

12-4-2017

## Faculty Senate Monthly Packet December 2017

Portland State University Faculty Senate

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# Faculty Senate, 4 December 2017



In accordance with the Bylaws, the agenda and supporting documents are sent to senators and ex-officio members in advance of meetings so that members of Senate can consider action items, study documents, and confer with colleagues. In the case of lengthy documents, only a summary will be included with the agenda. Full curricular proposals are available at the PSU Curricular Tracking System: <http://psucurriculumtracker.pbworks.com>. If there are questions or concerns about agenda items, please consult the appropriate parties and make every attempt to resolve them before the meeting, so as not to delay the business of the Senate.

Items on the *consent agenda* are **approved** (in the case of proposals or motions) or are **received** (in the case of reports) without further discussion, unless a Senator gives notice to the Secretary in writing prior to the meeting, or from the floor prior to the end of **roll call**. Any senator may pull any item from the *consent agenda* for separate consideration, provided timely notice is given.

Senators are reminded that the Constitution specifies that the Secretary be provided with the name of any **alternate**. An alternate is a faculty member from the same Senate division as the faculty senator who is empowered to act on the senator's behalf in discussions and votes. An alternate may represent only one senator at any given meeting. A senator who misses more than three meetings consecutively will be dropped from the Senate roster.

[www.pdx.edu/faculty-senate](http://www.pdx.edu/faculty-senate)

The meeting will include a vote on an amendment to the Faculty Constitution

PORTLAND STATE  
UNIVERSITY  
FACULTY SENATE



**To:** Faculty Senators and Ex-officio Members of the Senate

**From:** Richard H. Beyler, Secretary to the Faculty

The Faculty Senate will meet on **4 December 2017** at 3:00 p.m. in **Cramer Hall 53**.

**AGENDA**

- A. Roll Call
- \* B. Approval of the Minutes of the 6 November 2017 Meeting – *consent agenda*
- C. Announcements and Discussion
  - \* 1. OAA response to November notice of Senate actions – *consent agenda*
  - 2. Announcements from Presiding Officer
  - 3. Announcements from Secretary
  - 4. Announcement from PSU Foundation – Bill Boldt
  - 5. Discussion: Commencement – Cynthia Mohr, Sherril Gelmon (Grad. Program Board)
  - 6. Discussion: on-line student evaluations of faculty teaching – David Raffo (EPC)
- D. Unfinished Business
  - \* 1. Amendment to Faculty Constitution:
    - a) to clarify membership in the Faculty of ranked appointees
    - b) to provide ex-officio Senate representation for part-time appointees
- E. New Business
  - \* 1. Curricular proposals – *consent agenda* (GC, UCC)
  - \* 2. Resolution on tax policy for tuition waivers (Steering Committee)
  - \* 3. Process for potential nomination of Faculty member of Board of Trustees – straw poll (Steering)
- F. Question Period and Communications from the Floor to the Chair
  - \* 1. Question to President regarding DACA
- G. Reports from Officers of the Administration and Committees
  - 1. President's Report
  - 2. Provost's Report
  - 3. IFS Report
  - \* 4. Quarterly report of Educational Policy Committee – *consent agenda*
- H. Adjournment
- \* **See the following attachments.**
  - Complete proposals for E.1 can be viewed on-line:** <https://psucurriculumtracker.pbworks.com>.
  - B. Minutes of the Senate meeting of 6 November 2017 – *consent agenda*
  - D.1. Proposed constitutional amendment
  - E.1.a,c. Curricular proposals (summaries) – Note: there is no E.1.b – *consent agenda*
  - E.2. Proposed resolution on tax policy for tuition waivers
  - E.3. Options for potential nomination of Faculty BoT member
  - F.1. Question to President
  - G.4. EPC Fall 2017 Report

# PORTLAND STATE UNIVERSITY FACULTY SENATE, 2017-18

## STEERING COMMITTEE

Michael Clark, Presiding Officer

Brad Hansen, Past Presiding Officer • Thomas Lockett, Presiding Officer Elect

*Elected Members:* Annabelle Dolidon (2019) • Steve Harmon (2018) • Karen Kennedy (2019) • David Raffo (2018)

*Ex officio:* Richard Beyler, Secretary to the Faculty • Maude Hines, Board of Trustees Member

Liane O'Banion, Chair, Comm. on Comm. • José Padín, Sr. IFS Rep. (until Dec.) / Candyce Reynolds (from Jan.)

## FACULTY SENATE ROSTER (64)

<b>All Others (8)</b>				<b>College of Urban and Public Affairs (6)</b>			
<i>Baccar, Cindy</i>	REG	2020		<i>Chaillé, Peter</i>	PAD	2020	
Blekic, Mirela	ACS	2019		Harris, G.L.A.	PAD	2018	
*Burgess, David	OIRP	2018		† <i>Martin, Sheila</i>	IMS	2020	
<i>Faaleava, Toeutu</i>	OAA	2020		* <i>Mitra, Arnab</i>	ECN	2018	
Kennedy, Karen	ACS	2018		Nishishiba, Masami	PAD	2019	
†O'Banion, Liane	TLC	2019		Smallman, Shawn	IGS	2019	
<i>Singleton, Felita</i>	OSA	2020					
Walsh, Michael	HOU	2019					
<b>College of Liberal Arts &amp; Sciences–Arts &amp; Letters (6)</b>				<b>Graduate School of Education (4)</b>			
Brown, Kimberley	LIN	2019		Farahmandpur, Ramin	ELP	2018	
<i>Dolidon, Annabelle</i>	WLL	2020		† <i>Reynolds, Candyce</i>	ELP	2020	
Epplin, Craig	WLL	2018		Thieman, Gayle	CI	2020	
†Jaén Portillo, Isabel	WLL	2018		Yeigh, Maika	CI	2019	
Reese, Susan	ENG	2019					
† <i>Watanabe, Suwako</i>	WLL	2020		<b>Library (1)</b>			
				† <i>Emery, Jill</i>	LIB	2020	
<b>College of Liberal Arts &amp; Sciences–Sciences (8)</b>				<b>Maseeh College of Engineering &amp; Computer Sci. (5)</b>			
Cruzan, Mitchell	BIO	2019		† <i>Karavanic, Karen</i>	CMP	2020	
de Rivera, Catherine	ESR	2018		Monsere, Christopher	CEE	2018	
Flight, Andrew	MTH	2018		Recktenwald, Gerald	MME	2019	
<i>George, Linda</i>	ESM	2020		Siderius, Martin	ECE	2019	
†Mitchell, Drake	PHY	2019		Tretheway, Derek	MME	2018	
<i>Palmiter, Jeanette</i>	MTH	2020					
Podrabsky, Jason	BIO	2019		<b>Other Instructional (4)</b>			
Webb, Rachel	MTH	2018		Carpenter, Rowanna	UNST	2019	
				† <i>Lindsay, Susan</i>	IELP	2020	
<b>College of Liberal Arts &amp; Sciences–Social Sciences (7)</b>				*Fernandez, Oscar			
†Chang, Heejun	GGR	2018		* <i>Taylor, Sonja</i>	UNST	2018	
<i>Craven, Sri</i>	WGSS	2020					
<i>Hsu, Chia Yin</i>	HST	2020		<b>School of Business Administration (4)</b>			
<i>Liebman, Robert</i>	SOC	2020		<i>Dimond, Michael</i>	SBA	2020	
Lockett, Thomas	HST	2019		*Hansen, David	SBA	2018	
*Robson, Laura	HST	2018		* <i>Mathwick, Charla</i>	SBA	2019	
†Schechter, Patricia	HST	2019		†Sorensen, Tichelle	SBA	2019	
<b>College of the Arts (4)</b>				<b>School of Public Health (2)</b>			
*de la Cruz, Abel	COTA	2018		*Gelmon, Sherril	HPM	2018	
†Fiorillo, Marie	COTA	2019		†Messer, Lynne	CH	2019	
<i>Griffin, Corey</i>	ARCH	2020					
<i>James, Meredith</i>	ART	2020		<b>School of Social Work (5)</b>			
				Bryson, Stephanie	SSW	2020	
				*Constable, Kate	SSW	2018	
				† <i>Cunningham, Miranda</i>	SSW	2020	
				* <i>Martinez Thompson, Michele</i>	SSW	2019	
				* <i>Smith, Gary</i>	SSW	2018	

\* Interim appointment

† Member of Committee on Committees

*New senators in italics*

Date: 12 Sep. 2017

## PORTLAND STATE UNIVERSITY

### Minutes of the Faculty Senate Meeting, 6 November 2017

**Presiding Officer:** Michael Clark

**Secretary:** Richard Beyler

**Senators Present:**

Baccar, Blekic, K. A. Brown, Bryson, Carpenter, Chang, Constable, Craven, Cunningham, de la Cruz, de Rivera, Dimond, Dolidon, Epplin, Faaleava, Farahmandpur, Fiorillo, Flight, George, Griffin, D. Hansen, Jaén Portillo, Karavanic, Kennedy, Liebman, Lindsay, Luckett, Martin, Martinez Thompson, Messer, Mitchell, Mitra, Monsere, Nishishiba, Palmiter, Podrabsky, Recktenwald, C. Reynolds, Robson, Schechter, Siderius, Smallman, Smith, Sorensen, Taylor, Thieman, Walsh, Watanabe, Webb, Yeigh

**Alternates Present:**

Kim H. Brown for Cruzan, Robert Schroeder for Emery, Julia Goodman for Gelmon, Danielle McGurrin for Harris, Eleanor Erskine for James, David Raffo for Mathwick, Michael Brown for O'Banion, Maude Hines for S. Reese, Faryar Etesami for Tretheway

**Senators Absent:**

Chaillé, Fernández, Hsu, Singleton

**Ex-officio Members Present:**

Allen, Beyler, Chabon, Clark, Everett, Fraire, B. Hansen, Harmon, Hines (also as alternate), Jhaj, Ketcheson, Lafferriere, Marrongelle, Moody, Percy, Raffo (also as alternate), D. Reese, Shoureshi, Woods

*[NOTE change to regular order of business: Reports from Administrators (items G.1-2) were moved to 4:00. The order of items E.1 and E.2 was reversed.]*

#### A. ROLL

The meeting was called to order at 3:03 p.m.

#### B. APPROVAL OF THE MINUTES

The **2 October 2017 Minutes** were **approved** as part of the **consent agenda**.

#### C. ANNOUNCEMENTS AND DISCUSSION

1. OAA concurrence to October Senate actions was **received** as part of the **consent agenda** [see **November Agenda Attachment C.1**].
2. **Announcements from Presiding Officer**

CLARK gave reminder of the Simon Benson Award Dinner later in the week, with keynote speaker Chesley “Sully” Sullenberger. He said that several University policies were in various stages of development, including a draft policy regarding pregnant, post-partum, and parenting students which would probably be available for comment soon. The Educational Policy Committee is conducting a review of on-line curriculum, a report on which should be available soon. He noted that free access to the streetcar to the South Waterfront location for students and faculty had been restored. CLARK further noted that changes in positions, assignments, etc., due to the academic advising redesign were undergoing negotiation with AAUP.

### 3. Nominations for honorary doctorate

CLARK announced the opening of nominations for the honorary doctorate at the spring Commencement ceremony. Vanelda HOPES in the Office of Academic Affairs is the contact person. Procedures are stated on the OAA website.

### 4. Announcements from Secretary

BEYLER reiterated a notice, e-mailed to senators previously, that a print version of the monthly Packet of Senate materials would henceforth be sent by opt-in only. All senators [and ex-officio members] would continue to receive an electronic version of the Packet.

### 5. Overview of PSU response to FOIA requests

D. REESE, the University's General Counsel, reviewed how public records law affected the work of faculty and of how the University responds to requests under the Freedom of Information Act (FOIA). [For slides, see **Appendix C.5.**] The University had received a number of such requests, with impacts on faculty research, over the years, including a significant one now pending which had provoked some conversation. Also in October, Henry REICHMAN, chair of the national AAUP's Committee on Academic Freedom and Tenure, had spoken at PSU on threats to academic freedom nationwide, and mentioned as one of these the use of public records laws to discredit or distract from faculty's research or other work. PSU received about a hundred public records requests each year, but usually only a few relate to academic research. All states have public records laws, but the details vary from state to state.

REESE pointed out key aspects of Oregon's law. It applies to any public entity. A public record is anything in any recorded medium that pertains to public business—i.e., to a public employee acting in accordance with the terms of his/her employment. There are, however, exemptions. The exemptions can be conditional, meaning a balance must be drawn between a public interest in disclosure and an agency's interest in non-disclosure. Other exemptions are absolute—e.g., tests or exams, donor information, student e-mail addresses, library lending history, anything protected under federal statutes including FERPA, privileged communications (with legal counsel, therapists, etc.).

Most significant for faculty interests, REESE stated, is a conditional exemption for research data prior to the release of the research. This includes any information gathered or generated by or at the direction of faculty, thus including work done by students under faculty direction. The purpose is to prevent piracy of data, and to prevent disclosure of incomplete or misleading data before publication. The exemption can still apply after publication if there are plans to continue to use to data for further analysis or work. While the exception is conditional and can be overturned, REESE indicated that it has been applied rather broadly in some cases.

REESE reviewed the University's process to respond to FOIA requests. The University must respond as soon as possible, indicating whether or not the records exist, how long it will take to process them, and what it will cost. There can also be a request to clarify the request. If a request is claimed as exempt in whole or in part, the requester can appeal to the Multnomah County District Attorney; if the exemption claim is denied, then the University's recourse would be to sue for a reversal. In REESE's experience at PSU, exemption claims had usually been upheld. Information on the process could be found the website of the Office of General Counsel, [www.pdx.edu/ogc](http://www.pdx.edu/ogc).

GEORGE asked about implications of FERPA. REESE said that FERPA protects any personally identifiable information about students, with certain narrow exceptions. Thus any information that is identifiable to a student—or even potentially identifiable such as grade distribution for a small class—is redacted.

CLARK asked about protection for faculty communications with students, say in a discussion in the faculty's office. REESE: the request has to be for a physical record; otherwise, the law does not apply. If there are notes, they might be covered by FERPA.

KARAVANIC wondered if faculty members are notified about requests. REESE: yes, we first contact the person who has the records or might know how to obtain them—thus, work with the faculty member to understand if any exemptions might apply.

LIEBMAN asked about material that is entrusted to faculty: is the collection of such data privileged because the faculty member did not create it? REESE: no. It may be exempt for another reason, but the fact that you did not create it does not make it exempt. If you have it in your possession and it relates to your job as a professor, then it presumptively constitutes a public record. LIEBMAN asked a follow-up: can professors, like lawyers, withhold “work product” such as data runs? REESE said that even drafts of a document or changes to a document, or text messages about a document, would be presumptively public records, though conceivably other exemptions might apply.

FARAHMANDPUR asked for examples of concern in terms of academic freedom. REESE: we should all always be careful about what we put in writing, including e-mail, since it is potentially subject to disclosure. In a research context, you should not be required to disclose anything before you are done. Afterward, however, potentially anything which went into the publication is discoverable. A current request is for data on environmental testing in southeast Portland, which is evidently related to ongoing litigation about environmental liability. Other requests have involved research connected to politically sensitive questions, e.g., ballot measures.

RAFFO: if research involves confidential information, say, from a private enterprise, would this be exempt? REESE: It could be, if information was submitted with clear agreements about this in advance. LIEBMAN noted that such concerns are also part of human subjects review. REESE: there are arguments based on personal privacy.

LAFFERRIERE wondered about requirements for keeping records. REESE: public records law does not require you to keep anything, until there is a request for the information. There is a retention schedule which specifies how records are to be retained or destroyed; it is hoped to make this policy more user-friendly. RECKTENWALD wondered if good hygiene would therefore be to discard as much as possible. REESE could not advise this, but observed that there is no reason for multiple people to hold multiple copies of the same thing, and that there is no requirement that notes leading up to decisions, meetings, etc., be kept. SCHROEDER: if you were supposed to keep something but don't have it, what's the worst that can happen? REESE: that's not University policy.

CLARK asked who has the authority over a forwarded message. REESE answered that the authority rests with the institution, regardless of the individuals involved. If there is such a request, we would strive to talk with everyone involved in the communication, but it is up to the institution to decide.

GEORGE: if information is given to the entity making the request, then does it become public more broadly? REESE said presumably yes, but that there are precedents which state that if you are planning to do further research with the same data, it is still exempt.

DOLIDON asked about a contract to write material (a textbook) for a private entity (publisher). REESE noted that there was a protection against piracy for copyrighted material which would seem to apply, but he was not sure about the situation.

PERCY noted that in some states there was a rule against public universities engaging in secret research, with maybe some federally based exceptions. If some third party is paying for research, are we precluded from giving the results of that research solely to that party? REESE said he was not aware of any such policy, but that we were reluctant to agree to any restrictions on publication of research.

## **6. Discussion: HB 2998 and SB 2027**

CLARK introduced the issue: the passage of House Bill [HB] 2998 and Senate Bill [SB] 2207. HB 2998 requires articulation agreements for all public higher education in the state to streamline course equivalencies. A primary goal is to enable students to move more easily from community colleges to universities. BACCAR said there are two aspects to the law. One aims at foundational curriculum which can be taught at all community colleges and accepted at all public universities in a way so that credit is not lost. The other is to develop pathways so students can study a major at a community college and then successfully transfer to that major at any four-year university. A working group is tackling what this will look like. CLARK: we are required to do this, though the penalty for not doing so remains unclear. A major legislative concern was that students were accumulating excess credits, and hence expense/debt. Tennessee and Washington were commonly cited as states with good articulation agreements. The Interinstitutional Faculty Senate (IFS) was going to ask all the faculty senates to pass a resolution addressing this in several contexts: faculty autonomy, curricular authority, funding, overreach, etc. The resolution as such, however, is moot for the time being.

CLARK summarized SB 207 as mandating that public institutions grant college credit for Advanced Placement (AP) exam scores of 3 or greater. Since even higher scores don't automatically translate into college success, there is potential for stress and confusion.

SCHECHTER wondered if the Oregon Student Association had weighed in. BACCAR noted that student representatives come to the meetings on articulation agreements. JHAJ said there had been student presentations in the hearings on the proposed legislation. He observed that HB 2998 had passed unanimously, with enormous support. The narrative had become that public universities did not care about transfer students or transfer credits. Therefore, JHAJ believed, we had to more systematically tell our story about the work we are doing. CLARK added, from discussion at IFS, that we needed to be more present at the community college level. BACCAR: we all know that it is important to have clear articulation from community college to university, and the information is out there, but it may not be reaching students who then slip through the cracks. There is an opportunity to correct this.

DOLIDON believed it was clearly important to help transfer students, but wondered about the problem of tuition. If students pay less to attend community college, how do we compete at the level of these basic courses? BACCAR: the issue is not so much



whether universities and community colleges are teaching the same courses, as whether students are taking the wrong kinds of courses.

THIEMAN was looking at a broader statewide goal of producing more college graduates; this might mean that PSU becomes a closer partner with community colleges. CLARK said that this sentiment had been expressed at IFS: despite certain annoyances, the legislation presented an important opportunity to do much good.

HINES asked, first, if other states accepted an AP score of 3; and second, how universities were supposed to distinguish themselves in this context?

WEBB observed that AP statistics does not cover the same material as PSU's courses; if students rely on AP credit for this requirement, they might be unprepared for higher level courses or courses in other majors. KENNEDY was flummoxed by SB 207; she did not understand how the legislature could mandate an admissions issue. She observed that even students with AP scores of 4 or 5 sometimes re-take the courses at PSU in order to feel prepared for further coursework. It seemed to her unfortunate in terms of student success. EVERETT appreciated the discussion and shared several of the concerns. Her observation was that SB 207 had been advocated not so much by student groups, but rather by the College Board, the organization which offers the AP tests. The law allows for exceptions approved by HECC [Higher Education Coordinating Committee]. She believed that this was most likely to be effective if brought forward by IFS.

KARAVANIC applauded cooperation with the community college system, but felt that faculty would be deterred from putting effort into curriculum for the first two college years. Any innovations would have to be approved not just by institutional colleagues, but by all the universities and community colleges.

B. HANSEN observed that AP credits might be approved for credit but not necessarily count towards major requirements, and thus might not shorten the time to degree or costs of the degree. He noted that HB 2998 mandated that students not be required to re-take any courses they had previously passed at community college, regardless of competency; likewise any students who transferred with 90 credits would be given upper-division status and guaranteed the possibility of graduating with not more than 90 additional credits. But what would be the consequences of just saying no?

DE LA CRUZ thought that the bill would be useful in helping us plan. The central issue should be: what is best for students? As an advisor he regularly met with students who could not find relevant information; it was hard for them to figure out different tracks, etc. The question about AP levels raised an analogous questions about accepting course grades. CLARK: the involvement of the College Board was significant. K. A. BROWN wondered about international baccalaureates? CLARK: this was coming, too.

D. REESE observed that HB 2998 passed both houses of the legislature unanimously even though all seven university presidents opposed it. Legislators heard from constituents. SB 207 also received strong support. After the end of the Oregon University System, seven universities each have to interact with the legislature separately. Though the bills don't contain sanctions, we should remember that the legislature which unanimously approved the bill is also in charge of state funding.

**D. UNFINISHED BUSINESS.** None.

*[NOTE change to regular order of business: G.1-2, Reports from Administrators, moved here.]*

**G. REPORTS FROM ADMINISTRATORS****1. President's Report**

SHOURESHI, having attended the women's volleyball game last Thursday (along with the Provost), said he had been impressed with both the athletic performance and the academic performance of the senior players who had been introduced at the game. He urged support of PSU's student athletes.

Enrollment report: the head count for fall term, fourth week, was 27,305, up 0.3%. In terms of credit hours, it was down 2072 credits or 0.7%. Good news was that the freshman class was up by 206 students, or 11.4%; resident students were up 300, or 26%; domestic non-residents down by 72, or 12%; international students down by 22 or 27%. He noted that international students were 8% overall—a comparatively small number.

SHOURESHI updated the status of the three envisioned advisory councils. For the student council, there had been 199 nominations; for the academic advisory council, 57; for the staff council, 117. He was pleased to see the interest. These would be one-year, rotating appointments. He hoped to be able to hear from as many students and faculty as possible. He aimed for the first meetings to be in late November or early December.

He announced the first open office hours to be the afternoon of November 30<sup>th</sup> and the morning of December 1<sup>st</sup> (divided for the sake of those on a MWF or TuTh schedules).

SHOURSEHI urged Senate to think of ways to expedite the process for approval of new degree programs. A two-year process is a long time. He hoped for responsiveness to the market, in view of competition from other universities. Our way to address challenges is to innovate. The seven public university presidents had agreed that three of them would meet to come up with proposal for how to handle such [overlapping or competing] degree proposals. The three—Michael SCHILL [U. of O.], Nagi NAGANATHAN [OIT], and himself—had met today and agreed that at every stage there would be clear communication between the proposing and the “receiving” institution. There should be common understanding before proposals go to HECC. The sentiment was, however, that the market is in Portland, and the other universities want to take advantage of that market. SHOURESHI thus urged PSU faculty to expedite program development.

SHOURESHI said that a further question that had been discussed [among the presidents] was how capital funding should be distributed. The model now was that each institution lobbied each biennial cycle for its share. An alternative might be that the universities agree among themselves for a system or plan of priorities from year to year.

The Provost search had commenced. Isaacson Miller is the search firm and would soon be meeting with various groups. A committee is being finalized, and would be co-chaired by Professor Jennifer DILL and Trustee Margaret KIRKPATRICK. It is anticipated that interviews will be in winter term, with finalists' visits in March. Searches for the VP for Research and the Dean of MCECS were also getting underway.

SHOURESHI discussed some aspects of alumni relations. There were about 174,000 living PSU alumni. About 100,000 of these live in the Portland area. Clusters of 300 or

more can be found (domestically) in twenty-two cities. He hoped to engage alumni more with PSU and especially with the recruitment of students. He asked the Alumni Office to put forward a strategic plan, and looked forward to working with them on this.

SHOURESHI also remarked on the various ways that PSU was emphasizing sustainability in its operations, including procurement, contracts, etc. PSU had received a Golden STARS (Sustainability Tracking and Rating System), thus in the top 20% among a group of 700 universities in 30 countries.

LUCKETT asked how the members of the advisory committees would be chosen.

SHOURESHI said that the main criterion was that the groups be as diverse as possible. It was asked what “diverse” meant. SHOURESHI: as complete as possible, including, e.g., gender, senior and junior faculty or staff, minority groups, etc. He hoped to learn the concerns and issues of all groups represented in the PSU faculty.

SHOURESHI introduced Jennifer DILL as the new Interim Vice President for Research. DILL then briefly introduced herself: a Professor of Urban Studies and Planning, who started at PSU in 2001. She had served in Faculty Senate on a couple of occasions. For the last nine years, she had been Director of the Transportation Research and Education Center. In her new role as Interim VP for Research, she had been talking to the academic leadership about centers of excellence which will provide opportunities for faculty and students to collaborate across colleges and with outside partners of all types. They hoped to soon launch a process for faculty input on this initiative.

## 2. Provost’s Report

EVERETT reviewed the status of several searches. The search for a Dean of Graduate Studies had been posted today [11/6]. She said the window for applications was fairly short; this was because she hoped that the search be undertaken quickly. There are also searches commencing for the Vice President for Research, chaired by herself; and for the Dean of MCECS, with the timing to follow the Provost search.

Reverting to the previous discussion about HB 2998, EVERETT noted that BACCAR and Maurice HAMINGTON were representing PSU on the statewide transfer work group. While she shared many of the concerns that had been voiced, she also believed there were opportunities to improve advising, degree planning, etc. We are working hard to ensure that our curriculum remains our curriculum, and to articulate our expectations for what transfer credits we will accept. There is language in the bill referring to the optimal point of transfer for various majors; this requires further discussion. We are also forming an internal work group, chaired by HAMINGTON.

OAA is preparing for a mid-cycle accreditation visit and report, particularly looking at assessment outcomes and mission fulfillment. Leslie McBRIDE has agreed to serve as a (part-time) special assistant for accreditation.

## E. NEW BUSINESS

*[The order of agenda items E.2 and E.1 was reversed.]*

### 2. Major Declaration Policy

CLARK introduced the proposed policy given in **November Agenda Attachment E.2**. He recognized Becky SANCHEZ (SBA) to give some background. SANCHEZ indicated

that a policy had been discussed in previous years, but no action taken. The policy aimed at more students having a conversation earlier in their academic program about their major requirements, and thereby shortening overall time to degree. CLARK noted that the proposal was for students to declare a major no later than reaching 90 credits; they can, however, change their minds at any time.

LUCKETT observed that the proposal referenced the seven academic pathways, which had not been approved as such by Senate. Would such approval be necessary? CLARK said he did not know the answer to that. It was responded that pathways were part of the academic advising redesign; did this need validation by Senate? BACCAR said that student could now choose a major or be undeclared “exploratory”; the change would be that undeclared majors would now be expected to be “exploratory” within one of these seven “flavors.” DOLIDON: could students choose more than one “flavor” if they are interested in things from different pathways. BACCAR said she thought yes.

HANSEN/DE RIVERA (procedurally) **moved** the proposal as found in **November Agenda Attachment E.2**.

KARAVANIC observed that in her major (computer science) students sometimes enrolled in the major after 90 credits even though they hadn’t completed the preliminary requirements. SANCHEZ said the policy is about students’ declaring a major and being matched with and advisor; it does not say anything about admissions policy or about fulfilling requirements.

D. HANSEN did not follow the logic of the statements about excess credits, since the problem occurs in the majority of transfer cases before the student arrives at PSU. SANCHEZ agreed that no one policy could solve the problem of excess credits, but would help the PSU advising community to focus on the problem and also focus students’ attention.

RAFFO pointed to the comment of Educational Policy Committee [contained in **Attachment E.2**]. EPC believed that the concept of declaring a major would be integral to the new advising structure; at the same time, EPC proposed looking at metrics to see if and how this change and other work that had been done was changing—and we hope improving—student outcomes. Then if, for example, the structure of the pathways needed to be revised, it could be. CLARK recognized Carla HARCLEROAD: the redesign had not been fully implemented, so assessing outcomes might require a different time frame.

The Presiding Officer called for a vote. The **motion** was **approved** (35 yes, 9 no, 1 abstain, vote recorded by clicker).

**1. Proposed constitutional amendment:**

**a) to clarify membership in the Faculty of ranked appointees**

**b) to provide ex-officio Senate representation for part-time appointees**

CLARK introduced the text of the proposed amendment, contained in **November Agenda Attachment E.1**, and clarified the procedure: at this meeting, there is discussion and any potential modifications; the vote will take place at the next meeting.

BEYLER clarified the purpose of part a). The current wording in the Constitution was out of date with respect to the ranks we actually use: it did not include Senior Instructors, Professors of Practice, Research Professors, etc. The new wording corresponded to the

current de facto practice. CLARK observed that in several passages there was a need to update constitutional wording. Part b) provided for an ex officio member to represent part-time appointees. BEYLER clarified the role of ex-officio members: they could offer motions and participate in discussion without further recognition, but did not vote. Certain administrators, as well of chairs of constitutional committees (if they were not also elected senators) were ex-officio members.

DE RIVERA asked if there is an issue of compensation. CLARK: this contractual issue has been discussed. A modest stipend—around \$800 for the year—would be called for.

LIEBMAN gave some background. The idea originated in 2015. The Senate is charged, using standard AAUP language, with being responsible for instruction, curriculum, etc.: why should not people who do a great deal of that work not be involved in some way?

SCHROEDER asked if the proposed wording covered research assistants and research associates. BEYLER said that under the current wording and practice these categories were not automatically members of the Faculty and the proposed wording kept that state of affairs. Many were nevertheless members of Faculty under other criteria: namely, holding a graduate degree and doing Faculty-eligible work.

D. HANSEN asked about the modalities for getting feedback or making changes. Has it been moved and seconded? LUCKETT explained the process of constitutional amendment: it's up for discussion today, but not for vote. BEYLER: in effect it has been moved by ten senators having endorsed the proposal.

CHABON felt it was odd to be restricting opportunity for members of the research community [research assistants and associates]. LUCKETT observed that the proposed amendment did not have the purpose of changing Senate eligibility [one way or another]. It was also observed that the statement about Faculty membership for unranked appointees remained unchanged. BEYLER reiterated that currently, research assistants and associates are not included in the definition of [ranked] members of the Faculty. D. HANSEN again pointed out that they could be included under the second set of criteria [in Article II] as with academic professionals. CHABON pointed out that research assistants and associates were in fact ranks. Michael BOWMAN (recognized by the Presiding Officer) read the list of ranks from the collective bargaining agreement. BEYLER reiterated that under the current definition, research assistants and associates were not included under the ranked appointees criterion; many (but not all, including those not holding graduate degrees) were included under the other criteria.

B. HANSEN observed that the main point of the amendment was to provide representation of some kind for part-time appointees. Contemplated changes to overall eligibility in the Faculty were a separate issue.

B. HANSEN and D. HANSEN offered several editing corrections.

**F. QUESTIONS TO ADMINISTRATORS.** None.

**G. REPORTS FROM ADMINISTRATORS** [*moved above*]

**H. ADJOURNMENT**

The meeting was **adjourned** at 5:22 p.m.


# November Minutes Appendix C.5



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## Oregon Public Records Law, Faculty Research and Academic Freedom



November 6, 2017


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**THE CHRONICLE OF HIGHER EDUCATION**

**The Conversation**

January 16, 2014 by Neal A. Matthews, Jeffrey C. Sun, Karen Hibach

**Open-Records Requests and Academic Freedom**


As covered in a recent news coverage, professors at 24 higher-education institutions in North Carolina have endorsed a letter to the state's governor urging him to oppose an open-records request related to the emails, records, and other documents of Gene Nichol, a University of North Carolina law professor and director of the law school's Center on Process, Structure and Opportunity. **VA might have to release more climate emails**

The group sees engaged in p...

**FOIA Request for UVA Law Prof's Records Threatens Academic Freedom**

By Will Creasey May 28, 2014


Last week, two students at the University group GetEQUAL filed a Freedom of Information Act request for records of University-funded travel expenses of Professor Douglas Lipovsky, a faculty member at the University of Virginia.



**Climate research now shielded from public records requests**

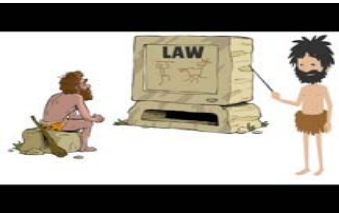
By Tom I...


PROVIDENCE, R.I. (UPI) — Gov. Christ Christie has signed into law legislation that shields climate and other scientific research from public records requests.


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## Oregon Public Records Law – ORS 192.420

“Every person has a right to inspect any public record of a public body in this state, except as otherwise provided. . . .”





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“**Public body** includes every state officer, agency, department, division, bureau, board and commission; every county and city governing body, school district, special district, municipal corporation, and any board, department, commission, council or agency thereof; and other public agency of this state.”

“**Public record** includes any writing that contains information relating to the conduct of the public's business . . . prepared, owned, used or retained by a public body regardless of physical form or characteristic.

“**Writing** means handwriting, typewriting, printing, photocopying, and every means of recording including letters, words, pictures, sounds or symbols, or combination thereof, and all papers, maps, files, facsimiles or electronic recordings.

# November Minutes Appendix C.5


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**“except as otherwise provided...”**

**The Catalogue of Exemptions**  
There are at least 75 specific exemptions  
(some exemptions are conditional; some are absolute)


For example...

- Trade Secrets
- Investigatory Material
- Personnel Discipline Actions
- Endangered Species Information
- Public Safety Plans
- Personal Privacy Exemption
- Public Employee Addresses, etc.
- Confidential Submissions
- Corrections & Parole Board Info.
- Security Information
- Archeological Site Information
- Internal Advisory Comms.
- Lending Institution Records
- Public Utility Customer Info.
- Medical Examiner Records
- Real Estate Appraisals
- Records Pertaining to Litigation

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**Exemptions Particularly Relevant to Universities**


- **Tests and Examination Materials** are conditionally exempt.
- Public University **Donor Information** is conditionally exempt.
- **Student Email Addresses** are conditionally exempt.
- **Library Circulation Records** are completely exempt.
- Records protected under federal law, such as **FERPA**, are completely exempt.
- **Privileged communications** under state law, such as communications between attorney-client, physician-patient, therapist-patient, etc., are completely exempt.

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- **Faculty Research** is conditionally exempt.

“The following public records are exempt from disclosure . . . unless the public interest requires disclosure in the particular instance:

(14) Writings prepared by or under the direction of faculty of public educational institutions, in connection with research, until publicly released, copyrighted or patented.”

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**Process**

A public body must respond to a written records request “as soon as practicable and without unreasonable delay”:

- Provide copies of the records
- Indicate we do not possess the records
- Provide an estimated time and fee for providing the records
- Request clarification
- An explanation of applicable exemptions

# November Minutes Appendix C.5

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<https://www.pdx.edu/ogc/public-records>

 Portland State UNIVERSITY Office of General Counsel

mpPdx | Contact OGC | Quick Menu

About Us | University Policy Library | Public Records | Subpoenas | Mandatory Child Abuse Reporting

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Portland State University's Office of General Counsel • Public Records

### Public Records



In order to ensure transparency, government records are generally open to the public. As a public university, PSU is subject to Oregon's public records laws, which can be found in the Oregon Revised Statutes at Chapter 192.

Though university records are generally public, Oregon's public records laws do provide for exceptions for records that the legislature has determined can be justifiably withheld. Though by no means an exhaustive list, below are several types of records exempt from disclosure:

- Personally identifiable student records protected under the FERPA
- Social security numbers
- Medical records
- Trade secrets
- Exemptions to ensure an individual's personal safety

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## Questions?



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(Yes, I cleared the copyright with the good folks at Dilbert!)



# Attachment C.1

Office of the Faculty Senate, OAA  
Portland State University  
P.O. Box 751  
Portland, OR 97207-0751



To: Margaret Everett, Interim Provost  
From: Portland State University Faculty Senate  
Michael Clark, Presiding Officer  
Date: 9 November 2017  
Re: Notice of Senate Actions

On 6 November 2017 **Faculty Senate voted to approve** the Major Declaration Policy as specified in Attachment E.2 to the November Senate agenda.

[11-13-17—OAA concurs with the recommendation and approves the proposed new policy.](#)

Best regards,

A handwritten signature in black ink, appearing to read "Michael Clark".

Michael Clark  
Presiding Officer

A handwritten signature in black ink, appearing to read "Richard H. Beyler".

Richard H. Beyler  
Secretary to the Faculty

A handwritten signature in black ink, appearing to read "Margaret C. Everett".

Margaret C. Everett  
Interim Provost and Vice President of Academic Affairs

# Attachment D.1

## **Proposed Amendment to the Constitution of the Portland State University Faculty: Definition of Membership of Ranked Appointees in the Faculty and Ex-Officio Representation in Faculty Senate of Part-Time (Adjunct) Faculty**

The Constitution of the Portland State University Faculty is hereby amended:

1) By changing the first sentence of Article II as follows:

The Faculty shall consist of the President of Portland State University, and all persons who hold appointments with ~~the a rank of professor, associate professor, assistant professor, or instructor,~~ that includes the term "professor" or "instructor," and whose full-time equivalent is at least fifty percent teaching, research, or administration at Portland State University.

2) By adding to Article V, Section 1.1) the following:

d) Ex-officio members shall also include one representative who holds an appointment of less than fifty-percent full time equivalent but who otherwise meets the criteria given in Article II. Nominations (including self-nominations) for this position for the subsequent academic year may be submitted by anyone in this category to the Secretary to the Faculty by the end of winter term. From the list of nominees the Advisory Council shall, by the end of spring term, choose one ex-officio member of Faculty Senate, as well as an alternate who will serve in case a vacancy occurs during the academic year.

\*\*\*\*\*

In accordance with Article VIII of the Faculty Constitution, this amendment is proposed for consideration by senators Baccar, Blekic, Carpenter, Dolidon, Gelmon, Liebman, Luckett, O'Banion, C. Reynolds, Walsh, and Webb.

\*\*\*\*\*

Here is the current Article II:

### **ARTICLE II. MEMBERSHIP OF THE FACULTY**

The Faculty shall consist of the President of Portland State University, and all persons who hold appointments with the rank of professor, associate professor, assistant professor, or instructor, and whose full-time equivalent is at least fifty percent teaching, research, or administration at Portland State University. Unranked members of Portland State University who are certified by the Provost to have academic qualifications sufficient to justify appointment at one of the above mentioned ranks, whose primary responsibility is for such fundamental areas as curriculum, subject matter, and methods of instruction, research, faculty status, and those aspects of student life that relate to the education process, and whose full-time equivalent is at least fifty percent teaching, research, or administration at Portland State University shall also be included in the faculty regardless of title. The University Faculty reserves the right to elect to membership any person who is employed full-time by the Oregon University System.

Here is the current Article V, Section 1.1):

#### **1) Ex-officio Members**

- a) The President, the Provost, all Vice Presidents; all Deans; the University Librarian; all Vice Provosts; all Assistants to the President; the Secretary to the Faculty; and the Student Body President of the Associated Students of Portland State University shall serve as ex-officio members of the Senate. Ex-officio members shall have full rights of discussion and making of motions but shall not have the right to vote. These Ex-officio members are not eligible to become elected members.
- b) The chairpersons of constitutional committees, members of the Advisory Council, and representatives to the Interinstitutional Faculty Senate shall serve as ex-officio members if they are not serving as elected members.
- c) In the event that they are not serving as elected members, the Presiding Officer Elect and Past Presiding Officer shall serve as ex-officio members.

November 8, 2017

TO: Faculty Senate

FROM: Mark Woods  
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

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

You may read the full text for any course or program proposal as well as Faculty Senate Budget Committee comments on new and change-to-existing program proposals by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbworks.com> and looking in the 2017-18 Comprehensive List of Proposals or by going to the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](#) to access and review proposals.

## **College of Liberal Arts and Sciences**

### **Change to Existing Courses**

E.1.a.1

- BI 516 Marine Mammals, 6 credits - change course description

E.1.a.2

- BI 536 Behavioral Endocrinology, 4 credits - change course prereqs

E.1.a.3

- MTH 511 Introduction to Real Analysis I, 3 credits - change course description

E.1.a.4

- MTH 512 Introduction to Real Analysis II, 3 credits - change course description, change prereqs

E.1.a.5

- MTH 513 Introduction to Real Analysis III, 3 credits - change course description, change prereqs

E.1.a.6

- MTH 521 Theory of Ordinary Differential Equations I, 3 credits - change course description

E.1.a.7

- MTH 522 Theory of Ordinary Differential Equations II, 3 credits - change course description

E.1.a.8

- MTH 523 Theory of Ordinary Differential Equations III, 3 credits - change course description

E.1.a.9

- MTH 527 Partial Differential Equations I, 3 credits - change course description

E.1.a.10

## Attachment E.1.a

- MTH 528 Partial Differential Equations II, 3 credits - change course description, change prereqs, change grading option

E.1.a.11

- MTH 534 Set Theory and Topology I, 3 credits - change course description

E.1.a.12

- MTH 535 Set Theory and Topology II, 3 credits - change course description, change prereqs

E.1.a.13

- MTH 536 Set Theory and Topology III, 3 credits - change course description, change prereqs

E.1.a.14

- MTH 541 Introduction to Abstract Algebra I, 3 credits - change course description

E.1.a.15

- MTH 542 Introduction to Abstract Algebra II, 3 credits - change course description, change prereqs

E.1.a.16

- MTH 543 Introduction to Abstract Algebra III, 3 credits - change course description, change prereqs

E.1.a.17

- MTH 544 Advanced Linear/Multilinear Algebra I, 3 credits - change course description, change repeatability

E.1.a.18

- MTH 545 Advanced Linear/Multilinear Algebra II, 3 credits - change course description, change prereqs, change repeatability

E.1.a.19

- MTH 557 The Mathematical Theory of Games, 3 credits - change course title to The Mathematical Theory of Games I, change course description

E.1.a.20

- MTH 558 The Mathematical Theory of Games, 3 credits - change course title to The Mathematical Theory of Games II, change course description, change prereqs

E.1.a.21

- MTH 561 Graph Theory I, 3 credits - change course description

E.1.a.22

- MTH 562 Graph Theory II, 3 credits - change course description, change prereqs

E.1.a.23

- MTH 570 Complex Analysis and Boundary Value Problems I, 3 credits - change course description

E.1.a.24

- MTH 571 Complex Analysis and Boundary Value Problems II, 3 credits - change course description, change prereqs

E.1.a.25

- MTH 572 Complex Analysis and Boundary Value Problems III, 3 credits - change course description, change prereqs

E.1.a.26

- MTH 577 Mathematical Control Theory I, 3 credits - change course description

## E.1.a.27

- MTH 578 Mathematical Control Theory II, 3 credits - change course description, change prereqs

## E.1.a.28

- SYSC 512 Quantitative Methods of Systems Science, 4 credits - drop course

## E.1.a.29

- SYSC 529/629 Business Process Modeling and Simulation, 4 credits - drop course

## E.1.a.30

- SYSC 553/653 Manufacturing Systems and Simulation, 4 credits - drop course

## E.1.a.31

- SYSC 555 Systems Planning and Management, 3 credits - drop course

**Graduate School of Education****New Courses**

## E.1.a.32

- CI 521 Practicum: Mathematics Leadership, 1-3 credits  
Enact the varied responsibilities of a mathematics instructional leader, to include: assessing and making recommendations for individual teachers or a school's mathematics program, developing mathematics-focused professional development, assessing and instructing struggling or advanced mathematicians, and communicating with stakeholders - always inquiring into how high-quality teaching ensures mathematics success for all.  
Prerequisite: CI 519.

**Change to Existing Courses**

## E.1.a.33

- CI 517 Developing Concepts of Data Analysis, 3 credits - change course description

## E.1.a.34

- SPED 545 Orientation and Mobility/Life Skills, 3 credits - change course title to Introduction to Orientation and Mobility and Independent Living Skills, change course description

**College of Urban and Public Affairs****New Courses**

## E.1.a.35

- PA 530 Higher Education Policy, 3 credits  
Seminar explores critical issues and opportunities facing today's higher education. Also examines the organization and governance of colleges and universities in the contemporary policy arena. The overarching theme of this course is how interactions and tensions between higher education institutions and policy makers and public influence and shape universities.

November 9, 2017

TO: Faculty Senate

FROM: Donald Duncan  
Chair, Undergraduate Curriculum Committee

RE: December 2017 Consent Agenda

The following proposals have been approved by the Undergraduate Curriculum Committee and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal as well as Faculty Senate Budget Committee comments on new and change-to-existing program proposals by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbworks.com> and looking in the 2017-18 Comprehensive List of Proposals or by going to the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](#) to access and review proposals.

## **College of the Arts**

### **Changes to Existing Programs**

#### E.1.c.1

- Art History BA/BS – change to existing program; changes to foundational courses; changes align with changes to the BFA; combines current three individual tracks into one flexible-option track. FSBC comments: see comments on wiki.

#### E.1.c.2

- Art History Minor – change to existing program; replaces outdated courses with new courses. FSBC Comments: no significant budgetary impact.

#### E.1.c.3

- Art Studies BA/BS – eliminate program. This elimination is part of a future restructuring of this interdisciplinary degree. FSBC comments: see comments on wiki.

## **School of Business Administration**

### **Changes to Existing Programs**

#### E.1.c.4

- Athletic & Outdoor Industry Certificate – change to existing program: updates program description; eliminates requirement for advising to individually approve substitutions; allows for substitutions. FSBC comments: no significant budgetary impact.

#### E.1.c.5

- Business Administration BA/BS: Marketing Option – change to existing program. Remove the possibility of fulfilling internship requirement through online credit. FSBC comments: see comments on wiki.

## **College of Liberal Arts and Sciences**

**Changes to Existing Programs**

## E.1.c.6

- History Minor – reduction of number of credits to 28 (bring into line with requirements for other minors in social sciences and humanities) FSBC comments: see comments on wiki.

## E.1.c.7

- Environmental Studies BA/BS – change to better differentiate ENVST from Environmental Science major. Changes address Environmental Studies student dissatisfaction with existing requirements. FSBC comments: see comments on wiki.

**Changes to Existing Courses**

## E.1.c.8

- SpHr 370 Phonetics & Acoustics – change prerequisites

## E.1.c.9

- SOC 399 Marriage & Intimacy – change description

## E.1.c.10

- SOC 472 Contemporary Sociological Theory – drop (Not taught in many years and course title needed for another course.)

## E.1.c.11

- ESM 343 Environmental Problem Solving: Restoring Ecosystem Damage from Human Impacts – change prerequisites

## E.1.c.12

- MTH 111 Introductory College Mathematics I – change course description (Old catalog description was for entire sequence; description now for this course only.)

## E.1.c.13

- MTH 112 Introductory College Mathematics II – change course description (Old catalog description was for entire sequence; description now for this course only.)

## E.1.c.14

- STAT 243 Introduction to Probability and Statistics I – change course description (Clarify distinction between STAT 243 and STAT 244.)

## E.1.c.15

- STAT 244 Introduction to Probability and Statistics II – change course description (Clarify distinction between STAT 243 and STAT 244.)

**New Courses**

## E.1.c.16

- BSt 339 Afro-Futurisms/Black Science Fiction (4)  
This course begins with the historical roots of Afro-Futurisms/Black Science Fiction. Using selected reading the class will compare and contrast the science fiction and fantasy written by Africans & African Diaspora authors. The class will also explore in movies and television the contributions of Black people in science fiction.

## E.1.c.17

- NAS 342 Indigenous Gardens & Food Justice (4)

This course examines impacts of colonization on local/traditional foods and health; ethnobotany; and revitalization practices of Indigenous land, water and food sovereignty. Students partner with Native American communities on site design and implementation of edible/medicinal gardens and participate in restoration and creative place-based projects on public lands.

## E.1.c.18

- NAS 348 Indigenous Practices for Environment Sustainability (4)  
This course examines Traditional Ecological Knowledge and Indigenous methodologies and how they affect/inform environmental sustainability, education and land/water management practices and policies. Students spend time in natural areas exploring relationship-building, creative place-based projects, and analysis of current issues facing social/environmental justice in Native American communities.

## E.1.c.19

- NAS 392 Indigenous Ways of Knowing (4)  
This course presents a basic world view of Indigenous peoples identifying useful concepts, terms, intellectual frameworks and strategies in their struggles toward liberation and self-determination. Combining feminist, anti-racist theory and tribal critical race theory, this course explores Indigenous philosophy as a means to transform a Eurocentric consciousness.

## E.1.c.20

- NAS 411 Nationhood: Tribal Sovereignty, Governance & Policy (4)  
Nationhood examines prevalent theories and strategies for pursuing Indigenous self-determination from both inside and outside the state-centric global capital system. This course looks to distinguish between Indigenous place-based cultures and Western time-oriented heritages by utilizing position and land occupation as an ontological framework for understanding *relationships*. Prerequisite: upper-division standing.

## E.1.c.21

- ChLa 335 Chicano/Latin American film (4)  
Exploration of Chicano/Latin American film through close readings of representative films from each of the following major periods: silent cinema (1890s-1930s), studio cinema (1930s-1950s), Neorealism/Art Cinema (1950s), the New Latin American Cinema (1960s-1980s), and contemporary cinema (1990s to today). Examine representations to different constructions of gender, race, sexuality, and nationality.

## E.1.c.22

- Swah 331 Language, Literacy & Leadership: A Community Based Learning Course (4)  
Students learn to help students from other cultures (e.g. Swahili) succeed in the US. Through classroom study and community involvement, students of the class will obtain knowledge and skills applicable to societal problems. They will tutor individuals and small groups and gain understanding of other communities and their challenges.

**School of Public Health****Changes to Existing Courses**

## E.1.c.23



- PHE 326U Drug Education – change description

### **Maseeh College of Engineering and Computer Science**

#### **Changes to Existing Programs**

E.1.c.24

- Electrical and Computer Engineering BS – change grade requirement for upper division courses from C- to C

#### **Changes to Existing Courses**

E.1.c.25

- EAS 361 Fluid Mechanics – drop.

E.1.c.26

- EAS 361L Fluid Mechanics Lab – drop.

E.1.c.27

- ME 241 Manufacturing Processes – drop.

E.1.c.28

- ME 241L Manufacturing Processes Lab – drop.

E.1.c.29

- ME 313 Analysis of Mechanical Components – change description, prerequisites.

E.1.c.30

- ME 320 Fluid Mechanics – change co-requisite.

E.1.c.31

- ME 437 Mechanical Systems Design – change prerequisite.

E.1.c.32

- ME 475 Joining Processes & Design – change description, prerequisites.

E.1.c.33

- ME 481 Mechanical Tolerancing – change description, prerequisites.

E.1.c.34

- ME 491 Design Process – change prerequisite.

E.1.c.35

- ECE 413 Senior Project Development II – change credit count from 3 to 2. This is a companion to the change for ECE 412 Senior Project Development I from 3 to 4 credits.

## Attachment E.2

### **Resolution of the Faculty Senate of Portland State University:**

**Whereas** the U.S. House of Representatives on 16 November last passed a bill entitled “H.R. 1 - Tax Cuts and Jobs Act,” which among its provisions would treat as taxable income the tuition waivers that colleges and universities award to students; and

**Whereas** the taxation of tuition waivers would have a devastating impact on the finances and American colleges and universities, on graduate research, on efforts to attract international students to American institutions, and on the ability of Americans to pursue higher education,

**Be it resolved** that the Faculty Senate of Portland State University calls upon the U.S. Congress to reject the taxation of tuition waivers as income.

This resolution shall be communicated in a timely manner to all members of Oregon’s congressional delegation.

**DRAFT**

**PROCESS FOR NOMINATION OF FACULTY MEMBERS  
OF THE PSU BOARD OF TRUSTEES**

**Background.** The fifteen members of the Board of Trustees of Portland State University are appointed by the Governor. Since the formation of the Board in 2014, Maude Hines (Associate Professor of English, and previously Faculty Senate Presiding Officer ), has served as a Trustee. With the approaching end of her term of service, the questions arise whether the Governor will continue the practice of appointing one or more Faculty members to the Board, and if so, whether the Faculty as a whole or the Faculty Senate as the representative body of the Faculty will have some role in facilitating this process. This document, cast in the form of a **draft** of a **potential** Senate resolution, presents several options for a two-stage process for the Faculty and/or its representative bodies to propose a slate of recommendations.

\*\*\*\*\*

**Whereas** the Portland State University Board of Trustees, according to its policy statements, “endorses the principle articulated in the American Association of University Professors 1966 Statement on Government of Colleges and University that the Faculty of the University ‘has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process’” and “looks to the Faculty to be the guardian of academic quality”; and

**whereas** since its initial formation the Board has included a member of the PSU Faculty as a trustee,

the Faculty Senate of Portland State University, as the representative body of the PSU Faculty, hereby **resolves**:

- 1) That the Governor be urged, in the interest of promoting academic quality in the spirit of the Board’s policies and of effective shared governance of the University, to continue the practice of appointing PSU Faculty to the PSU Board of Trustees;
- 2) That when any such appointment shall be impending, the PSU Faculty will forward to the Governor a slate of at least three and not more than five recommendations, selected by the following process:

[STAGE ONE OPTIONS]

- a) Upon announcement of the open position(s), the Secretary to the Faculty shall survey the Faculty at large for members to opt-in to be considered on the roster of candidates [analogous to the process for IFS or Advisory Council].
- b) Upon announcement of the open position(s), the Secretary to the Faculty will survey the Faculty at large for nominations (including self-nominations) for the available position(s). The roster of candidates include the six to ten individuals who receive the most nominations and who declare to the Secretary that they will be willing and able to serve if elected [analogous to the previous process for Faculty Senate].
- c) Upon announcement of the open position(s), Faculty Senators shall nominate candidates either in writing prior to the next Faculty Senate meeting, or viva voce at the meeting. The Secretary to the Faculty will then verify whether the individuals thus nominated are willing and able to serve

if elected, and circulate to Senators the roster of candidates [analogous to the process for Steering Committee].

d) Upon announcement of the open position(s), the [Advisory Council/Committee on Committees/Steering Committee] shall convene to select six to ten candidates for the position(s). The Secretary to the Faculty shall verify whether the individuals thus nominated are willing and able to serve if elected, and then circulate to [the relevant body below] the roster of candidates.

The candidates shall be asked to submit a one-page curriculum vitae and/or personal statement.

[STAGE TWO OPTIONS]

From among the roster of candidates, a slate of three to five will be chosen [as follows] and recommended to the Governor's consideration.

e) by ballot of the Faculty at large [analogous to process for IFS or Advisory Council]

f) by election by the Faculty Senate at the subsequent Faculty Senate meeting [analogous to process for Steering Committee]

g) by election by the [Advisory Council/Committee on Committees/Steering Committee]

# Attachment F.1

## **Question for the President Portland State University Faculty Senate, 4 December 2017**

Faculty Senator Robert Liebman (SOC) has submitted the following Question for Administrators, directed to the President:

Many US universities have joined to respond to recent executive and legislative actions and policies that affect the well-being of our current students and the future of enrollment, research, and teaching on our campuses. For example, more than 300 universities signed an October 2017 Letter to Congress on pending DACA legislation which PSU did not. Many universities have challenged tax treatment of graduate stipends and grants and loans.

What is current PSU policy for taking public stands that give voice to our concerns for serving our mission, our community and our region? How is PSU policy on such matters informed by and linked to the Faculty Senate and the Faculty at large?

The open letter referred to in Professor Liebman's question is available on-line:

. <http://www.acenet.edu/news-room/Documents/Letter-to-Congress-on-DACA-Oct-2017.pdf>

# Attachment G.4

To: Faculty Senate

From: Educational Policy Committee

Date: December 4, 2017

Subject: EPC Quarterly Report

The Educational Policy Committee tracks significant developments bearing on educational policy and planning, and makes recommendations to the Faculty Senate; and evaluates, and makes recommendations to the Faculty Senate, regarding proposals for the creation, major alteration, or abolition of academic units. The Chair of the serves on the Budget Committee. The EPC is scheduled to make a quarterly reports to the Faculty Senate.

Members to serve 2016-17 academic year. Consecutive service in parentheses.

Chairs: Arthur Hendricks (Lib) & David Raffo (SBA)

AO: Cynthia Baccar, REG (2016-)

COTA: Alison Heryer, T&F (2015-)

CLAS-AL: Alex Sagar, Phil (2017-)

Enrique Cortez, WLL (2017-)

CLAS-Sci Ken Stedman, BIO (2015-) Ralf Widenhorn, PHY (2016-)

CLAS-SS: Hyeyoung Woo (2017- )

GGR (2013-) John Ott, HST (2016-)

CUPA, Leopoldo Rodriguez (2017-)

GSE: Ramin Farahmandpour (2015-)

MCECS: Hormoz Zareh, MME (2016-)

LIB: Arthur Hendricks (2013-)

OI: Rowanna Carpenter, UNST (2015-)

SBA: David Raffo (2015-)

SPH: Leslie McBride (2017-)

SSW: Lisa Hawash (2017-)

Ex officio: David Hansen (SBA), Budget Comm.

Students (2): \_\_\_\_\_

Consultants:

Margaret Everett, interim Provost

Steve Harmon, OAA

Kathi Ketcheson, Director, OIRP

Kevin Reynolds, Vice Pres. for Finance & Administration

[www.pdx.edu/faculty-senate/educational-policy-committee](http://www.pdx.edu/faculty-senate/educational-policy-committee)

Report:

During the Fall term, the EPC continued work on several key issues the committee has chosen to address. The key policy issues that are currently being looked at are: Online Education, Student Evaluations (both online and paper based) and Course Assessment, the Pregnancy, Postpartum and

## Attachment G.4

Parenting draft policy, and reviews of new programs. A sub-committee was formed to address Online Education.

The EPC is currently working on the following reports this year:

1. A report outlining best practices for the creation and analysis of student response instruments (SRIs, aka Student Course Evaluations)
2. Multiple reviews of the proposed Pregnancy, Post-partum and Parenting policy

With respect to Online Education at PSU, last year, the EPC expanded its sub-committee membership through Faculty Senate. The focus of the sub-committee continues to be to examine the impact of Online Education on education quality, on students, and on faculty. The sub-committee continues to gather information about the status of online education at PSU today and the strategy going forward. As such we are in the process of conducting interviews with administrators within the units and conducting surveys of both faculty and students which will be followed up by focus groups. It is anticipated that this sub-committee will continue its work through AY 2017-2018.

With Student Evaluations and Course Assessment, the EPC began looking into assessment and student evaluations at PSU. There appear to be at least two purposes for student evaluations – feedback on the effectiveness of the course and how to improve it as well as feedback on the instructor and their delivery style. The questions we ask are: “What are the best practices for assessing each of these aspects?”, “What are the current practices at PSU?”, “How are teaching evaluations and assessments used in evaluating faculty performance?”, and “How can practices be improved at PSU?” We anticipate delivering a report to Faculty Senate in winter term. Since there are many issues associated with the appropriate collection and analysis of student course evaluation data, it is hoped that this report describing best practices for creating, deploying and analyzing this data will be used by OIT and others within PSU when determining the requirements for any system that is acquired by the university for this purpose.