing support as students make the complex academic, social, and cultural transitions to PSU from high-school or community colleges.

Extend PSU’s mentoring capacity further using web-based social networking tools, which would reach adult, commuter, and transfer students more readily. Develop special programs for at-risk groups including providing a place to connect with supportive peer mentors who share common backgrounds and experiences.

**Improve the Persistence of Freshmen Living in Residence Halls**
For the Fall 2007 and 2008 cohorts of freshmen enrolled in FRINQ, students who reported living with their parents had higher fall-to-fall retention rates than students who lived on campus or who lived in private apartments. For fall 2007, that rate was 72% compared with 62% and 63%, respectively and in 2008, retention for students living with parents was 77% compared with 64% and 68% respectively.

¡Éxito!
Presidential initiative to initiative to recruit, support, and graduate more Latino students.

**Make Student Success Data Available at Unit Level**
Colleges and departments currently lack cohort based student success information and metrics at department/program, service, and college level. Ensure that matrices are developed to serve unit-level needs and to address the persistence, success, and quality of experience of under-represented students.

**Reduce the Number of Courses with Preponderance (20%) of D, W, F Grades**
Review placement, prerequisites, and “pathways” and to improve student success, and redesign courses when appropriate. Develop policies and procedures necessary to identify and support students "at risk" of not persisting in a course.

**Manage Capacity of Programs and Course Offerings for Timely Progress to Graduation**
Develop a predictive model of curricular offerings needed for timely graduation of PSU’s undergraduate students.

For additional information please contact:
Sukhwant Jhaj
Special Assistant to the Provost for Student Success
jhaj@pdx.edu, 5-8996
November 4, 2010

TO: Faculty Senate

FROM: Drake Mitchell,  
Chair, Undergraduate Curriculum Committee

RE: Submission of Undergraduate Curriculum Committee – Consent Agenda

The following proposals have been approved by the UCC, and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at http://psucurriculumtracker.pbworks.com and looking in the 2010-11 Comprehensive List of Proposals.

School of Fine and Performing Arts

Changes to Existing Courses

E.1.c.1.  • Art 300 Digital Page Design II (4) – change prerequisites.

E.1.c.2.  • Art 310 Digital Imaging and Illustration II (4) – change prerequisites.

E.1.c.3.  • Art 320, 321 Communication Design Studio III & IV (4,4) – change prerequisites.

E.1.c.4.  • Art 341, 342 Interactive Media I & II (4,4) – change prerequisites.

E.1.c.5.  • Art 354 Typography II (4) – change prerequisites.

College of Liberal Arts and Sciences

Changes to Existing Programs

E.1.c.6.  • B.S. in Anthropology – Eliminates the language requirement for the B.S bringing Anthropology in line with other departments on campus; adds the requirement Stat 244 (rather than Ling 232 or 233) to the B.S. in order to increase the scientific/mathematical training of students pursuing the B.S.

New Courses

E.1.c.7.  • Eng 372 Topics in Literature, Gender, and Sexuality (4)  
Study of representations of gender and sexuality in literature and related cultural forms. May be repeated for credit with different topics. This course is the same as WS 372.
E.1.c.8.
- Eng 373 topics in Literature, Race, and Ethnicity (4)
  Study of representations of racial and ethnic identity in literature and related cultural forms. May be repeated for credit with different topics.

E.1.c.9.
- *Grk 336 Ancient Greek Comedy (4)
  A survey of ancient Greek comedy, covering all of the extant plays of Aristophanes, as well as the largest surviving fragments of the plays of Menander. Taught in English.

E.1.c.10.
- Hst 376 History of Imperial Russia, 1700-1917 (4)
  Studies the Russian Empire from its founding to the Russian Revolution of 1917. Emphasis on attempts at reform, and on political and cultural identity formation of various social groups and nationalities of the empire. Expected preparation: upper-division standing.

E.1.c.11.
- Hst 377 History of the Soviet Union and Post-Soviet Russia (4)
  Studies the Soviet Union from its founding in 1917 to the early post-Soviet period. Emphasis on socialism as theory and policy, and on political and cultural identity formation of various social groups and nationalities of the Soviet Union. Expected preparation: upper-division standing.

E.1.c.12.
- It 390 History of Italian Language (4)
  Introduction to the history of the Italian language, from late 800 AD to 1900. Introduction to the most representative documents that shaped the Italian Language and to the differences between the various Italian dialects. Focus on the importance of the work by Dante Alighieri, Francesco Petrarca and Giovanni Boccaccio, Renaissance authors and major linguistics theories of 1800. Taught in Italian. Expected preparation: It 203.

E.1.c.13.
- WS 372 Topics in Literature, Gender, and Sexuality (4)
  Study of representations of gender and sexuality in literature and related cultural forms. May be repeated for credit with different topics. This course is the same as Eng 372.

Changes to Existing Courses

E.1.c.14.
- Eng 308 Cultural Studies in Literature (4) – drop.

E.1.c.15.
- FL 331 Women in the Middle East (4) – drop

Undergraduate Studies

Delisting Clusters

E.1.c.16.
- Professions and Power – upon delisting of this cluster, ARC has been requested to establish the following:


Students who have completed Professions and Power Sophomore Inquiry but need one or more cluster courses shall meet the cluster requirement by using Freedom, Privacy, Technology; Knowledge, Rationality and Understanding; or Community Studies clusters.

Students who have completed Professions and Power cluster course requirement but require a SINQ shall meet the requirement by using Freedom, Privacy, Technology; Knowledge, Rationality and Understanding; or Community Studies Sophomore Inquiry.

E.1.c.17.

- Sciences – Humanities – upon delisting of this cluster, ARC has been requested to establish the following:
  - In Sciences – Humanities remove the Sciences – Humanities cluster designation/attribute but keep the “U” as these courses are listed in other clusters: HST 387U, Science in Society; SCI 359U, Biopolitics; SCI 361U, Science: Power-Knowledge; SCI 363U, Ethics in Science; TA 471U, Theater History: 19th Century European Theater).
  - Students who have completed Sciences - Humanities Sophomore Inquiry but need one or more cluster courses shall meet the cluster requirement by taking course work in Knowledge, Rationality and Understanding; Science in the Liberal Arts clusters; or Interpreting the Past clusters.
  - Students who have completed Sciences - Humanities cluster course requirement but require a SINQ shall meet the requirement by using Knowledge, Rationality and Understanding; Natural Science Inquiry; or Interpreting the Past Sophomore Inquiry.
November 4, 2010

TO: Faculty Senate
FROM: Margaret Everett
        Chair, Graduate Council

Drake Mitchell
        Chair, Undergraduate Curriculum Committee

RE: Submission of Graduate Council and Undergraduate Curriculum Committee

The following proposal has been approved by the Graduate Council and the Undergraduate Curriculum Committee, and is recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at http://psucurriculumtracker.pbworks.com and looking in the 2010-11 Comprehensive List of Proposals.

College of Liberal Arts and Sciences

New Course

E.1.b.1

- MTH 456/556  Topics in Combinatorics, 3 credits
  Selected topics from: permutations, combinations, partitions, generating functions, inclusion/exclusion, recursion, Polya counting, block designs, orthogonal polynomials, and error-correcting codes. With departmental approval may be repeated for credit. Prerequisites: MTH 356 or CS 251.
November 4, 2010

TO: Faculty Senate

FROM: Margaret Everett
Chair, Graduate Council

RE: Revised Graduate Academic Standing Policy

The following policy change has been approved by the Graduate Council, and is recommended for approval by the Faculty Senate.

Introduction

Current PSU policy stipulates that admitted graduate students are placed on Academic Probation in the following situations:

- Low term GPA: below 2.67 in one term, based on 6 or more letter-graded credits in that term.
- Low cumulative GPA: below 3.0, based on 9 or more letter-graded credits since admission.

Once beginning Academic Probation, students must meet established criteria for removal from Probation after completion of 9 letter-graded graduate credits:

- For Low Term Probation, must earn a 3.0 or higher each term and a 3.0 cum.
- For Low Cum Probation, must earn (i.e. raise) cum GPA of 3.0.

If students do not meet the above criteria in their next 9 letter-graded credits after beginning Probation, they are placed on Academic Disqualification. Students who are successfully removed from Probation and then become subject to Probation a second time are placed on Academic Disqualification.

The Graduate Council recently reviewed PSU’s graduate academic standing policy in light of one particular feature: students can be academically disqualified without their cumulative graduate GPA ever having gone below 3.0, i.e., based on Low Term Probations only. After a review of policies at our peer institutions and a lengthy discussion, the Graduate Council voted to revise PSU’s policy by removing the category of Low Term Probation. Therefore, students can only be placed on Probation, and subsequent Disqualification, based on cumulative GPAs below 3.0.

Proposal

The revised graduate academic standing policy will become effective immediately, i.e., in time for the academic standing review at the end of Fall 2010. The new Bulletin
language, which will replace the language currently on pages 62-63 of the 2010-11 Bulletin, is below:

“All admitted graduate certificate and degree students at Portland State University must maintain good academic standing during the course of their graduate program at PSU. Good academic standing is defined as maintaining a cumulative graduate GPA of 3.00 or higher in all graduate credits earned at PSU.

All graduate students, especially those in a conditional admission status, are expected to keep in close communication with their departments and to avail themselves of departmental advising.

**Academic Probation.** An admitted graduate student is placed on probation if the student's cumulative graduate GPA at PSU, based on the completion of 9 or more letter-graded graduate credits after admission to the graduate level at PSU, falls below 3.00.

While on academic probation a student will not be permitted to graduate, to be admitted to a new or different graduate certificate or degree program, to be advanced to doctoral candidacy, to have a thesis or dissertation committee appointed, to receive or continue to hold a graduate assistantship, or to register for more than a total of 9 credit hours in any term.

A student is removed from academic probation if the student’s cumulative graduate GPA is brought up to 3.00 or higher within the next 9 letter-graded graduate credits after beginning probation status.

**Academic Disqualification.** Disqualification occurs if:

1. A student on academic probation fails to achieve a cumulative graduate GPA of 3.00 or higher within the next 9 letter-graded graduate credits after beginning probation status; or
2. A student becomes subject to academic probation for a second time.

A student who is disqualified may not register for any graduate courses at PSU.

**Readmission After Disqualification.** Readmission after disqualification is not automatic. A disqualified student may petition for readmission as a student in a graduate certificate or degree program after one calendar year. Readmission after the mandatory one-year period is initiated by the student's filing of a petition for readmission to the Graduate Council through the Office of Graduate Studies. Such a petition would need to address the circumstances that led to disqualification and provide evidence of preparedness to resume graduate study.

If a student's graduate program recommends readmission, the Graduate Council may grant readmission, with or without additional academic requirements, or may recommend continued disqualification. A readmitted student must raise the cumulative graduate GPA
to 3.00 or higher within the first 12 letter-graded credits after readmission, or the student will be disqualified.

Graduate courses completed at other institutions while a student is under disqualification at PSU will not be applied toward a graduate program at PSU.”

A copy of the policy as previously revised by the Graduate Council in 2000 is attached for comparison.

**Supplemental Information**

Despite eliminating the category of Low Term Probation, the Graduate Council was still concerned about students earning low term GPAs even if their cumulative GPAs remained above 3.0. Therefore, the Office of Graduate Studies will continue to monitor term GPAs and will send warning letters to students whose term GPA is below 2.67.

Probation letters to students have always been cc:ed to the students’ academic departments; the new warning letters will be as well. The Graduate Council encourages departments to watch for these letters and to reach out to these students to ensure they are receiving proper advising and support.
Portland State University
Academic Standing Policy for Graduate Students
(Febr. 7, 2000)

All students admitted to graduate studies (regular, conditional, and graduate certificate) at
Portland State University must maintain a GPA of at least 3.00 for all graduate credit earned at
Portland State University. All graduate students, especially those in a conditional admission
status, are expected to keep in close communication with their departments and to avail
themselves of departmental advising.

Academic Probation. An admitted student is placed on probation if:
1. The student's cumulative graduate GPA at Portland State University, based on the
   completion of 9 letter-graded graduate credits at Portland State University, is below 3.00
   at the end of any term; or
2. The student's term graduate GPA, based on a minimum of 6 letter-graded graduate hours,
   is below 2.67 for a given term.

While on academic probation the student will not be permitted to graduate, to be
advanced to doctoral candidacy, to receive approval of the masters degree program (GO-12
form), to receive or continue to hold a graduate assistantship, or to register for more than a total
of 9 credit hours in any term. Removal of academic probation occurs if the cumulative graduate
GPA is brought to 3.00 within the next 9 graduate credits in letter-graded courses in the case of
probation due to a low cumulative GPA, or both cumulative and term GPA of 3.00 or above in
the case of probation due to a low term GPA.

Disqualification. A student who is disqualified may not register for any graduate
courses at PSU for at least one calendar year. Disqualification occurs if:
1. The student on academic probation for low GPA fails to achieve a cumulative graduate
   GPA of 3.00 or higher within the next 9 graduate credits in letter-graded courses; or
2. The student on probation for a term GPA of below 2.67 does not receive at least a 3.00
term GPA, and does not achieve a 3.00 cumulative GPA with the next 9 letter-graded
   graduate hours, if applicable; or
3. The student becomes subject to academic probation for a second time.

Readmission After Disqualification. A disqualified student may petition for
readmission as a degree-seeking student in a graduate program after one calendar year.
Readmission after the mandatory one-year period is initiated by the student's filing of a petition
for readmission to the Graduate Council through the Office of Graduate Studies. Readmission is
not automatic. To be readmitted the student must meet all current admission requirements with
the exception of the graduate GPA.

If the student's graduate program has recommended readmission, the Graduate Council
may grant readmission, with or without additional academic requirements, or may recommend
continued disqualification. The readmitted graduate student is subject to all University and
program requirements in effect at the time of readmission. The student must raise the PSU
cumulative graduate GPA to 3.00 or better with 12 credits of graded graduate coursework after
readmission, or she/he will be disqualified.

Graduate courses completed at other institutions while a student is under disqualification
at PSU will not be applied toward a graduate program at PSU.
[end]
10 November, 2010

Dear Provost Koch,

I have a query regarding the Digital Measures program that faculty are asked to use to present CVdata digitally.

The program is cumbersome and inputting a full CV takes an inordinate amount of time. My sense of sentiments in my department is that people are not averse to having their CV digitalized. In fact, most of us have our CVs posted on the internet. Nor are we reluctant to report our accomplishments to the administration. The issue is that we are too busy to use this exceptionally inefficient technology.

I would like to ask how this particular software was selected. Would it be possible to streamline the program to work more efficiently? Or would it be possible to shift to a better program?

Thank you for your thoughts on this matter.

Sincerely,

Michele Gamburd
Anthropology
gamburdm@pdx.edu