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Faculty Senate, 8 January 2018



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

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 **8 January 2018** at 3:00 p.m. in **Cramer Hall 53**.

AGENDA

A. Roll Call

- * B. Approval of the Minutes of the 4 December 2017 Meeting – *consent agenda*

C. Announcements and Discussion

- * 1. OAA response to December notice of Senate actions – *consent agenda*
- 2. Announcements from Presiding Officer
- 3. Announcements from Secretary
- * 4. Discussion: writing across the curriculum

D. Unfinished Business

- * 1. Amendment to Faculty Constitution to clarify Faculty membership of ranked appointees (postponed from December)

E. New Business

- * 1. Curricular proposals (GC, UCC, UNST Council) – *consent agenda*

F. Question Period and Communications from the Floor to the Chair

G. Reports from Officers of the Administration and Committees

1. President's Report
2. Provost's Report
3. IFS Report

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*

C.4. For discussion item, see supporting documents:

- [WPA Report, 2014](#)

https://www.pdx.edu/faculty-senate/sites/www.pdx.edu/faculty-senate/files/CWPA_Report_June_2014.pdf

- [University Writing Council Action Plan, 2016](#) [available on-line]

https://www.pdx.edu/faculty-senate/sites/www.pdx.edu/faculty-senate/files/UWC_action_plan.pdf

- December Minutes Appendix G.3 [included in the January Packet]

D.1. Proposed constitutional amendment

E.1.a,b,c.d. Curricular proposals (summaries) – *consent agenda*

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)

All Others (8)

<i>Baccar, Cindy</i>	REG	2020
Blekic, Mirela	ACS	2019
*Burgess, David	OIRP	2018
<i>Faaleava, Toeutu</i>	OAA	2020
Kennedy, Karen	ACS	2018
†O'Banion, Liane	TLC	2019
<i>Singleton, Felita</i>	OSA	2020
Walsh, Michael	HOU	2019

College of Liberal Arts & Sciences—Arts & Letters (6)

Brown, Kimberley	LIN	2019
<i>Dolidon, Annabelle</i>	WLL	2020
Epplin, Craig	WLL	2018
†Jaén Portillo, Isabel	WLL	2018
Reese, Susan	ENG	2019
†Watanabe, Suwako	WLL	2020

College of Liberal Arts & Sciences—Sciences (8)

Cruzan, Mitchell	BIO	2019
de Rivera, Catherine	ESR	2018
Flight, Andrew	MTH	2018
<i>George, Linda</i>	ESM	2020
†Mitchell, Drake	PHY	2019
<i>Palmiter, Jeanette</i>	MTH	2020
Podrabsky, Jason	BIO	2019
Webb, Rachel	MTH	2018

College of Liberal Arts & Sciences—Social Sciences (7)

†Chang, Heejun	GGR	2018
<i>Craven, Sri</i>	WGSS	2020
<i>Hsu, Chia Yin</i>	HST	2020
<i>Liebman, Robert</i>	SOC	2020
Lockett, Thomas	HST	2019
*Robson, Laura	HST	2018
†Schechter, Patricia	HST	2019

College of the Arts (4)

*de la Cruz, Abel	COTA	2018
†Fiorillo, Marie	COTA	2019
<i>Griffin, Corey</i>	ARCH	2020
<i>James, Meredith</i>	ART	2020

* Interim appointment

† Member of Committee on Committees

New senators in italics

Date: 12 Sep. 2017

College of Urban and Public Affairs (6)

<i>Chaillé, Peter</i>	PAD	2020
Harris, G.L.A.	PAD	2018
† <i>Martin, Sheila</i>	IMS	2020
* <i>Mitra, Arnab</i>	ECN	2018
Nishishiba, Masami	PAD	2019
Smallman, Shawn	IGS	2019

Graduate School of Education (4)

Farahmandpur, Ramin	ELP	2018
† <i>Reynolds, Candyce</i>	ELP	2020
Thieman, Gayle	CI	2020
Yeigh, Maika	CI	2019

Library (1)

† <i>Emery, Jill</i>	LIB	2020
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Maseeh College of Engineering & Computer Sci. (5)

† <i>Karavanic, Karen</i>	CMP	2020
Monsere, Christopher	CEE	2018
Recktenwald, Gerald	MME	2019
Siderius, Martin	ECE	2019
Tretheway, Derek	MME	2018

Other Instructional (4)

Carpenter, Rowanna	UNST	2019
† <i>Lindsay, Susan</i>	IELP	2020
*Fernandez, Oscar	UNST	2018
* <i>Taylor, Sonja</i>	UNST	2018

School of Business Administration (4)

<i>Dimond, Michael</i>	SBA	2020
*Hansen, David	SBA	2018
* <i>Mathwick, Charla</i>	SBA	2019
†Sorensen, Tichelle	SBA	2019

School of Public Health (2)

*Gelmon, Sherril	HPM	2018
†Messer, Lynne	CH	2019

School of Social Work (5)

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

PORTLAND STATE UNIVERSITY

Minutes of the Faculty Senate Meeting, 4 December 2017

Presiding Officer: Michael Clark

Secretary: Richard Beyler

Senators Present:

Baccar, Blekic, K. A. Brown, Burgess, Carpenter, Chaillé, Chang, Constable, Craven, Cunningham, de Rivera, Dimond, Dolidon, Emery, Epplin, Faaleava, Farahmandpur, Fernández, Fiorillo, Flight, Gelmon, Griffin, D. Hansen, Jaén Portillo, James, Karavanic, Kennedy, Liebman, Lindsay, Luckett, Mitra, Monsere, Nishishiba, O'Banion, Palmiter, Recktenwald, S. Reese, Robson, Schechter, Siderius, Smallman, Sorensen, Taylor, Thieman, Walsh, Watanabe, Webb, Yeigh

Alternates Present:

Ken Stedman for Cruzan, Mark Harmon Leymon for Harris, Edward May for Martinez Thompson, David Raffo for Mathwick, Paula Carder for Messer, Michael Brown for O'Banion, Susan Carlile for C. Reynolds, Branimir Pejcinovic for Siderius, Faryar Etesami for Tretheway

Senators Absent:

Bryson, de la Cruz, George, Hsu, Martin, Mitchell, Podrabsky, Singleton, Smith

Ex-officio Members Present:

Beyler, Boldt, Bynum, Clark, Everett, Fraire, B. Hansen, S. Harmon, Hines, Lafferriere, Maier, Marrongelle, Moody, Percy, Raffo (also as alternate), D. Reese, Shoureshi, Woods

A. ROLL

The meeting was called to order at 3:05 p.m.

B. APPROVAL OF THE MINUTES

The **6 November 2017 Minutes** were **approved** as part of the **consent agenda**.

C. ANNOUNCEMENTS AND DISCUSSION

1. OAA concurrence to November Senate actions was **received** as part of the **consent agenda** [see **December Agenda Attachment C.1**].

2. **Announcements from Presiding Officer**

CLARK made the following announcements. The Tuesday mid-day faculty lunch hours in the Simon Benson House are being discontinued for the time being. Open on-line discussion about centers of excellence has commenced, as announced in a recent e-mail; there will also be upcoming forums. Steering Committee has been discussing how faculty can be more effectively and strategically engaged in public discussions about broader regional and national issues in higher education; e.g., CLARK sent a letter to Oregon senators about current legislative issues; upcoming soon will be a page where the Presiding Officers or others can post commentary to the Faculty Senate website. Similar discussions have been taking place in the Interinstitutional Faculty Senate.

3. **Announcements from Secretary**

BEYLER reminded SBA senators SBA of a divisional caucus after the meeting.

4. Announcement from PSU Foundation

CLARK introduced Bill BOLDT, President and CEO of the PSU Foundation. [For slides, see **Appendix C.4.**] BOLDT briefly reviewed his background: he and his wife were both first-generation college students; this experience was at the root of his commitment to access, scholarships, and faculty. His career as a nutritionist and development officer had taken him to Oregon State, University of Oregon, OSU Extension Service, Cornell University, Cal Poly-San Luis Obispo, UC-Riverside, UNLV, and now PSU. He intended to bring the best practices he had learned to PSU.

BOLDT said it was important to bring the best fundraisers as close to academic programs as possible. He had therefore decentralized the Foundation, attaching fundraisers to colleges and schools, a practice he had seen to have a good impact at Cornell. The Foundation's Board remains in overall control. They are working at improving channels of communication with donors, e.g., so donors are not asked for gifts multiple times. Other departments take on specific tasks in a coordinated way.

BOLDT reviewed giving over the last few years: year before last, \$33 million; last year (his first), \$36.77 million plus a \$5 million conditional pledge. Most donations in this day and age have some legally binding restrictions, i.e., are intended for specific aims such as scholarships, faculty support, capital development, etc. Over 8000 donors made over 11,400 gifts. Counting the conditional pledge, there were two gifts over \$5 million, eight over \$1 million, and 56 over \$100,000. Prospect visits increased 17% from the year before, and proposals increased 9%.

Alongside scholarships, a top goal for the Foundation is support for professorships. Many donors are interested but cannot afford a full endowed professorship. BOLDT had therefore initiated the Portland Professorship program: a donation of \$25,000 a year for five years, resulting in a named professorship. Two of these had already been established, both in the College of the Arts: the Barre Stoel Professorship for the Director of Choral Activities and the Vollum Professorship of Voice. There are five to ten others now being considered. BOLDT sees it as important that in the upcoming capital campaign that support for faculty is not neglected; having fifty or so such named professorships would go a long way to accomplishing this.

BOLDT noted several recently completed and ongoing projects in which private support unlocked public funding: the Karl Miller Center, the Viking Pavilion, the Neuberger renovation; and the proposed 4th & Montgomery project, a larger building than the Miller Center, with multiple PSU programs and other academic and civic partners.

The Campaign for Portland State is coming up. BOLDT reviewed the anticipated timeline, from planning stage, interviews with prospective donors, public phase beginning this fall, to the 75th anniversary of the University. Priorities include: scholarships for students, support for faculty and programs, and capital improvements.

BOLDT concluded by emphasizing that success will come from getting everyone at PSU, not just the Foundation, to be thinking about fundraising.

DOLIDON asked if the professorships would be new lines. BOLDT said they were for existing lines. He learned about this concept at UNLV when they experienced a major budget cut. To prevent faculty from leaving for other universities, these funded professorships were created to give incentive to stay. LINDSAY asked about estate

planning, particularly for faculty. BOLDT indicated that this was largely the function of college development officers and the planned giving department. LINDSAY wondered how the word could be gotten out more. BOLDT acknowledged this point. Planned gifts by faculty were very motivational for other donors. HINES asked about changes in tax credits for charitable giving: would this affect our situation? BOLDT said that this was a concern. We had written legislators about this issue, as had trustees. It could potentially give a disincentive to middle-class donors.

CLARK noted that this last question was an example of the broader theme of how faculty, and particularly Faculty Senate, could work with administration, etc., to voice concerns about broader issues affecting higher education.

5. Discussion: Commencement

CLARK recognized Cynthia MOHR, chair of the Graduation Program Board [GPB] for an update on plans for Commencement. [See **Appendices G.5.a-c** for written report, presentation slides, and GPB membership roster.] Role of GPB is to provide recommendations to the Provost for a consistent and meaningful commencement experience for all students. Roughly speaking, this means a ceremony at which graduates are recognized individually in front of family and friends, with faculty sharing in the celebration, and incorporating the unique cultures of the various schools and colleges. What we hear from students repeatedly is that a highlight of graduation is the moment when their name is read and they walk across the stage to receive their diploma.

MOHR emphasized that she was referring to the official ceremony at which the University confers degrees, not departmental or other unit parties or celebrations. Confusion has grown about these other gatherings: families and graduates are not sure which is the “real” graduation. Some faculty are also unclear which of these fulfills their contractual obligation, and interpretations of the contractual requirements differ.

As the number of graduates grows, MOHR continued, a question is how the ideals can be accommodated. In spring 2017, there were 1965 graduates in the morning (professional schools) program, and 1208 in the afternoon (CLAS) ceremony. The morning ceremony lasted four hours. The growing length has led many graduates and families to leave before the ceremony ends, and has contributed to the desire of some for more intimate, campus-based ceremonies.

GPB has been working on these issues since spring 2015. A 2016 report made recommendations which were approved by Provost ANDREWS: a move towards separate ceremonies for each school at Viking Pavilion. Over the summer, however, concerns were expressed about the readiness of Viking Pavilion for multiple ceremonies.

Together with Interim Provost EVERETT, GPB had developed a short-term solution for Commencement 2018: two ceremonies, one for professional schools and one for CLAS, at the Moda Center. To reduce the length of the former, two professional schools would hold independent ceremonies at Viking Pavilion. This would have the added benefit of providing trial runs of the new facility. GSE is already planning for this [though not definitely confirmed], and EVERETT is in discussion with a second school about it. All ceremonies would include core elements which had been recommended in the [2016] report, accepted by the Provost, and distributed to the colleges/schools. GPB had been reconstituted to have representation from all colleges/schools. It would now serve a

consultative role for the units holding separate ceremonies—supporting both the common core elements of Commencement and the distinctive cultures of the various units.

MOHR stated that a basic principle is that regardless of the specific structure it takes, there should be (only) one official commencement ceremony with conferring of degrees; departmental parties, while welcome, did not count as such. GPB and the Provost also emphasize the value of EMSA expertise, and hope that this can be a source of advice and training for separate college ceremonies.

MOHR said that at its winter meeting GPB will discuss plans for 2019 and beyond. She therefore solicits input from various units and from faculty about their interests and ideas.

O'BANION: if GSE holds a separate ceremony, their graduates will not take part at Moda Center? MOHR: correct. GELMON added that this can be seen as a trial of a concept that was proposed last year. O'BANION: is the goal to get the morning ceremony down to 1200 students? GELMON: that number might not be reachable, but anyway it is hoped to reduce the length of the ceremony.

KARAVANIC asked about commencement speakers. MOHR said GPB had been discussing this. Honorary degrees are the decision of an advisory board to the President, but there would be room for input from the unit in question. These speakers actually fall outside the purview of GPB. For student speakers, the process of having one common application would probably continue, but with separate review in the case of separate school ceremonies. It's envisioned that the selected speakers would first present to GPB to ensure a common format.

FERNANDEZ asked about selection and preparation of the readers of students' names—as noted earlier, an important part of the ceremony for students. What could be done to ensure culturally responsive pronunciation? GELMON: the readers are only as good as the faculty who volunteer to do this, so if we need improvement, we need more faculty to volunteer. It's a challenge to go through the thousand or more names.

B. HANSEN asked if GSE had the go-ahead for a separate ceremony this spring.

EVERETT: nothing had been confirmed, but this was a likely scenario. Coordination with EMSA, President, etc., was still underway. B. HANSEN: would other colleges have this opportunity? GELMON: if colleges/schools had interest, they should speak with GPB or the Provost. There might be possibilities, though the President had expressed interest in maintaining the larger ceremony at the Moda Center. A concern within GPB is that if colleges have a hooding ceremony [for graduate students] and undergraduates then go to Moda, this potentially creates confusion. GPB is pushing for one official ceremony per school/college. EVERETT noted that PSU does have the Moda Center booked; most likely there will be [not more than] two ceremonies at Viking Pavilion. It's desirable to have a trial run to work through logistics such as parking, etc.

KARAVANIC wondered if the solution to reading names might be to have students record their own names. GELMON said this had been looked into previously, but judged at that time not affordable and too difficult to ensure that every student participates. If there were new advice on how that could happen, it would be welcome.

CUNNINGHAM: could students say their own name? GELMON: there have been concerns about what might happen. EVERETT: also it would slow the ceremony.

GELMON urged senators to ask their constituents to give their ideas about commencement to their GPB representative.

6. Discussion: on-line student evaluations of faculty teaching

CLARK announced that this item was postponed to a later date, to be determined.

D. UNFINISHED BUSINESS

1. Amendment to Faculty Constitution

CLARK reviewed the parliamentary status. A constitutional amendment had been proposed, with two parts: 1) pertaining to definition of ranked Faculty; 2) providing for ex-officio representation for adjuncts. BEYLER stated that this was the same proposal, with minor grammatical corrections, as had appeared at the November meeting and been postponed. D. HANSEN/RAFFO **moved** consideration of the **proposed amendment** [see **December Agenda Attachment D.1**]:

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.

D. HANSEN/RAFFO **moved to divide the motion** into its constituent parts 1) and 2). The **motion to divide** was **approved** (by show of hands).

D. HANSEN/RAFFO **moved to postpone part a)** to the January meeting. CLARK said by way of background that this first part, given its apparent complexity, apparently needed further time for consideration. The second portion is comparatively simpler, and can be dealt with by a ye or nay vote after discussion. Although the two parts are connected, they can also be considered separately. B. HANSEN felt that the issue was complex enough that it could not be considered yet in January. He believed it should be postponed indefinitely. D. HANSEN: that was not the question on the floor. It was asked whether we could proceed with the spirit of the proposal regarding part-time ex-officio representation. THIEMAN asked what issue underlay part 1); had this not been previously decided? BEYLER: part 1) was an attempt to answer questions which were raised when this issue was considered last year. In short, the fundamental issue was that the language in the Faculty Constitution is out of date and no longer corresponded to the language the currently use for faculty ranks. CLARK: it's an effort to bring into consistency the language in the constitution, the language in the collective bargaining

agreement, and the language that we use in everyday life. It is more complicated than part 2). JAMES, as new Faculty Senator, wanted to know more about the back story. Did this have to do with the inclusion (or not) of non-tenure-track faculty? CLARK: that question didn't pertain here. RAFFO: this change is to provide ex-officio representation for appointees with less than 50% FTE (full time equivalent). D. HANSEN reverted to the question of whether part 1) would be ready for consideration in January. MAIER suggested that it could be postponed again if necessary. B. HANSEN said that if a change in timing was desirable, the current motion to postpone till January could be voted down and an alternative presented, but the motion on the floor had to be dealt with one way or another. BEYLER reiterated that part 1) dealt with the problem that the listing of ranks in the Constitution was inconsistent with the system we currently use. It was not concerned with tenure-track vs. non-tenure-track, either way. D. HANSEN: part 1) is a housekeeping issue to update the constitutional language. The **motion to postpone** part 1) until January was **approved** (by show of hands, 36 yes, 10 no).

Discussion moved to part 2). B. HANSEN asked about the compensation of part-time faculty. CLARK said the idea was to approve the amendment in spirit, and work out operational details subsequently. One such detail is the selection process; another is the question of compensation. His understanding is that adjunct faculty have to be compensated for duties outside the contract; this would presumably qualify for some such small compensation. The amendment would create the position; if adjunct faculty don't fill it because there are problems with a selection process or the degree of compensation—that is another matter. K. A. BROWN wondered about the one-year term; given the learning curve would this be effective? CLARK: this was a difficult question, given the temporary nature of adjunct contracts, alongside the reality that many adjuncts had served for many years. DOLIDON: could it be one year renewable? BEYLER: There was nothing in the wording against a renewed appointment; this was intentional. MONSERE was concerned that the question of who would pay these faculty had not been addressed. Would it be by the department? CLARK: it has been discussed but not finalized. The amount would probably be about \$800/year. TAYLOR believed that adjunct faculty needed to be the ones to figure out the logistics. KARAVANIC: has this occurred before? CLARK: no, since the Constitution specifies that eligibility is at 0.5 FTE or above. M. HARMON LEYMON: is it possible to forward this language to adjunct faculty to see if it's what they want to consider? D. HANSEN: wouldn't the language then go before Advisory Council? B. HANSEN: that process has already occurred. BEYLER: the proposed amendment was introduced in November; it's already gone before Advisory Council; what's on the floor today is a two-thirds vote to approve the amendment (or not). Last year representatives of part-time faculty met with Steering Committee and came to (at least one) Senate meeting; whether they count as "representative" is, precisely, the problem that the amendment is intended to solve. D. HANSEN: was there in fact opportunity to debate and vote on modifications (by majority vote) at the last meeting? [He read relevant passages from the Constitution.] There was not a majority vote to approve the language at the last meeting. MAIER believed that the majority vote referred to was only for modifications. BEYLER stated his understanding that if, at the previous meeting, any modifications to the amendment had been proposed, they would have been voted on by majority vote; absent any such proposed modifications, the language went to Advisory Council; it was now before the Senate requiring a two-thirds vote for final approval. M. HARMON LEYMON reiterated

the concern that the details had not been worked out, and proposed further discussion with adjunct faculty. CLARK: there had been discussions with adjunct faculty. LUCKETT: many constitutional provisions are simple and general, not including the details of implementation. He did not see any reason to delay. RAFFO/[unidentified] **called the question**; no objections were registered.

The constitutional amendment as contained in **December Agenda Attachment D.1, part 2)** was **approved** by the necessary two-thirds majority (36 yes, 10 no, 0 abstain, recorded by clicker).

E. NEW BUSINESS

1. Curricular proposals – *consent agenda*

The new courses, changes to courses, and changes to programs listed in **December Agenda Attachment E.1** were **approved** as part of the **consent agenda**, there having been no objection before the end of Roll Call.

2. Resolution on tax policy for tuition waivers

LUCKETT gave an overview of the proposed resolution [see **December Agenda Attachment E.2**]. The tax reform bill passed by the House of Representatives on November 16th has several components we might be concerned about, but one in particular that might be devastating to universities and colleges in the U.S. would include tuition waivers as taxable income. This would especially be a problem for graduate students, and hinder universities in employing graduate assistants and conducting research. It would be harmful enough in humanities and social science, but particularly so in the sciences. The resolution expresses our concern; if it passes, it will be forwarded to Oregon's congressional delegation. LIEBMAN/B. HANSEN **moved the resolution** as contained in **Attachment E.2**.

It was asked whether we ought also to address the issue of student loan deferrals and the life-long learning credit. CLARK agreed these were important questions, but we were trying to do one thing at first. LUCKETT said he had written the resolution targeting this one point in a specific way. If we were to go through the bill we would likely find many things we might object to. This seemed a particularly important provision that we ought to make a statement about. And if we don't do this now, it will be too late. LIEBMAN said he had written to the Provost that while it is important for the University's government relations team to address such issues, it's also important to convey how it will affect the University as a whole. We don't necessarily want to be a lobby, but we can perhaps engage in a public dialogue and advocate on behalf of our students. Let's cleanly vote on this thing; this maybe sets a precedent for considering other items later. He would prefer a straightforward but limited statement. TAYLOR observed that the loss of the Hope Credit and the student loan interest write-off creates a double or triple penalty; however, she understood the point that it was important to do something now. KARAVANIC: what about impact "on American colleges and universities" vs. "on Portland State University"? LUCKETT: he thought it was a general issue and that it would be stronger to speak on behalf of higher education across the country. CLARK believed the statement attempted to find something that was universal and, he hoped, uncontroversial. PALMITER believed that we should address just this statement. She

believed that we should be very specific about how it is affecting us and our students. It should be personal.

PALMITER/MONSERE **moved to amend** by changing the second paragraph:

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

PALMITER agreed that the legislation would have a devastating impact, but held that we lacked data about what exactly the impact would be. She proposed changing the second paragraph further by saying “devastating impact on Portland State University” and striking the other material up to “ability of our students.” CLARK: procedurally, the previous amendment had to be disposed of first. THIEMAN thought the initial resolution had been well crafted to as to have the maximum impact in Congress. Our impact is not as strong if we say it is [only] about Portland State University. The proposed **amendment** was **not approved** (by show of hands).

TAYLOR/S. REESE **called the question** of the main resolution. The **resolution** was **approved** (43 yes, 1 no, recorded by clicker).

3. **Process for potential nomination of Faculty member of Board of Trustees**

[This item was dropped in the interest of time.]

F. QUESTIONS TO ADMINISTRATORS.

LIEBMAN submitted a question to President SHOURESHI, contained in **December Agenda Attachment F.1.**

SHOURESHI’s written responses are submitted herewith as **Appendix F.1-2** [He also briefly addressed the question in the President’s Report, below.]

G. REPORTS FROM ADMINISTRATORS

1. President’s Report

SHOURESHI said that fall enrollment numbers have settled; the overall head count is up by 68. We are, however, down in non-resident students. There is a major increase in freshmen from Oregon; many of these came as a result of the four-year free tuition plan, and thus have high financial need (approximately 300 more than last year). The average GPA of the incoming class is 3.45, up from 3.37 last year—a major jump compared to earlier years. The yield [percentage of admitted students who matriculate] is 37.5%, up from 33.9% last year.

SHOURESHI had started activities relating to the triangle of student success, teaming up with community colleges and high schools. He had met, together with Margaret EVERETT, John FRAIRE, and Maurice HAMINGTON, with community college presidents from PCC, Mt. Hood, Clackamas, and Chemeketa. One good idea was that students have a dual enrollment from the beginning, giving them a connection to PSU. It’s important to have community colleges students understand our message. He had also had discussions planned with school district superintendents.

SHOURESHI reported briefly on his office hours held past week. He learned about activities PSAS–Portland State Aerospace Society–to design rockets, learning kits for schools, etc. He had toured Evan THOMAS’s lab, which had received impressive support for his work in Africa. He met with the Committee for Food Security, which has having an important impact on an important issue for our students. Two students also asked him for better enforcement of non-smoking zones near buildings.

The advisory boards are taking longer than SHOURESHI had originally thought. There were now about 150 nominations for the academic (faculty) council; the formation is in process. For the staff council, there were about 100 nominations; it will meet first, in about two weeks. For the student group there were about 250 nominations.

SHOURESHI held his regularly quarterly meeting with the Mayor of Portland. The mayor welcomes any proposals working on the problem of homelessness. SHOURESHI discussed with him the plans for centers of excellence, and the need of anchor partnerships with businesses, agencies, etc.

SHOURESHI described the centers of excellence as a product of collective decision by the faculty. Input is first being asked for [on-line]; this input will lead to discussion at the Winter Symposium on January 25th. Written proposals will follow the symposium. Goals are: to make PSU unique; to provide the basis for campaign messages such as mentioned by BOLDT earlier; to focus attention on research by faculty and students that benefits the Portland community, and globally. This does not mean that we are no longer interested in solo or single-discipline research activity: that will continue. The intention is to have a focus for what we present to the outside.

Regarding questions he had received about on-line course offerings, SHOURESHI called for an open dialogue about why there is evidently uneasiness about such offerings.

He had also received questions regarding interaction with other Oregon public universities. At the business summit earlier today, SHOURESHI observed that the discussion of education was confined to K-12 issues. The only representative voice from higher education was a presentation from PCC. In breakout sessions in the afternoon, Jennifer DILL was making a presentation about the future of transportation. SHOURESHI hoped that attention to K-12 would not be at the expense of higher education issues. Regarding OSU and University of Oregon, he together with the presidents of those institutions had developed a concept for how new degree program proposals should be brought forward; it is hoped that this might be the basis for a policy of all the seven state universities.

SHOURESHI mentioned that Lisa WITTORF, Director of Services for Students with Children, is working on launching a child care option for babies, located in the ground floor of SMSU. Under her leadership, PSU is emerging as a model institution for services for students with children. PSU will host a student-parent success symposium in June 2018. Last week both he and his wife had visited the Helen Gordon Child Development Center; impressed with their work, he hoped there would be ways to expand its services and reduce the two-year waiting list.

SHOURESHI concluded with a question: how did faculty imagine PSU five or ten years from now? Faculty’s input on this would be very important to him.

LIEBMAN asked regarding the Question to Administration [see above]: knowing that SHOURESHI is a good-faith supporter, why did PSU not sign the letter in support of the October DACA [Deferred Action for Childhood Arrivals] students? SHOURESHI said that this was referring to an early version of the letter; the current webpage shows that PSU is there as a signatory. SHOURSESHI said that given his own experiences, we wanted to do anything he could in support of DACA.

LUCKETT asked for the name of the person(s) working on homelessness. SHOURESHI said he had been referring to the Dean of the School of Public Health, David BANGSBERG, but there are also other colleagues.

It was asked how to communicate visions for the future of PSU. SHOURESHI said this could be done by e-mail or through his office hours. CLARK indicated that the Senate could also function as a clearinghouse for such ideas.

2. Provost's Report

[For written notes, see **Appendix G.2.**]

EVERETT mentioned that the President had prepared a written response to the Question to Administrators [see **Appendix F**].

EVERETT said that just before the Senate meeting, the Supreme Court had voted to uphold the most recent version of the travel ban for certain countries. PSU had been outspoken in opposition to the travel bans; she would be working with the University Communications office to draft a response. If there is any good news in the situation, it is that the impact on PSU will be less than the earlier versions.

She stated that she would be talking on Think Out Loud [OPB radio show] tomorrow about the tuition waiver tax legislation, as it remains a subject of concern.

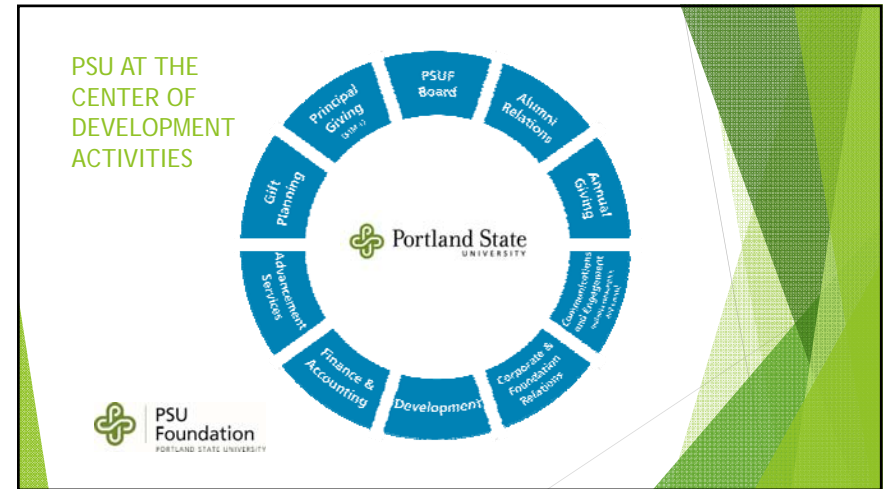
Included with EVERETT's written comments is a report on a recent meeting with the University Writing Council about the writing action plan [see **Appendix G.3**].

H. ADJOURNMENT

The meeting was **adjourned** at 5:07 p.m.

Following the meeting, a **divisional caucus of SBA senators** chose Michael DIMOND as a member of the Committee on Committees, replacing Tichelle SORENSEN, who is resigning from that committee.

December Minutes Appendix C.4



FY 2017 FUNDRAISING

- ▶ **\$36.77 million raised, exceeding goal**
(Note: total does not include \$5.1 million in conditional pledges)
- ▶ 97% of gifts received are restricted; 3% unrestricted
- ▶ 8,731 donors made 11,473 gifts
 - ▶ 1 gift over \$5 million
 - ▶ 8 gifts over \$1 million
 - ▶ 56 gifts over \$100,000
- ▶ Prospect visits and moves increased 17% from FY16
- ▶ Number of proposals submitted and accepted increased by nearly 9% from FY16

FY17 HIGHLIGHT FACULTY SUPPORT: PORTLAND PROFESSORSHIPS



- ▶ Program launched in early 2017
- ▶ Innovative approach to create named professorships for five-year terms
- ▶ Two professorships funded to date:
 - ▶ Barre Stoll Professorship for the Director of Choral Activities
 - ▶ Vollum Professor of Voice within the School of Music

December Minutes Appendix C.4

CAPITAL PROJECT KARL MILLER CENTER

- ▶ Grand opening fall 2017 with premier donor event and public celebration
 - ▶ \$60.5M renovation increases square footage by more than 172%.
 - ▶ Total of 142,875 square feet.
 - ▶ Centralized activities and classes. 21 classrooms.
 - ▶ 4 industry-specific centers to support diverse interests of future business leaders.
 - ▶ A state-of-the-art LEED Platinum facility.
 - ▶ New retail locations.



CAPITAL PROJECT VIKING PAVILION

- ▶ \$51.1 million renovation Peter W. Stott Center.
 - ▶ 15,000 square feet for studying, tutoring and advising.
 - ▶ A new 3,000-seat arena.
 - ▶ Attract an estimated 220,000 people to PSU campus.
 - ▶ Help attract the best and brightest student-athletes.
 - ▶ Funded through state bonds, private donors, OHSU partnership and student fees.
- ▶ Scheduled to open in March 2018.



NEW CAPITAL PROJECT NEUBERGER HALL

- ▶ \$10 million in philanthropy released \$60 million in state bonds
 - ▶ \$5 million from Dr. Fariborz Maseeh
 - ▶ \$4 million from Jordan Schnitzer to create The Jordan Schnitzer Museum of Art (\$5 million gift included \$1 million for Museum Directorship)
 - ▶ \$1 million from an anonymous donor
- ▶ Groundbreaking winter 2018.
- ▶ Scheduled to open fall 2019.



NEW CAPITAL PROJECT 4th and MONTGOMERY

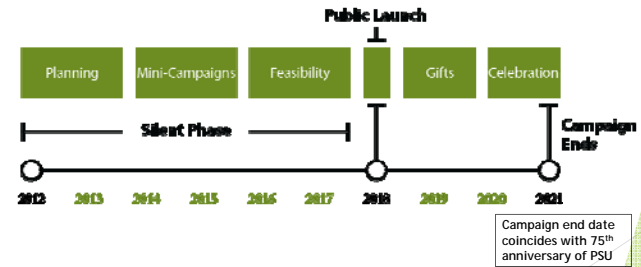
- ▶ \$100 million education and health center.
 - ▶ 200,000 square feet, 9 stories tall.
 - ▶ House classrooms, a dental hygiene clinic and low-cost dental health services for the public, along with ground-floor retail and restaurants.
 - ▶ One of the largest academic buildings on PSU's main campus.
 - ▶ Receive \$51 million in state bonds.
- ▶ Partners:
 - ▶ PSU Graduate School of Education; OHSU-PSU School of Public Health; Portland Community College dental health programs; City of Portland Bureau of Planning and Sustainability
- ▶ Requires verbal fundraising commitments by December 31, 2017.
- ▶ Construction scheduled to begin in summer 2018. Expected to open in 2020.



December Minutes Appendix C.4

Campaign for PSU

POSITIONED FOR SUCCESS COMPREHENSIVE CAMPAIGN



OVERARCHING CAMPAIGN CATEGORIES



Support for Students
to reduce barriers,
unleash potential and
empower success



Support for Faculty
to attract, retain and support
exceptional teachers,
researchers, innovators



Support for Programs
that allow PSU to
advance high-impact
teaching, research
and outreach



Support for Capital
initiatives to transform
learning, collaboration and
discovery.



Questions?

Graduation Program Board Announcement to Senate December 2017

Cynthia Mohr, Chair & Sherril Gelmon, Past Chair

I am pleased to be here today on behalf of the Graduation Program Board to discuss the university's official commencement ceremonies. Our board is a committee of the senate that works at the pleasure of the Provost. Our overarching goal is to provide recommendations to the Provost that will ensure the best and most consistent commencement ceremony experience across campus. Broadly speaking, this means a ceremony where the students are individually recognized in front of their friends and family by the university; one in which faculty are there to engage and celebrate with the graduates and their families; and one that recognizes the unique cultures of the schools and colleges across campus. What we hear from students repeatedly is that one of the highlights of their graduation is their 15 seconds of fame as their name is read, they walk up to the stage and shake someone's hand, and they then turn and wave to their families.

I want to emphasize that what we're talking about is the official university graduation – the one in which the degree is conferred by the university leadership. We are not talking about individual department or unit parties or other celebrations. However, we note that as units have moved toward hosting departmental hooding ceremonies, confusion has grown. Families and graduates are not sure which is the “real” graduation – is it the large PSU event or the more intimate school, college or departmental hooding ceremony? Faculty are also unclear about which event fulfills their contractual responsibility of attending graduation (and there are differing opinions on the answer among OAA, deans and AAUP leaders).

As PSU produces more graduates from our schools and colleges, the campus has looked for ways of maintaining the ideals of our PSU commencement ceremonies while accommodating the larger number of candidates. As a case in point, for 2017, we had **1965** in the morning ceremony (Professional Schools) and **1208** in the afternoon (CLAS). The morning ceremony ran 4 hours. The ever-growing length of the ceremonies is resulting in many graduates (and their families) leaving before the ceremony ends.

At the same time we experienced this growth, the development of Viking Pavilion offered the opportunity for more intimate, campus-based commencement ceremonies. As laid out in our previous update which Sherril Gelmon provided in October, our board has been working on these issues since Spring 2015 when President Wiewel asked us to consider the future of commencement, which culminated in the “Future of Commencement Report” produced by our board in 2016. Subsequently, recommendations were made to Provost Andrews, which she accepted this past spring. Among the recommendations was a move away from MODA and toward individual ceremonies (one per academic school and potentially multiple per college) at the Viking Pavilion. As we moved toward implementing them over the summer, there were concerns expressed about the readiness of Viking Pavilion for multiple graduation ceremonies during Commencement Week in June 2018.

To address the immediate situation for June 2018, our board leadership convened with Provost Everett, who then joined our board for a second meeting to discuss the status of Commencement 2018 and put into place a workable short-term solution. For 2018, we will have 2 ceremonies (1- professional schools and 2-CLAS) in the MODA center. However, to reduce the length of the professional schools (and ensure we don't have a 4 hour

ceremony), we are working with 2 of the professional schools to hold independent ceremonies in Viking Pavilion. This has the added benefit of providing trial runs of the new Viking Pavilion. GSE has already reserved and is planning a ceremony for 2018. Interim Provost Everett is pursuing a second professional school to conduct their commencement ceremony at Viking Pavilion.


As a board, we have worked to identify the core elements of a PSU commencement ceremony. These elements were drafted as a set of recommendations to Provost Andrews and accepted for implementation and subsequently distributed. Back in spring, with the expectation that individual schools and colleges would be potentially developing separate ceremonies, the Provost reconstituted the board to include representatives across campus. Among our current tasks, our board will serve a consultant role to the 1 or 2 units that are hosting separate ceremonies for 2018. As a board, we are eager to be supportive of units as they work to incorporate the key elements of a PSU commencement while also tailoring it to the unique culture of their unit.


Moving forward, it remains unclear what the exact structure of future commencements will be. The CLAS dean, for example, prefers a single ceremony across departments, whereas many professional schools are interested in independent ceremonies. One principle we remain committed to for future planning is that there should only be one official university ceremony per school in spring; departments or other units may hold separate parties or celebrations, but those will not "count" or be considered as the official PSU commencement ceremony. That is not to say that units can't have parties. But, there would not be the conferring of separate degrees.

Together with the Provost, our board has also stressed the importance and value of having EMSA expertise to partner with the individual school staff to effectively and efficiently run the individual ceremonies. EMSA staff, who are the experts at running graduation, can train individual colleges or schools so that the expertise is dispersed throughout the university. This is similar to the decentralization process for advising, in which academic advisors who were initially central to a college were embedded locally within departments.

At our upcoming Winter meeting, we will be discussing the future of commencement (2019 and beyond). Our board members are soliciting feedback from their individual units to learn more about the interests of the individual departments and schools regarding future commencement. We encourage you to reach out to your board representative and share your thoughts. It is critically important that faculty perspective be incorporated into our plans.


At this juncture, the Graduation Program Board is eager to hear from you – particularly to learn how you think it best to move the conversation forward. We're interested particularly in how we should discuss the *process* (as opposed to problem-solving) for incorporating faculty input into the plans for future commencements at PSU.





Commencement Challenges

- Need to reconfigure commencement into manageable units. For 2017, **1965** Professional Schools' graduates in the morning ceremony at MODA. **Ran 4 hours!**
- Need to **draw on EMSA expertise** so all of the necessary resources go into supporting the students, their families and the faculty for this important occasion.
- Need to **incorporate common PSU commencement elements** throughout multiple ceremonies, while also supporting and facilitating individuality based on the school or department's unique culture.





PSU Commencement Ceremony Values

- Students** are individually recognized in front of their friends and family by the university
- Faculty** engage and celebrate with the graduates and their families
- Recognizes the **unique cultures** of the schools and colleges across campus
- How do you think it best to move the conversation forward?***



December Minutes Appendix C.5.c

Graduation Program Board Membership –2017-2018

Required Division	Faculty	Unit
CLAS	Shankar Rananavare	CHEM
CLAS	Cynthia Mohr (Chair)	PSY
CLAS	Eva Núñez-Méndez	WLL
AO	Andreen Morris	EMSA
AO	Regina Arellano	ACS
COTA	Karin Magaldi	TA
CUPA	Chris Shortell	PS
GSE	Jennifer Anderson	GSE
MCECS	Jim Hook	MCECS
SBA	Alan Cabelly	SBA
SPH	Sherril Gelmon	SPH
SSW	Michael Taylor	SSW
EMSA	Chris Augeri	EMSA
OAA	Steve Harmon	OAA
DMSS	Cynthia Gomez	DMSS
Student	<i>TBD</i>	
Alumni	<i>TBD</i>	
<i>Coordinator</i>	Natali Pardo	ADM

December Minutes Appendix F.1

December 4, 2017

Faculty Senate Question for 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?

Response to Question:

- PSU did sign on to the October American Council of Education letter to Congress regarding DACA. The current letter is available [online](#). It was a regrettable oversight that we had not responded in time for PSU to be included in the original version of the letter. We also signed on to ACE's [March 16, 2017 letter](#) regarding this issue.
- PSU's position on DACA has been consistent and clear. I have made strong [statements](#) of support for DACA students and legislation and, in September, we signed onto a similar [letter](#) along with other Oregon public and private colleges and universities. My predecessor also made strong [statements](#) of support. In addition, we've sent [letters to our congressional delegation](#) regarding this issue. Our commitment on this issue—and to our students—is strong and clear.
- We have also consistently taken a position in opposition to immigration bans that negatively impacted current and prospective student; for instance we signed on to the American Council of Education's [March 3, 2017 letter](#) regarding the immigration ban.
- We are actively engaged with national associations that advocate on behalf of issues important to PSU and we sign on to letters and position statements whenever it seems to be in the best interests of the University and our students.
- I welcome your input about such issues. In fact, I would be happy to have assistance from the faculty when lobbying on issues that matter to us. This is particularly true at the state level, where PSU's influence is enhanced when we speak with one voice.
- An issue that is particularly important today is tax reform and its potential impact on our students. I'm deeply concerned about the potential impacts of the tax reform bill. Our analysis of the Senate and House bills is that both would have negative impacts on PSU—particularly the House bill. The House bill would hurt graduate students whose remissions would become taxable income. Both bills would negatively impact the University's E&G fund by removing an ongoing subsidy that we took advantage of as part of federal stimulus spending during the recession. We've been in contact with our congressional delegation and our national associations regarding these issues and continue to monitor the legislation closely. As you know, it's moving quickly and it seems that few have much influence on Congress's actions. I've provided copies of an analysis of the tax bills' potential impacts at PSU, which was current as of Friday.

December 4, 2017

Impacts of Tax Reform Proposals at Portland State University

Provisions in both the House and Senate tax reform bills would have significant impacts on U.S. institutions of higher education, including Portland State University. The House version of the bill was adopted by the House in November. The Senate version was adopted in the early morning hours of December 2 and had not yet been fully analyzed. This summary is largely based on information provided by the American Council on Education (ACE) and is current as of December 1.

We are deeply concerned about the impact that these bills could have on PSU students and employees, on the University budget, and on philanthropy. Many PSU students and employees (particularly graduate student employees) rely on tuition remissions and other institutional assistance that would be treated as taxable income under the House bill. In addition, many students and their families likely benefit from certain education tax credits and from the student loan interest deduction; both of which are eliminated in the House bill. Finally, impacts on the University itself could be significant: both bills would eliminate a subsidy currently received by the University and would reduce the number of taxpayers who itemize deductions, likely reducing charitable giving.

Employer-Provided Tuition Reductions and Assistance

The House bill repeals sections of the Internal Revenue Code that permit educational institutions to provide employees and/or their spouses and dependents with educational assistance benefits and tuition reductions that are excluded from taxable income.

This is important to graduate student employees who currently receive a non-taxable tuition remission. Currently, approximately 775 PSU Graduate Assistants receive a remission. Repeal of these provisions would result in these graduate employees being subjected to income tax on their remissions.

This is also important to PSU employees who utilize staff fee privileges, either for themselves or for a spouse, domestic partner or dependent. Currently, this benefit is generally non-taxable, with some limits and exceptions. Under the House bill, all such benefits would be taxable. As of Fall term 2017, 385 PSU employees utilize the staff fee privilege (313 are taking classes at PSU; the remainder are using the fee privilege at another Oregon public university).

It is hard to estimate the overall tax implication of the House bill because, while repealing provisions that exclude these benefits from taxable income, the House tax bill also increases the standard deduction and changes tax brackets and rates.

The Senate bill does not repeal these sections of the Internal Revenue Code.

Lifetime Learning Credit and Hope Scholarship Credit

The House bill repeals the Lifetime Learning Credit (LLC) and Hope Scholarship Credit (HSC), which are tax credits that allow certain taxpayers to reduce their taxes by an amount equal to a portion of qualified tuition and fees paid for eligible students in a family. These credits phase out based on

income. It is unknown how many PSU students and their families take advantage of the tax credits and the actual impact is hard to determine because the House bill also expands the American Opportunity Tax Credit (AOTC), increases the standard deduction and changes tax brackets and rates. The net effect is most likely to negatively impact our part-time students.

The Senate bill preserves all of these credits.

Student Loan Interest Deduction

The House bill repeals the Student Loan Interest Deduction (SLID), which allows certain taxpayers to deduct up to \$2,500 in federal student loan interest payments per year. The elimination of this deduction may be detrimental to students or former students who currently take advantage of the deduction, although this is hard to determine because the House bill also increases the standard deduction and changes tax brackets and rates.

The Senate bill does not repeal the SLID.

Impact on University Finances

Both the House and Senate versions of the tax reform bill contain provisions that would eliminate the subsidy granted for the Build America Bonds (BABs) program, which was a federal stimulus program during the Great Recession. PSU participated in the BABs program, receiving a subsidy that was incorporated into a Certificates of Participation (COPs) issuance in 2009. The Education & General (E&G) Fund is the debt-paying entity on that debt, which is scheduled to be outstanding until FY 2035. Losing this subsidy would:

1. Increase E&G costs by \$312K for FY19.
2. Increase E&G costs on average by \$223K per year for the next seventeen years (the subsidy payment schedule gradually decreases to maturity with the final subsidy payment being just under \$33K in FY 2035).
3. The nominal value of 17 years of subsidy payments to the university is \$3.786 million.
4. The present value of 17 years of subsidy payments to the university is \$3.1 million.

Impact on Philanthropy

Both the House and Senate bills would change personal exemptions and the standard deduction in a way that would effectively deny most taxpayers a tax incentive for charitable giving. The amount to which tax incentives drive donations can be disputed, but there is no doubt that there would be a measurable impact, particularly at the principal gift level. Economists at the Tax Policy Center at the Urban Institute recently estimated that such tax revisions would reduce U.S. charitable giving by \$13 billion to \$20 billion every year. The same group estimates that proposed changes in the estate tax will reduce giving to charitable purposes by another \$4 billion. This is deeply concerning as we prepare to embark on a major fundraising campaign.

Provost Comments for Faculty Senate

December 2017

Margaret Everett

1. Open Access Textbook RFP

The library has issued another RFP for open-access textbooks. Please consider applying and please help share this information with colleagues. More information below.

Open access textbooks present the opportunity to revolutionize how knowledge is disseminated. By making teaching materials freely available online, readers worldwide can engage with them, regardless of their ability to pay.

Since September 2014, Portland State University Library has published [15 PSU faculty-authored open textbooks](#). These textbooks have saved 1,460 PSU students more than \$143,300, and the open textbooks have been downloaded more than 30,000 times here in Portland and around the world.

We seek proposals for texts that are comprehensive works geared toward a specific field of study. Preference will be given to proposals with applicability towards multiple, high-enrollment courses taught by faculty at PSU. Faculty authors will receive a \$2,500 grant to support their work. Requests for additional funding will be reviewed on a case-by-case basis. For more information on how the funds could be used please see the [PDXScholar Submission Guidelines](#) for additional information.

Faculty authors participating in this round of funding will have the opportunity to participate in the [Open Textbook Network](#) Publishing Cooperative. This pilot program is designed to provide access to a complete suite of editorial, design and production services in partnership with [Scribe](#).

Project Timeline

December, 29, 2017: [Proposals due](#)

February 2018: Applicants notified

February 2018 - September 2019: Textbooks written and published

For more information, please contact Head of Digital Initiatives Karen Bjork at [503-725-5889](tel:503-725-5889) or pdxscholar@pdx.edu.

2. OSU has announced a significant expansion into the Portland area with the lease of 40,000 square feet of space in the historic Meier and Frank Building on Pioneer Square. The space will include classrooms, Extension Services, OSU Foundation staff, and OSU Advantage, a private industry partnership initiative.
3. Dean Marrongelle and I had a very productive meeting with the Writing Committee last week. I am encouraged by the progress has been made toward the [Writing Action Plan](#). I understand that the Writing Committee will focus this year on developing options for writing placements for all incoming students, including appropriate assessment and

support for multilingual writers. After consultation with deans and others, I will be following up with the UWC quarterly throughout the year and responding to a number of recommendations from the committee. I will also share with the committee our progress in developing writing support for graduate students, and seeking their further recommendations in this area.

Furthering the Writing Action Plan: Where the University Could Invest Over the Next Three Years (12/1/2017)

Hildy Miller, Chair, University Writing Council

At this point the UWC has already either done or has underway much of what the plan stipulated: We have revised the PSU mission statement to include writing; UNST has developed writing outcomes and is assessing FRINQ and SINQ student writing on a regular basis; English is offering more online and hybrid courses and has begun revising the University Writing Requirement; IELP has developed a variety of bridge opportunities; and the committee is offering several yearly workshops for students and faculty. However, with investments from the university, we can do more.

Writing across the Curriculum Director and New Unit:

This new position and unit is key to disseminating responsibility for writing throughout all the departments in the university. In the Action Plan, this hire was slated for 2017-18. Clearly, the current budgetary situation has set this timeline back. If we assume that this hire might not be feasible for three or four years, the following Action Plan items are ones that the University might invest in until that key hire.

Writing Center:

According to the Action Plan, the writing center budget was to be increased during 2017-18. However, that did not occur, so, currently, the center is running on the budget of 2013, even though it is now holding over 6,000 sessions with students and having to turn away over 1500+ students annually. An investment of \$20,000 for each of three years—2018-19, 2019-20, 2020-21—would enable it to better meet demand by holding needed sessions and reducing the turnaway number.

University Studies:

Multilingual FRINQ (MFL) and SINQ (MSL) Labs and Other Two-Credit Support Courses: Student demand has been so great that the MFL has been consistently full or over-enrolled, even with two sections in winter and spring. Many faculty have been asking for a Multilingual SINQ Lab, so one is being piloted this winter. The unit is also exploring other 2-credit support courses following this same model—successful at other institutions—that can provide additional support by allowing students to work with the same materials they are using in FRINQ and SINQ. Investments over a three-year period could further the development of these labs, critical because writing problems in the first year negatively affect student success and retention.

Reduce FRINQ Class Sizes: FRINQ class sizes have always been far too large compared to the recommended size for writing intensive courses. The Action Plan is committed to

lowering this class size, if only gradually as finances allow. An investment over the next three years can begin this reduction process.

IELP

Support the UNST & IELP Collaboration in Multilingual FRINQ (MFL) and SINQ (MSL)

Labs: Currently, UNST buys out an IELP faculty member (.33 F, W, Sp) to teach the Multilingual FRINQ Lab and to provide training and support for UNST mentors and FRINQ faculty working with multilingual students. Winter 2018, this collaboration is expanding to offer a Multilingual SINQ Lab. PSU could invest in these efforts and its expansion over the next three years.

Support and Expand the Role of the Writing Center ESL specialist: Currently, IELP supplies an ESL specialist for the university Writing Center (.33 F, W, Sp). This is an important position because we know that the majority of students seeking help are multilingual students. The university, rather than just IELP, could increase this position's FTE, thereby allowing not only more support of students in the writing center, but also outreach and support to departments trying to meet the needs of multilingual writers.

Support English Department and IELP Collaboration: Current IELP courses can be strategically integrated with composition courses in English. We know especially that writing courses aimed specifically at multilingual students and taught by IELP faculty are quite successful in meeting student need. Next year English and IELP would like to pilot two WR 323 courses for Multilingual Students. A university investment here over the next three years could make this and other such courses possible.

General Writing Placement and Assessment of Multilingual Writers: The university needs to invest long term in a sustainable system for placing students into writing courses, University Studies courses, and/or support programming. This year a UWC subcommittee will get this process underway by exploring options.

But, beyond placement, we need to revise the language proficiency requirements for multilingual students, both incoming freshman and transfer students. PSU's language proficiency requirement for international students is set too low. Students who meet the minimum proficiency requirement often do not have the reading and writing skills needed to fully engage in their coursework. Nor do we have a language proficiency requirement for multilingual domestic students. As these processes of exploring both writing placement in general and the assessment of multilingual Writers, in particular, proceed over the next three years, investments here can further the process.

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: 4 December 2017
Re: Notice of Senate Actions

At its regular meeting on 4 December 2017 **the Faculty Senate approved** the Curricular Consent Agenda recommending the proposed new courses, changes to courses, and changes to programs given in Attachment E.1 to the November Agenda.

12-6-17—OAA concurs with the recommendation and approves the proposed new courses, changes to courses, and changes to programs.

In addition, **the Faculty Senate voted to approve:**

- An amendment to the Faculty Constitution creating ex-officio representation in Faculty Senate for part-time appointees of PSU who otherwise meet the criteria for Faculty membership given in Article II of the Constitution. The amendment comprises part 2) of the proposal given in Attachment D.1 to the November Agenda. (Vote on part 1 of this proposal was postponed.)

12-6-17—OAA concurs with the recommendation and approves the amendment.

- A resolution, the text of which is given in Attachment E.2 to the November Agenda, voicing concerns about federal legislation, now being considered, which would treat tuition waivers as taxable income.

12-6-17—OAA concurs with the resolution.

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

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

Note from Secretary: The proposed amendment was introduced at the November meeting together with a second part. At the December meeting, the motion was divided; the second part was voted upon; the first part, which appears here, was postponed till the January meeting.

In accordance with Article VIII of the Faculty Constitution, the original amendment was 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.

December 7, 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

- STAT 561 Mathematical Statistics I, 3 credits - change course description

E.1.a.2

- STAT 562 Mathematical Statistics II, 3 credits - change course description

E.1.a.3

- STAT 563 Mathematical Statistics III, 3 credits - change course description

School of Business Administration

Change to Existing Courses

E.1.a.4

- MTAX 525 Professional Accounting Research, 4 credits - change course title to Tax Research and Writing, change course description

E.1.a.5

- MTAX 526 Accounting Methods and Periods, 4 credits - change title to Tax Accounting Methods and Periods, change course description

E.1.a.6

- MTAX 527 Advanced Tax Topics, 4 credits - change course title to Corporate Taxation I, change course description

E.1.a.7

- MTAX 528 Corporate Taxation II, 4 credits - change course description

E.1.a.8

- MTAX 530 Taxation of Transactions, 2 credits - change course description, change prereqs

E.1.a.9

- MTAX 531 Partnership Taxation, 4 credits - change course title to Pass-through Entities I, change course description, change prereqs

E.1.a.10

- MTAX 532 S Corporation Taxation, 2 credits - change course title to Pass-through Entities II, change course description, change course prereqs

E.1.a.11

- MTAX 533 Financial Accounting for Income Taxes, 4 credits - change course description, change prereqs

E.1.a.12

- MTAX 535 State and Local Taxation, 4 credits - change course description

E.1.a.13

- MTAX 537 Tax Accounting Capstone Consulting Project, 4 credits - change course title to Tax Case Capstone, change course description, change credit hours from 4 to 3, change prereqs

E.1.a.14

- MTAX 539 Estate and Gift Taxation, 4 credits - change course title to Taxation of Estates, Gifts, and Trusts, change course description, change prereqs

E.1.a.15

- MTAX 540 Practicum/Internship, 4 credits - change course description, change prereqs

E.1.a.16

- MTAX 544 Professional Practices Seminar, 1 credit - change course description, change credit hours from 1 to 2

School of Social Work**New Courses**

E.1.a.17

- SW 548 Advanced Social Work Practice with Latinx, 3 credits
Provides a foundation of Latinx social work in outpatient mental health and integrated health settings. Examines Latinx cultural diversity, health disparities, values, attitudes, traditions, spirituality and offers general guidelines to integrate these cultural factors in effective behavioral/mental health screens and evaluations as well as interventions to address consumers' needs. Prerequisites: SW 530 or SW 589.

E.1.a.18

- SW 557 Supervision in Social Work Practice, 3 credits
Explores the knowledge and skills for effective social work supervision, emphasizing a collaborative, developmental, reflective and competency-based approach. Attention is paid to the cross cultural, sociopolitical, and ethical influences on supervision and the supervisory relationship.

College of Urban and Public Affairs**Change to Existing Courses**

E.1.a.19

- PA 578 Collaborative Governance Practicum, 3 credits - change co-requisite

December 7, 2017

TO: Faculty Senate

FROM: Mark Woods
Chair, Graduate Council

Donald Duncan
Chair, Undergraduate Curriculum Committee

RE: Consent Agenda

The following proposals have been approved by the Graduate Council and 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 Liberal Arts and Sciences

New Courses

E.1.b.1

- G 480/580 Basin Analysis, 4 credits
An integrated look at sedimentary basins and their formation. Sedimentary basins contain valuable resources (water, geothermal, fossil fuels) and record tectonic processes. Basin geometries will be described through hands-on exercises using well log, potential fields, and seismic data. These will be used to constrain mountain building, paleoclimate, and mantle processes. Prerequisites: G 435 for G 480.

E.1.b.2

- SOC 466/566 Sociology of Dying and Death, 4 credits
Exploration of the nature of dying and death in the U.S. Topics will include: where death occurs, how social policy affects the experience of dying, how medical perspectives affect the experience of dying, how death affects family members, and race, class, gender differences in dying and death. Prerequisite: Upper-division standing.

Change to Existing Courses

E.1.b.3

- MTH 424/524 Elementary Differential Geometry I, 3 credits - change course description

E.1.b.4

- MTH 425/525 Elementary Differential Geometry II, 3 credits - change course description

E.1.b.5

- STAT 468/568 Applied Probability II, 3 credits - change course description, change prereqs

Maseeh College of Engineering and Computer Science

Change to Existing Courses

E.1.b.6

- ME 450/550 Solid Modeling, 4 credits - change course title to Advanced Solid Modeling; change prereqs

Attachment E.1.c

December 7, 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 Courses

E.1.c.1

- Mus 381 Music Fundamentals – change title, description.

College of Liberal Arts and Sciences

Changes to Existing Courses

E.1.c.2

- SpHr 371 Anatomy and Physiology of Speech and Swallowing – change prerequisites.

College of Urban and Public Affairs

Changes to Existing Programs

E.1.c.3

- Political Science: International Development Option – adds two courses to the political science electives and one course to the non-political science electives.

E.1.c.4

- Political Science: Public Service Option – adds four additional courses to the additional electives allowed for the option.

Attachment E.1.d

University Studies Program

117 Cramer Hall
Post Office Box 751
Portland, Oregon 97207-0751

503-725-5890 tel
503-725-5977 fax
Email: askunst@pdx.edu



November 28, 2017

TO: Faculty Senate

FROM: Michael Mooradian Lupro, Chair, University Studies Cluster Curriculum Committee, subcommittee of University Studies Council

RE: Consent Agenda

New Cluster Courses

The following courses have been approved for inclusion in UNST Clusters by the UNST Council and are recommended for approval by the Faculty Senate.

ENG 377	American Poetry I	American Identities
ENG 378	American Poetry I	American Identities
INTL 366	Cyberwar and Espionage	Global Perspectives
UNST 321U	Learning in Action	Healthy People/Healthy Places

The link to the cluster proposals is:

<https://unstcouncil.pbworks.com/w/page/45865388/FrontPage>