

1-4-2016

## Faculty Senate Monthly Packet January 2016

Portland State University Faculty Senate

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# Faculty Senate, 4 January 2016



In accordance with the Constitution of the PSU Faculty, **Senate Agendas** are calendared for delivery eight to ten working days before Senate meetings, so that all faculty will have adequate time to review and research all action items. In the case of lengthy documents, only a summary will be included with the agenda. Full proposals of 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 may be pulled from the curricular consent agenda for discussion in Senate up through the end of roll call.

Senators are reminded that the Constitution specifies that the Secretary be provided with the name of his/her Senate alternate. An alternate is another faculty member from the same Senate division as the faculty senator. A faculty member may serve as alternate for more than one senator, but 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)

PORTLAND STATE  
UNIVERSITY  
FACULTY SENATE



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

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

The Faculty Senate will meet on **4 January 2016** at 3:00 p.m. in **Cramer Hall 53**.

**AGENDA**

- A. Roll
- B. \* Approval of the Minutes of the 2 November 2015 Meeting
- C. Announcements and Communications from the Floor
  - \* 1. OAA response to November notice of Senate actions
  - 2. Announcements from Presiding Officer and Secretary
  - 3. Announcement about Winter Symposium, Wednesday, 20 Jan. 2016, 8:30-3:30, Smith Memorial Ballroom: “What it means to be educated in the 21<sup>st</sup> century,” <http://www.pdx.edu/academic-affairs/winter-symposium-2016>
  - \* 4. **Discussion item:** tenure for teaching-intensive faculty
- D. Unfinished Business
- E. New Business
  - \* 1. Curricular proposals consent agenda (Graduate Council, UCC)
- F. Question Period: Communications from the Floor to the Chair
- G. Reports from Officers of the Administration and Committees
  - 1. President’s Report
  - 2. Provost’s Report
- H. Adjournment

**\*See the following attachments:**

- B. Minutes of the Faculty Senate meeting of 2 November 2015 and appendices
- C.1. OAA response to November notice of Senate actions
- C.4. LOA from collective bargaining
- E.1. Curricular proposals consent agenda

## FACULTY SENATE ROSTER

### 2015-16 OFFICERS AND SENATE STEERING COMMITTEE

Gina Greco, Presiding Officer

Brad Hansen, Presiding Officer Elect • Bob Liebman, Past Presiding Officer

Richard Beyler, Secretary

Committee Members: Linda George (2016) • David Maier (2016)

Paula Carder (2017) • Alan MacCormack (2017)

*Ex officio*: Sharon Carstens, Chair, Committee on Committees • Maude Hines, IFS Representative.

#### \*\*\*\*2015-16 FACULTY SENATE (62)\*\*\*\*

##### All Others (9)

Baccar, Cindy	EMSA	2016
Ingersoll, Becki	ACS	2016
*O'Banion, Liane (for Skaruppa)	OAA	2016
†Popp, Karen	OGS	2016
Arellano, Regina	EMSA	2017
Harmon, Steve	OAA	2017
Riedlinger, Carla	EMSA	2017
Kennedy, Karen	ACS	2018
Running, Nicholas	EMSA	2018

##### College of the Arts (4)

Griffin, Corey	ARCH	2016
†Babcock, Ronald	MUS	2017
Hansen, Brad	MUS	2017
Wendl, Nora	ARCH	2018

##### CLAS – Arts and Letters (7)

Pease, Jonathan	WLL	2016
Perlmutter, Jennifer	WLL	2016
Childs, Tucker	LING	2017
Clark, Michael	ENG	2017
Greco, Gina	WLL	2017
†Epplin, Craig	WLL	2018
†Jaén Portillo, Isabel	WLL	2018

##### CLAS – Sciences (8)

Daescu, Dacian	MTH	2016
George, Linda	ESM	2016
Rueter, John	ESM	2016
Elzanowski, Marek	MTH	2017
Stedman, Ken	BIO	2017
†de Rivera, Catherine	ESM	2018
†Flight, Andrew	MTH	2018
Webb, Rachel	MTH	2018

##### CLAS – Social Sciences (7)

†Carstens, Sharon	ANTH	2016
Padin, Jose	SOC	2016
†Davidova, Evguenia	INTL	2017
Gamburd, Michele	ANTH	2017
Schuler, Friedrich	HST	2017
Chang, Heejun	GEOG	2018
Bluffstone, Randy	ECON	2018

##### College of Urban and Public Affairs (6)

Brodowicz, Gary	CH	2016
Carder, Paula	IA	2016
*Labissiere, Yves (for Farquhar)	CH	2016
†Schrock, Greg	USP	2017
Yesilada, Birol	PS	2017
Harris, G.L.A.	GOV	2018

##### Graduate School of Education (4)

†McElhone, Dorothy	ED	2016
De La Vega, Esperanza	ED	2017
Mukhopadhyay, Swapna	ED	2017
Farahmandpur, Ramin	ED	2018

##### Library (1)

†Bowman, Michael	LIB	2017
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##### Maseeh College of Eng. & Comp. Science (5)

*Daim, Tugrul (for Bertini)	ETM	2016
*Siderius, Martin (for Karavanic)	EEN	2016
Maier, David	CS	2017
Monseré, Christopher	CEE	2018
†Trettheway, Derek	MME	2018

##### Other Instructional (3)

†Lindsay, Susan	IELP	2016
MacCormack, Alan	UNST	2017
Camacho (Reed), Judy	IELP	2018

##### School of Business Administration (4)

†Layzell, David	SBA	2016
Loney, Jennifer	SBA	2016
Raffo, David	SBA	2017
Dusschee, Pamela	SBA	2018

##### School of Social Work (5)

Gioia, Sam (for Cotrell)	SSW	2016
†Donlan, Ted	SSW	2017
Taylor, Michael	SSW	2017
Talbott, Maria	SSW	2018
Winters, Katie	RRI	2018

*Date: 30 Nov. 2015. New Senators in italics*

\* **Interim appointment**

† **Member of Committee on Committees**

## PORTLAND STATE UNIVERSITY

**Minutes:** Faculty Senate Meeting, 30 November 2015  
**Presiding Officer:** Gina Greco  
**Secretary:** Richard H. Beyler

**Members Present:** Arellano, Babcock, Baccar, Bluffstone, Bowman, Brodowicz, Camacho, Carstens, Chang, Childs, Clark, Daescu, Daim, Davidova, de Rivera, Donlan, Elzanowski, Epplin, Farahmandpur, Flight, Gamburd, George, Gioia, Greco, Griffin, B. Hansen, Harmon, Ingersoll, Jaén Portillo, Kennedy, Layzell, Lindsay, Loney, MacCormack, Maier, McElhone, Monsere, Mukhopadhyay, Padín, Pease, Perlmutter, Popp, Raffo, Rueter, Running, Schrock, Schuler, Siderius, Stedman, Talbott, Taylor, Tretheway, Webb, Wendl, Winters

**Alternates Present:** Puyear for O'Banion

**Members Absent:** Carder, De La Vega, Dusschee, Harris, Labissiere, Riedlinger, Yesilada

### Ex-officio Members

**Present:** Andrews, Beyler, Chabon, Connolly, Everett, Fountain, D. Hansen, Hines, Jhaj, Liebman, Marrongelle, Marshall, Mercer, Moody, Natter, Reese, Su, Wiewel

### A. ROLL

The meeting was called to order at 3:00 p.m.

### B. APPROVAL OF THE MINUTES

The **30 November 2015 Minutes** were **approved** as published.

### C. ANNOUNCEMENTS

1. **OAA Response to November Notice of Senate Actions** (concurrence) was noted [Agenda Attachment C.1].
2. **Announcements by the Presiding Officer and Secretary**

GRECO reminded senators to pick up a clicker for upcoming votes. BEYLER described the procedure: the question would be displayed on the screen; a vote of "1" would mean "yes"; a vote of "2" would mean "no"; a vote of "3" would mean "abstain."

GRECO/BEYLER announced that two items had been pulled from the Consent Agenda by notification prior to the meeting: E.1.c.10 (SpEd 425) and E.1.c.12 (ESM 493). No other objections having been raised, the rest of the Consent Agenda (other than E.1.c.10 and E.1.c.12) was **approved**.

GRECO announced the upcoming Winter Symposium on January 20<sup>th</sup>: “What Does It Mean to Be Educated in the 21<sup>st</sup> Century?” The theme aimed at how to educate our students to be engaged in communities and professions; and how to balance wisdom and information, career and civic formation, free and safe speech, academic and societal expectations. Later Senate will be looking to create a task force to frame specific recommendations.

GRECO relayed a plea from student government to address problems of student food insecurity. In particular, faculty should take note of the ASPSU Food Pantry, open Monday through Friday 12-2 in Smith 325. She urged faculty to consider making donations ([sites.google.com/a/pdx.edu/psufoodpantry/donate](https://sites.google.com/a/pdx.edu/psufoodpantry/donate)).

### 3. Update on Collective Bargaining

Anticipating the next item, GRECO in the interest of disclosure reminded senators that in addition to being Presiding Officer she is a member of AAUP bargaining team. She had decided, in view of previous misunderstandings on campus, to do both [jobs] to show that they work together: the Senate represents faculty interests, the union represents faculty welfare, together working for the betterment of students. She then invited Shelly CHABON (Vice Provost for Academic Personnel and Leadership Development) and Pam MILLER (SSW, President of PSU-AAUP) to give an update on bargaining.

MILLER remarked that it was the last day of the 2013-2015 collective bargaining agreement. Negotiations for the next contract are being done using interest-based bargaining [IBB]. [See **Minutes Appendix C.3.**] In that spirit there would be a joint presentation by the union and the administration. Both teams received training in IBB, and are grateful to Janet GILLMAN, facilitator from the Oregon Employment Relations Board. IBB involves seven-step process wherein the parties identify common interests, exchange data, brainstorm options, and eventually agree on a solution. Bargaining began in May, and continued through the summer. Four sessions (24 hours) are scheduled for December, and sessions also anticipated for January and February, with the [previous] contract extended to February 29<sup>th</sup>. There had been about 150 hours of bargaining so far.

MILLER recognized members of the union’s bargaining team: Leanne SERBULO (UNST), vice-president for collective bargaining; Anh LY (ECN), Michael CLARK (MCECS), Ron NARODE (GSE), David HANSEN (SBA), Gina GRECO (WLL), Phil LESCH (AAUP), and MILLER. Also there were two student representatives: Eric NOLL and Liddy CHAMPION.

CHABON recognized members of the administration’s bargaining team: Robert BUCKER (COTA), CHABON, Lois DAVIS (PO), Ramon DIAZ (HR), Carol HAWKINS (OAA), Scott MARSHALL (OAA), Leslie MCBRIDE (SPH), David REESE (General Counsel/Board of Trustees), Dana TASSON (SHAC), Patricia WILLIAMS (OAA).

CHABON outlined some of the accomplishments and issues of importance so far. The parties agreed to ground rules, including having a facilitator at each session. GILLMAN

had asked the teams to jointly participate on a panel with her to discuss IBB [with other employers and unions]. Letters of agreement [LOAs] had been signed on continuing the Task Force on Academic Quality; on creating a Standing Committee on Work-Life Balance. A tentative agreement [TA] had been reached regarding a donated sick-leave bank. They had signed an LOA on transition for non-tenure-track instructional faculty transition; reached a TA on continuous appointment for NTTF; signed an LOA proposal on tenure for teaching; an LOA on emeritus rank for NTTF; an LOA on regular developmental review for NTTF; and an LOA on summer session minimum salary. The teams were currently engaged in discussions about Article 17: questions about status of academic professionals, career path, and salary.

MILLER highlighted two TAs. One provided job security for NTTF, with provision that annual contracts would only be used under special circumstances. She characterized this as a model that other universities will look at. She thanked those who had served on the bargaining team and those who had worked on the Article 18 task force. Second, she highlighted that summer school wages are now in the contract, such that summer term pay will be at the same rate as in the academic year. Administration and AAUP will look at how summer school goes in 2016 to see if additions or changes are necessary. She thanked members who participated in focus groups and department visits.

CHABON humorously remarked she had not yet seen so much excitement for something she had done. [Laughter.]

MILLER acknowledged that there was still much work ahead, with possibility of rough waters: finishing work on academic professionals, issues involving economics (i.e., money). They would be looking at cost of living adjustments, salary increases, compression, inversion, sabbatical pay, continuous appointments for research faculty, professional development, and retirement options. She recounted that she had had to tell a new faculty member that COLAs were not automatic, and reported the faculty member had serious concerns about housing costs and whether staying at PSU was feasible. She asserted that this concern was widespread, and that wages must keep up with inflation. They had also briefly considered a contract that would go longer than two years. She urged faculty to work toward the “imagine” theme of education that is student-centered, educator-led, and debt-free. She noted that part-time faculty were also in bargaining through PSUFA and that the two unions were working to try to achieve fair agreements. MILLER reminded members that they would need to ratify all the agreements that had been discussed. She urged members to come to bargaining sessions; to monitor updates at [imagineportlandstate.com](http://imagineportlandstate.com); to talk to colleagues about working conditions and to students about the educational experience.

#### **4. Announcement on Enrollment and Resource Planning**

BOWMAN, chair of the Budget Committee, indicated that colleges and schools are now preparing the budget for fiscal year 2017. Budget Committee is meeting with ANDREWS and MITCHELL to give comment on the colleges’ and schools’ plans. In anticipation of a meeting on Thursday [December 3<sup>rd</sup>] BOWMAN wished to ask senators also to provide feedback to pass on, and to ask constituents. Plans are online at

[tinyurl.com/pdx17](http://tinyurl.com/pdx17). Each of the eleven units has an enrollment narrative. Eight units are asking for additional resources and hence have a resource plan.

BOWMAN demonstrated how to use the files. The files included five years' worth of data on student credit hours by department; the narrative presented the trends and what the college/school believes enrollment will be. If there is a difference, a note explains the difference. Given the current budget, what would the college be generating? The resource plan is a statement of what might be generated with additional resources and investments. He briefly demonstrated a particular example from CLAS.

BOWMAN solicited comments or questions about the plans to pass on.

#### **D. UNFINISHED BUSINESS**

None.

#### **E. NEW BUSINESS**

##### **1. Curricular Proposals Consent Agenda**

With the exception of items E.1.c.10 (SpEd 425) and E.1.c.12 (ESM 493), which had been pulled by notification prior to the meeting, the curricular proposals from the Graduate Council and Undergraduate Curriculum Committee listed in **Agenda Attachment E.1** were **approved**, there having been no other objection prior to the end of roll call.

In response to a question from the floor, BEYLER stated that items pulled from the Consent Agenda could be discussed as separate items at this point. Otherwise, it was his understanding from the parties involved that these items would appear again, possibly revised, as part of the Consent Agenda at a later meeting.

##### **2. Resolution on Task Force on Review of NTTF for Continuous Appointments**

GRECO introduced a proposal from the Steering Committee to create a Task Force on Review of NTTF [**Agenda Attachment E.2**].

BOWMAN/TAYLOR **moved** the proposal for creation of the task force as published in the agenda.

GRECO referred senators to the joint summary of bargaining. The Senate would be voting on a motion to create a consistent system of review for non-tenure-track instructional faculty. Bargaining has proposed eliminating the annual contract except for specific events such as sabbatical replacement. There would be annual reviews during a six-year probationary period; there would then be a milestone review for movement into continuous appointment; thereafter, reviews would be every three years. A problem, according to GRECO, was that some departments now did not review their NTTF, so there needed to be a campus-wide agreement on what this review should look like.



WEBB asked whether the review would be done by promotion and tenure committees. GRECO answered that this was one of the questions the task force would work on. Bargaining has stated that the system must be consistent and developmental, but they have not created the system: that is for the Senate to do.

WENDL asked whether this included all adjunct professors. GRECO answered no, it is for non-tenure-track [full-time] faculty.

ELZANOWSKI said that on the one hand he was for the proposal in principle, but on the other hand wondered whether we were creating a task force for a task which might not be approved. GRECO answered that a tentative agreement had been signed.

ELZANOSWKI responded that the word “tentative” was just his point. He asked whether AAUP would vote on individual articles. GRECO answered that AAUP would vote on the whole package. ELZANOWSKI reiterated that we were creating a task force for something that might never be approved. GRECO granted that this was a possibility, but described it as unlikely given our history. It would be an option to wait till the contract were approved, but then there would be no system in place to implement it.

PERLMUTTER wondered about the logic of a three-year cycle for review for NTTF as opposed to the five-year cycle for post-tenure review. GRECO indicated that this is something that may be revisited in future bargaining, but that the administrative team had felt strongly about not going beyond three years. The contract can be changed in the future. She further observed that there is a transition plan with a shorter probationary period for faculty already at PSU.

D. HANSEN raised a concern about the timeline. GRECO responded the timeline was a suggestion. She pointed out that when (if) the contract is ratified it will go into effect immediately, so that there is an impetus to have the system articulated before the new academic year begins. She conceded the timetable is ambitious. After consideration of the motions in Senate today, she would send out a request for self-nominations for the task forces, and this would save the time of Committee on Committees having to go through their lists. She knows that it will be a lot of work, but she hoped that people who had good ideas would be willing to serve in this way.

DAIM raised what he termed a technical question: How is this process different from tenure? Why go through the tenure process? GRECO answered that tenure lines have a different pay scale in many disciplines; teaching loads may be different; in many departments there is a lower percentage of tenure lines among instructional faculty. People don't always have a choice what kind of line is available.

The Presiding Officer called for a vote.

The **motion** to create a Task Force on Continuous Review of NTTF, as published in the agenda, was **approved** by a vote of 43 ayes, 6 nays, and 2 abstentions (recorded by clicker).

### 3. Resolution on Task Force on Emeritus Rank for NTTF

GRECO introduced the proposal regarding emeritus rank for NTTF. Some departments have given emeritus status to NTTF, but most have not; it is inconsistent. A letter of agreement was signed, and it is up to Senate to determine the specifics. The proposed motion is to create a task force to explore the question of emeritus status for NTTF [**Agenda Attachment E.3**].

CARSTENS/HARMON **moved** the creation of the task force.

ELZANOWSKI asked whether this would be a separate task force. GRECO: yes. ELZANOWSKI then asked whether it would be easier to have just one. GRECO: no, in her opinion. She argued that to have the result voted on at the June meeting means it will have to be read at the May meeting, since it is a constitutional change. To charge one task force to do all of this would fail in the timeline. The emeritus task force would have to work with people from IT, Facilities, Library, Athletics, etc., on issues of sustainability if numbers of emeritus faculty are increased greatly. This task force would thus be dealing with different people about different questions [than the previous one].

The Presiding Officer called for a vote.

The **motion** to create a Task Force on Emeritus Rank for NTTF, as published in the agenda, was **approved** by a vote of 41 ayes, 8 nays, and 3 abstentions (recorded by clicker).

#### 4. **Resolution on Continuation of Task Force on Academic Quality**

GRECO introduced the next proposed motion on the Task Force on Academic Quality, which she characterized as a housekeeping measure; the task force is being recharged with support through the contract [**Agenda Attachment E.4**].

GAMBURD/B. HANSEN **moved** the continuation of the task force.

The Presiding Officer called for a vote.

The **motion** to continue the Task Force on Academic Quality, as published in the agenda, was **approved** by a vote of 45 ayes, 4 nays, and 2 abstentions (recorded by clicker).

#### 5. **Resolution Regarding the Strategic Plan**

GRECO introduced the proposed resolution in response to the Strategic Plan (SP) [**Agenda Attachment E.5**].

RUETER/CLARK **moved** the resolution for consideration.

GRECO characterized the proposed resolution as a summary or compilation of material expressed at the Senate symposium [of October 26<sup>th</sup>], the Senate meeting [of November 2<sup>nd</sup>], and written messages.

RUETER expressed amazement that after all the time spent, work of committees, etc., new ideas were mentioned at Senate including key performance indicators (KPIs) and distinguished faculty ranks and that these are included in the response. He asked about the process of composing the proposed response. GRECO answered that it was drafted by her in consultation with the Steering Committee, based on her notes and sense of the room and the reactions of the SP development team who were present. RUETER followed up that he did not like either of these ideas as part of the SP. Distinguished faculty status was a matter for promotion and tenure committee. KPIs were an added dimension; originally the SP talked about indicators of success and did not attempt to boil these down to an index. GRECO observed that the draft SP had KPIs; the response was to the effect that should also reflect quality and not be limited to easy numbers. RUETER wished the Secretary to write down that he didn't like these ideas. GRECO responded that she didn't understand what RUETER didn't like. RUETER stated that he thought the draft SP was a coherent document, and that adding quality to KPIs created problems. People would develop measures [of success] anyway; trying to add quality indices was a much bigger task. Similarly the question of distinguished faculty: what would be the criteria? GRECO pointed out that KPIs had been removed from the updated version of the SP. She had received much feedback to the effect that KPIs in the draft only referred to quantitative data; there was concern among faculty that this was an invitation to slippage in quality. Faculty wanted to track quality also in some way, though this would be difficult. But in any event the KPIs had been removed from the latest version of the SP.

MONSERE asked whether the language about distinguished faculty status was binding. GRECO answered that it was not binding; a future committee would discuss it, but Senate would have to review and approve any concrete proposals. The language in the Senate response modifies the language in the draft SP, along the lines of OSU's guidelines, which Steering Committee had found helpful: distinguished status entails a national/international profile, but it is reachable in a variety of ways.

D. HANSEN, reverting to RUETER's comments, observed that the [SP draft] he responded to contained KPIs but not targets. He wished for clarification: did the SP to be presented to Board of Trustees have KPIs or not? GRECO reiterated that the SP version of November 18<sup>th</sup> [viz., a version later than the one discussed by Senate on November 2<sup>nd</sup>] had removed all KPIs. WIEWEL clarified that the SP development team, based on the Senate discussion and also conversation within the team, thought that more work needed to be done on KPIs, with not enough time before the deadline. The KPIs could be set aside for now; they still need to be developed, but are not integral to the plan itself. Moving forward, there are many moving parts to the SP. Rather than having solidified, permanently fixed KPIs, the current version creates more flexibility.

BLUFFSTONE stated that the proposed response read like the minutes of a discussion and not an official response. He was thus uncomfortable with it on this latter basis. He asked whether it had been said that the discussion would form the basis of the response. GRECO stated the President had asked Senate to make a statement. She thought the best way to do this was to make a general thematic summary, while recording significant items that came up in the discussion. MAIER interjected that the Minutes stated that the

Senate had been asked to give a response to the Board of Trustees, which would take the form of a motion to be discussed and voted on at the next meeting, and that the discussion would inform that motion. BLUFFSTONE reiterated that this document would not be his choice of response. GRECO noted that while the response had been circulated in advance, there had not been any amendments, though suggestions from the floor were also in order.

LIEBMAN called attention to the structure of the resolution above and below the line [of asterisks]. Above the line, he suggested, was a general resolution about how the Senate would move forward [with the SP] through the coordination of its committees; this was an action item. Below the line was a list of specific responses. A question is whether these responses are current since the plan has been changed in the meanwhile. GRECO pointed out that the footnote in the resolution refers to possible changes in final draft of the SP. LIEBMAN said that he can't make a motion, but hoped the response could be time-stamped in some way. He emphasized: how can we move forward? Addressing that question had been the bulk of Steering Committee's work, he said, expressed on page one of the response up through the asterisks. If we regard [the SP] as a working document, then coordinating standing committees, task forces, etc., is how to move forward.

GAMBURD liked the approach of taking aspirational goals and implementing them through existing faculty governance structures. That was her sense of the resolution.

D. HANSEN asked for clarification of which version of SP was the basis of the resolution: evidently an earlier version, and not that being presented to the Board of Trustees. GRECO noted that the resolution states it is based on feedback received October 26<sup>th</sup> and November 2<sup>nd</sup>.

GRIFFIN observed that an endorsement of the SP was missing; he assumed that is what the SP committee wants. He maintained that the resolution presents a critique but not an overall assessment. He was unclear what the resolution was supposed to do by way of giving feedback to the SP committee.

TAYLOR echoed LIEBMAN's remarks; perhaps a stronger statement would stop at the asterisks.

RUETER/DE RIVERA **moved** an **amendment** in response to the above discussion:

that the passage at the end of the preamble, "After seeking a sense of the faculty at an open forum on October 26 and at a Senate meeting on November 2, and by inviting comments by email, we propose the following response," be changed to bold font and moved to the beginning of the resolution.

The **amendment** was **approved** by a vote of 34 ayes, 0 nays, and 12 abstentions (by show of hands).

PADIN reverted to GRIFFIN's remarks. He suggested that the Steering Committee was perhaps being circumspect, but noted that the resolution states that next steps will require

Senate participation as a partner in shared governance. He read this as Steering's statement that a role for Senate is currently not in [the SP] and this statement represents their effort to reinstate this role. GRECO suggested that it was perhaps assumed, but Steering Committee thought it would be helpful to state it explicitly. PADIN: this [element] was missing and Steering Committee is now reinstating it. GRECO: seeking to make it clear.

GAMBURD said that the sense on campus was that the SP embodied a lot of work and many good ideas, but that it was neither strategic nor a plan: much good stuff, but not an outline of how to get from here to there. It didn't seem productive, polite, respectful of the hard work to merely offer objections. She saw the resolution as saying that we can move forward through organs of faculty governance already established; Senate can and should and must be involved.

B. HANSEN agreed with RUETER's amendment, and with the points made by LIEBMAN and GAMBURD. The general response is to make the plan work through the channels that exist, along with three [critical] comments--prioritize academic quality, disentangle diversity [and equity], and prioritize global education. The question is not whether everyone agrees with all the details below the line, but whether the majority supports the general resolution.

SCHULER expressed the view that [the response] rebalances of a variety of traditions of inquiry, and opens gates for discussion across disciplines. Academia has internal variety and wrestles over the center, but on balance we can move forward by staying true to governance.

(D. HANSEN, as a point of information, referring to LIEBMAN's previous statement, observed that ex-officio members could offer motions though they could not vote.)

GRECO stated that Steering Committee, like many on campus, perhaps felt that the document lacked a strategy, that it collected information from thousands of people and, in trying to reach a consensus, didn't say something decisive. The priority was to have discussion, free exploration of ideas, critiques, and critiques of critiques. No one on Steering Committee wanted to write a strategic plan; their thought, rather, was to reflect faculty priorities. A separate resolution about endorsement might be possible, but the plan was a moving target and had been changed already.

B. HANSEN/RUETER **called the question**, which motion was **carried** by a show of hands of more than two-thirds of senators.

The **resolution** on the response of the Senate to the PSU Strategic Plan, as published in the agenda and **amended** above, was **approved** by a vote of 37 ayes, 9 nays, and 3 abstentions (recorded by clicker).

GRIFFIN/MONSERE then **moved**:

that the Faculty Senate endorse the Strategic Plan.

Multiple senators asked: which version? GRECO noted that the previous draft and the latest version are quite different. She asked who had read the latest draft. [Only a few members raised their hands.] It was asked whether Senate could see a final draft before deciding on endorsement. ELZANOWSKI stated that we cannot endorse something that does not exist: there is not a SP as such.

GRIFFIN asserted that the point was to give feedback to the Board of Trustees. He thought it was important to state that you are either generally endorsing the plan, in whatever draft you have read, or not. He stated that there were clearly senators who did not agree with the SP, who did not think it was worthwhile; it would be amiss for the Board of Trustees to think that we all endorse it. Or, if you are a senator who thinks that the gist of the SP is right, this should be stated clearly.

MACCORMACK wondered whether it would be possible to endorse the work of the SP committee. GAMBURD agreed that that process was very well done, that it elicited a great deal of feedback, that the conversations were valuable, and that there were many good ideas in the plan. Taking the view from 50,000 feet, it was difficult to see how the plan could be implemented as such, given budgetary restraints and choosing among possibilities. If we endorsed the document in its current living state, GAMBURD suggested, we endorsed the good ideas there. To say it provided a clear path would be [overly] ambitious. She would like to see a final document before endorsing it or not; she definitely endorsed the process.

WIEWEL appreciated the previous speaker's comments. He wished to offer a correction: Senate was not asked to approve the plan for the Board of Trustees. The board had charged him to put together a Strategic Plan drawing on the campus community. The development team drew on many inputs. There was no fixed process for approval other than the SP development team itself. The SP draft was brought to the Senate to seek further feedback. He viewed the resolution just passed as doing that very well: recognizing that not all components will happen at once (and some may never happen), it gives a general response and also lists several items of concern. These last are useful also. He noted that GRECO would be speaking to the Board to give further context. It's up to Senate whether or not to have another resolution of approval; it's not necessary. He agreed that it would be better to do that after a final version, which should be available on December 10<sup>th</sup>.

SCHULER observed that this was his fourth strategic plan; it represented hard work; what was important was not so much endorsement or disapproval but opening up avenues of discussion, learning about different generations and agendas, and renovation without radicalization.

WENDL stated from her perspective on the SP committee that communication to colleagues how we could be proactive was more important than approval or disapproval. GRECO stated that in her view, that was the spirit of the resolution just passed.

**B. HANSEN/DONLAN moved to table the motion** then on the floor.

The **motion to table** was **approved** by a vote of 33 ayes, 11 nays, and 6 abstentions (recorded by clicker).

## F. QUESTION PERIOD

There were no questions for administrators nor questions from the floor for the chair.

## G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

### 1. President's Report

WIEWEL, thanking senators for the previous discussion, stated that the SP did indeed contain much strategic specificity. It was true, however, that it is not a work plan. A positive outcome of the resolution was that it pointed towards addressing issues through governance processes.

WIEWEL reported briefly on reactions to the shootings at Umpqua Community College. The Governor had convened a meeting of public and private universities on the subject, started a task force of the Higher Education Coordinating Committee (HECC), and asked the state police to develop response capacities. PSU would be hiring an emergency response coordinator. CPSO was offering training sessions to departments.

He called attention to nationwide conversations about race, diversity, and inclusion, and to his recent messages to campus about these issues. He noted an upcoming forum of students of color taking place on December 1<sup>st</sup> to collect input, and then present the results. He urged faculty attention to these issues: cultural awareness training; spaces and resources for specific groups; treatment in the classroom and the nature of the curriculum. The latter in particular—how particular traditions are honored—is clearly in the province of faculty responsibility.

He also noted that PSU would be hosting football playoff game against Northern Iowa on Saturday, December 7<sup>th</sup>.

WIEWEL outlined plans for a regional affordability initiative. The basis for this initiative was the ability of students to come to the university and continue studies, rather than not come at all, or to come and then drop out. Might not PSU have a unique opportunity to tap into local resources? U of O and OSU could tap into private philanthropy; although PSU is doing more in this direction, our foundation is still only \$50 million as opposed to \$500 or \$700 million.

WIEWEL said that there might be an opportunity to gather signatures for an initiative to be put on the ballot in November 2016 for a business payroll tax of approximately 0.1% to 0.2% in the area covered by Metro Council. A citizens committee was forming to write such an initiative, and to collect signatures for presentation to Metro. Such a business payroll tax is the way TriMet is funded, at 0.77%, raising about \$250 million annually. By comparison, 0.1% would raise about \$35 million per year. (Currently PSU receives from the state about \$70 million per year.) The money would be used 1) for scholarships for low- and moderate-income students from the Metro region and 2) other

forms of student support including academic advisors, financial advisors, staff, faculty, etc. There is no sense in getting students in the door if we can't help them succeed.

WIEWEL said that this might significantly change the financial structure of PSU. He said that we had just had the best year for state funding and that in his estimation it is unlikely to increase further. PSU is embarking on new fundraising campaign, but this will only go so far towards operating funds. PSU must continue to be smart about how we deliver education. He would continue to look at the HECC allocation formula. None of these efforts, however, would provide the equivalent funding. Businesses may be willing to support this measure, under the logic that they need an educated workforce. Relying on workers from elsewhere is, arguably, disadvantageous for the long-term future of the region. No one, of course, likes to be taxed. Nevertheless, WIEWEL had heard from numerous business people that, yes, PSU needs the money. No one had said to him: you will just waste it. A challenge for the initiative would be that a coalition of unions is going to present a \$2.5 billion tax proposal. The PSU measure, however, would be about 1/100 of that proposal.

HARMON wondered whether there would be concerted opposition. WIEWEL answered that there would likely be opposition to the union-sponsored ballot measure, and that opposition to the PSU measure might be swept in along with that. The PSU measure, however, was targeted and small, and this might prove to be more appealing.

TALBOTT asked what the community colleges [CCs] would think. WIEWEL conceded that their first reaction had been worry. However, CCs had additional streams of income; moreover, the measure would arguably help CC students who transferred to PSU.

LAYZELL asked whether the price point of the proposal had been fixed. WIEWEL indicated that this was still under study by those drafting the measure.

MONSERE wondered whether it were possible to target specific sectors with the payroll tax. WIEWEL responded that the idea had been floated, but on balance it seemed to complicate the measure too much. This question also entailed further study, however.

LIEBMAN asked if there had been successful campaigns of this type elsewhere, and if so what were the arguments? WIEWEL noted that the *Oregonian* had called the plan exotic and untried, which he took to be synonyms for creative and innovative. [Laughter.] For a while there was a municipal tax in Topeka, KS; there is a sales tax in Kansas City, KS for a research center. CUNY is a city institution, but it is supported by general funds.

D. HANSEN wondered if competitor institutions coming to Portland would have the same opportunity to pursue a payroll tax. WIEWEL: not realistically. PSU's case was unique; there is no other public comprehensive university here; 62% of PSU students come from the Metro area. The U of O and OSU presidents had said that they would not take a stance one way or the other. WIEWEL saw it as extremely improbable that they would seek a similar measure.



CLARK asked about the current level of support. WIEWEL's response was that there appeared to be considerable support, but that much would depend on further developments and the eventual specific wording.

SCHROCK asked if there was concern that a new source of revenue would lead to less funding from the legislature. WIEWEL noted that the legislature allocated funding to all seven public universities [collectively], and HECC by law distributes it according to a formula. The legislature would have to pass a new law specifically to the disadvantage of PSU: this was hypothetically possible, but quite unlikely. Politics is of course full of uncertainties, WIEWEL remarked. The Portland legislative delegation seemed to be generally supportive, though they do have some concerns.

## **2. Provost's Report**

ANDREWS ceded her time to the President's Report.

## **3. Annual Report of the Internationalization Council**

The annual report of IC was presented by Steve THORNE, chair [see **Agenda Attachment G.3**]. He noted that the Council is an administrative advisory committee, but its membership is drawn from the annual survey of faculty. Its purpose is to be an advisory group on internationalization of curriculum and research. It previously reported to Kevin REYNOLDS, but within last academic year switched to Margaret EVERETT [as Vice Provost for International Affairs]. In 2014, at the request of REYNOLDS, IC changed focus to improving international aspects of the curriculum, and promoting and disseminating internationally oriented research.

In the first arena, IC conceptualized an outline for a possible undergraduate certificate in global studies. THORNE referred to similar moves around the country, e.g., Florida International and San Jose State. It would be a trajectory through existing curricula, something transcriptable indicating a global competencies background. Around 80% of department chairs were supportive, according to a survey. IC developed an outline that was (they hoped) broad-based and flexible, and would prepare students for global citizenship; intercultural communicative activity; contextual understanding of diverse world cultures; and a critical understanding of how colonialism, imperialism, etc., have affected the current era. It thus looks at the complications of globalization. Last spring the Department of International Studies was identified as the unit to develop a specific proposal for an undergraduate certificate.

In the second arena, IC carried out an internationalization grants competition. IC had \$30,000 to disseminate, while receiving over \$207,000 in requests from 58 applications. This illustrates, said THORNE, the power of PSU faculty to do good work; it was difficult to adjudicate among the proposals. Funded projects included international research programs, international internships, study abroad opportunities, dissemination of scholarship at international conferences and events. Included were projects involving Central and South America, Europe, Africa, and Asia.

THORNE stated that IC goals for 2015-16 included: review of the SP approach to internationalization; RFPs [requests for proposals] for internationalization of degree programs; a focus on China, including working with the Confucius Institute; internationalization initiatives using technology including virtual mobility, curricular co-sharing, and research teams networks. In this latter regard, there are plans for an RFP in spring for a faculty-in-residence for virtual internationalization.

#### **4. Quarterly Report of the Educational Policy Committee**

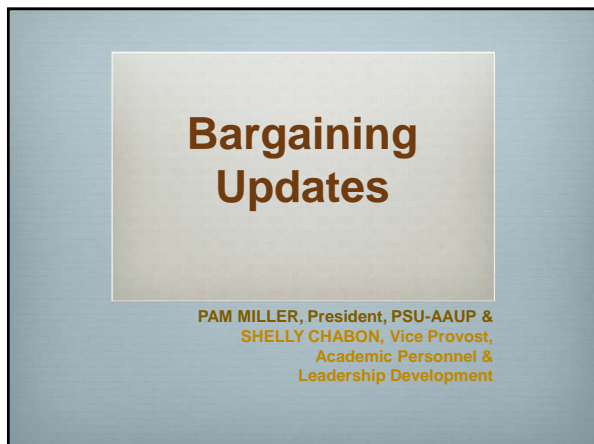
PADIN, chair of EPC, presented its quarterly report [see **Agenda Attachment G.4**]. PADIN thanked his colleagues on the committee. Three main topics for the committee this fall have been. 1) Discussing a proposed STEM institute, based a current external grant of \$2.5 million over five years, one of whose deliverables is such an institute. 2) Taking a fresh look at on-line education, in response to request by Steering Committee last year, particularly in regard to quality. Senate had an ad-hoc committee in 2011; probably a new ad-hoc committee is needed. There is much new research on what types of on-line courses work for what types of students. 3) Receiving early feedback about the possibility of a bachelor's in applied sciences degree.

RUETER noted that the idea of an a bachelor's in applied science degree had been unfavorably reviewed by the Interinstitutional Faculty Senate as being akin to vocational training. He urged examination of the relevant articulation agreements.

## **H. ADJOURNMENT**

The meeting was **adjourned** at 5:05 p.m.

# Minutes Appendix C.3



**Bargaining Updates**

**PAM MILLER, President, PSU-AAUP & SHELLY CHABON, Vice Provost, Academic Personnel & Leadership Development**

### PSU AAUP Bargaining Team

- ❖ Leanne Serbulo, University Studies
- ❖ Michael Clark, Maseeh College of Engineering & Computer Science
- ❖ Gina Greco, College of Liberal Arts and Sciences
- ❖ David Hansen, School of Business Administration
- ❖ Phil Lesch, Executive Director, AAUP
- ❖ Anh Ly, College of Liberal Arts and Sciences
- ❖ Pam Miller, School of Social Work
- ❖ Ron Narode, Graduate School of Education

### PSU Admin Bargaining Team

- ❖ Bob Bucker, Dean, College of the Arts
- ❖ Shelly Chabon, Vice Provost, Academic Personnel & Leadership Development, OAA (VPALD)
- ❖ Lois Davis, Chief of Staff, PO (Alternate)
- ❖ Ramon Diaz, Director, Employee & Labor Relations, HR
- ❖ Carol Hawkins, Director, Academic & Labor Relations, OAA
- ❖ Scott Marshall, Vice Provost, Finance & Academic Programs, OAA
- ❖ Leslie McBride, Interim Associate Dean, School of Public Health Initiative, SPH
- ❖ David Reese, General Counsel, OGC
- ❖ Dana Tasson, Executive Director, SHAC
- ❖ Patricia Williams, Special Assistant to the VPALD, OAA

### Accomplishments

1. PSU-AAUP and PSU-Admin IBB CB Ground Rules (6/8)	6. TA on Donated Sick Leave Bank (7/30)
2. MOU regarding HIPPA policy notifications (6/23)	7. MOU on revision of the PSU P&T Guidelines to incorporate the PSU PTR Guidelines (8/20)
3. MOU on agreement of certain changes to drug and alcohol policy (6/24)	8. MOU on Procedure for Transfer of Tenure Home (10/6)
4. LOA on continuation of the Task Force on Academic Quality (7/30)	9. TA Released time for Contract Negotiations (10/6)
5. LOA to establish a Standing Committee on Work/Life Balance (7/30)	10. MOU Creation of a New School of Public Health (10/19)
	11. LOA NTT instructional faculty transition (10/23)

12. MOU on Compensation and release time for bargaining for PSU-AAUP bargaining team members for Winter 2016 (10/23)	16. LOA Proposal to the Faculty Senate to revise the P&T Guidelines to provide a process for regular developmental review of NTT instructional faculty and for a separate process of review for reward of continuous appointment (11/6)
13. TA Article 18 Non-Tenure Track Instructional Faculty Continuous Appointments (10/29)	17. LOA Summer session minimum salary rates (11/17)
14. LOA Proposal to the Faculty Senate for a TF on Tenure for Teaching (11/6)	18. MOU GSE Doctoral faculty Workload Release Policy (11/17)
15. LOA Proposal to the Faculty Senate to explore the development of Emeritus ranks for NTTF (11/6)	19. Extension of the 2013-15 CBA (11/17)

We are currently engaged in discussions about Article 17, which recognizes the important contributions our APs make to the campus. Our framing questions for this discussion involve:

1. The role of APs in decisions that impact work design, working conditions, workload, scheduling.
2. The pay/promotional structure and evaluation process.
3. The terms of employment
  - a. notice
  - b. job security
  - c. probation
  - d. transfer rights

## Minutes Appendix C.3

Bargaining updates and information can  
be found at:

[http://www.pdx.edu/academic-affairs/psu-  
aaup-collective-bargaining-2015-2017](http://www.pdx.edu/academic-affairs/psu-<br/>aaup-collective-bargaining-2015-2017)

Office of the PSU Faculty Senate (OAA)  
P.O. Box 751  
Portland, OR 97207

Market Center Building 650  
tel. 503-725-4416  
fax 503-725-4499

To: Provost Andrews  
From: Portland State University Faculty Senate  
Gina Greco, Presiding Officer  
Date: 2 December 2015  
Re: Notice of Senate Actions

On **30 November 2015, the Senate approved** the Curricular Consent Agenda recommending the proposed new undergraduate and graduate courses listed in Attachment E.1 to the 30 November 2015 Agenda, with the exception of the two proposals E.1.c.10 (SpEd 425) and E.1.c.12 (ESM 493), both of which were removed from the consent agenda and deferred for consideration at a later date.

**12-2-15—OAA concurs with the approval of the Curricular Consent agenda.**

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

- The resolution brought by the Faculty Senate Steering Committee regarding creation of a Task Force on Review of Non-Tenure-Track Faculty for Continuous Appointments (Attachment E.2).
- The resolution brought by the Steering Committee regarding creation of a Task Force on Emeritus Rank for Non-Tenure-Track Faculty (Attachment E.3).
- The resolution brought by the Steering Committee regarding continuation of the Task Force on Academic Quality (Attachment E.4).
- The resolution brought by the Steering Committee containing the Faculty Senate's response to the Strategic Plan, amended to move the fourth phrase of the preamble, "After seeking a sense ... propose the following response" to the beginning of the resolution and to place it in bold font (Attachment E.5, amended as indicated in the Minutes).

**12-2-15—No action needed by OAA on Senate resolutions.**

Best regards,



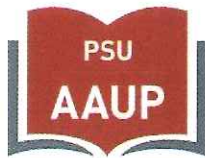
Gina Greco  
Presiding Officer



Richard H. Beyler  
Secretary to the Faculty



Sona Andrews, Provost and Vice President for Academic Affairs



PORTLAND STATE UNIVERSITY

**American Association of  
University Professors**

Promoting Quality Higher Education – An Investment in Oregon's Future



**Portland State**  
UNIVERSITY

DATE: November 18, 2015  
TO: Gina Greco, Presiding Office of PSU Faculty Senate  
RE: LOA Proposal to Faculty Senate re: Task Force on Tenure for  
Teaching  
FROM: Pam Miller, President, PSU-AAUP  
Sona Andrews, Provost

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Gina:

The Association and PSU administration have agreed to ask the Faculty Senate to form a task force that would bring a proposal to the Senate that explores and potentially creates tenure for teaching. This Letter of Agreement was bargained and signed on November 6, 2015.

If the Senate creates and charges such a task force, and asks AAUP and administration to participate, then administration and PSU-AAUP would select 2 persons to work on this task force. The LOA states that Senate will select five members and it also emphasizes that this task force “should consist of primarily tenured faculty.”

The LOA (attached) outlines two phases of activities for this work and if summer work and stipends are needed, all three parties must agree. The LOA also offers numerous opportunities for campus-wide forums as the work of the task force progresses.

We look forward to hearing from you about next steps in this important work.

Sincerely,

Handwritten signature of Pam Miller in black ink.

Pam Miller, President, PSU-AAUP

Handwritten signature of Sona Andrews in blue ink.

Sona Andrews, Provost

## **LETTER OF AGREEMENT—PSU and AAUP proposal to the Faculty Senate for a Task Force on Tenure for Teaching**

**Vision:** The University and PSU-AAUP are mutually dedicated to the vision of Portland State University as an internationally recognized urban university known for, amongst other things, excellence in student learning and innovative pedagogical practice. We also hold a shared value in the academic freedom offered by tenure. Recognizing that the practice of rewarding research and scholarship with tenure is a relatively recent phenomenon in higher education, we share an interest in rewarding faculty who demonstrate excellence in teaching with tenure.

In imagining the creation of tenure-track teaching-intensive positions, we do not intend to create a class of faculty that is in any way subordinate to current tenure-track faculty. The university and association agree that the same opportunities for career development and promotion should be made available to faculty in all types of tenure-track positions. Criteria for promotion and tenure with a focus on pedagogical achievements would need to be developed to reflect the difference in workload distribution in the teaching-intensive positions.

The parties agree to jointly propose to the Faculty Senate the creation of a joint taskforce to explore the creation of tenure for teaching at Portland State. If the Faculty Senate creates and charges such a taskforce, and requests our participation, the parties agree to participate. The task force should consist of 8 members, including 2 chosen by the administration, 2 chosen by AAUP, 5 chosen by the faculty senate. The task force should consist primarily of tenured faculty.

The University agrees to provide support to fund the research required to develop a solid assessment and proposal for tenure for teaching, to hold university-wide forums to involve the campus in the discussion and, if deemed necessary by all three parties, summer stipends for a small sub-committee to work and write during the summer months.

In the interest of efficiency, the university and association offer here suggestions for a work plan. These suggestions are not binding; however we encourage the Faculty Senate, if they chose to establish the task force, to provide a clear charge that outlines expected outcomes. We suggest that the work plan be divided into two phases (1, models and best-practice; 2, implementation at PSU) and that campus-wide discussions be held at an appropriate time during each phase.

### **PHASE 1: What might this look like?**

- Taskforce members research models and best practices for rewarding tenure for teaching.

- Two or more public forums held to present results of research and solicit feedback from campus. The forum dates should be publicized to all potential stakeholders, including but not limited to faculty, students, department chairs, administrators, and employees responsible for student and/or faculty support.
- Following the forums, feedback solicited online and by email from campus members.
- Task Force makes a progress report to Faculty Senate steering committee and to the Faculty Senate.

**PHASE 2: How might this look and work at PSU?**

- Task force reviews feedback and formulates a proposal for the creation and then implementation of tenure for teaching at PSU. The proposal should take best practice into account and address topics such as, but not limited to: recruitment and hiring, workload expectations, evaluation for tenure and promotion, implementation and transition to the new system.
- Forums held on campus to present the task force's proposal and solicit feedback from across campus.
- Task force recommendations presented to the Faculty Senate, questions answered, proposal discussed, then voted on at the following meeting.

This LOA will be effective upon execution and will be incorporated in the successor collective bargaining agreement after ratification.

For the University

*Orally Chabon*  
Signed

11/6/15  
Date

For the Association

*[Signature]*  
Signed

11/6/15  
Date



# Attachment E.1.a

December 3, 2015

TO: Faculty Senate

FROM: David Kinsella  
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 by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbworks.com> and looking in the **2015-16 Comprehensive List of Proposals**.

## **College of Urban and Public Affairs**

### **Change to Existing Programs**

#### E.1.a.1

- PHD Community Health – change to existing program: change required courses  
FSBC Comments: see wiki

### **New Courses**

#### E.1.a.2

- PA 579 Policy Tools in Policy Design, 3 credits  
This course concerns the use of policy tools in designing public policy. It considers the strengths and weaknesses of the individual tools and the tradeoffs made in choosing or combining them. The way policy mechanisms and instruments are assembled into a policy mix can be helpful or seriously problematic.

# Attachment E.1.b

December 3, 2015

TO: Faculty Senate

FROM: David Kinsella  
Chair, Graduate Council

Robert Fountain  
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 by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbworks.com> and looking in the **2015-16 Comprehensive List of Proposals**.

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

### **New Courses**

#### **E.1.b.1**

- ESM 493/593 Advanced Environmental Science Lab and Field Methods, 4 credits  
Trains seniors and graduate students in skills that can be used in field and laboratory research. The specific application and topics will rotate from term to term allowing students to learn skills necessary to their own research but also to learn methods employed by other research groups in ESM. Prerequisite: Senior or graduate standing.

## **School of Business Administration**

### **New Courses**

#### **E.1.b.2**

- ISQA 432/532 Craft Beverage Operations Management, 4 credits  
An overview of the craft brewery business from grower to glass. Covers processes and associated costs for making and selling craft beverages from raw materials to production, distribution, and retail environments. Students will complete a basic business plan. Prerequisite: Junior/senior standing. Prerequisite: Junior or Senior standing.

## **Graduate School of Education**

### **New Courses**

#### **E.1.b.3**

- SPED 430/530 Families and Advocacy (Elementary), 3 credits  
Investigate practical strategies and tools in the areas of student support and advocacy, school-family collaboration and transition planning. Curriculum related to person-centered planning and teaching self-determination skills will be addressed. Examine collaborative skills needed to empower students, families, communities, service agencies, and other support systems. Prerequisite: Admission to the Special Educator Licensure Program or MS in Special Education.

#### E.1.b.4

- SPED 431/531 Families and Advocacy (Secondary), 3 credits  
Investigate practical strategies, tools and exemplary practitioners in the areas of student support and advocacy, school-family collaboration and transition planning. Address concepts and curriculum related to person-centered planning and teaching self-determination skills. Examine collaborative skills needed to empower students, families, service agencies, and other support systems to facilitate inclusive practices. Prerequisite: Admission to the Special Educator Licensure Program or MS in Special Education.

# Attachment E.1.c

December 3, 2015

TO: Faculty Senate

FROM: Robert Fountain  
Chair, Undergraduate Curriculum Committee

RE: Consent Agenda (revised)

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 by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbworks.com> and looking in the **2015-16 Comprehensive List of Proposals**.

## College of the Arts

### **Changes to Existing Courses**

E.1.c.1

- Film 135 Classic Movies – drop.

E.1.c.2

- Film 365 Classic Movies – drop.

E.1.c.3

- Film 385 American Cinema and Culture II – drop.

E.1.c.4

- TA 313 Scene Design II – drop.