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PORTLAND STATE UNIVERSITY
FACULTY SENATE



TO: Senators and Ex-officio Members to the Senate
FR: Sarah E. Andrews-Collier, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on **May 7, 2012**, at 3:00 p.m. in room **53 CH**.

AGENDA

- A. Roll
- B. *Approval of the Minutes of the April 2, 2012, Meeting
- C. Announcements and Communications from the Floor
Discussion Item – Governance Redesign (Liebman and Jones)

NOMINATION OF THE 2012-13 PSU FACULTY SENATE PRESIDENT <u>ELECT</u>
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- D. Unfinished Business
 - *1. Proposal to Amend the Constitution, Library Committee
- E. New Business
 - *1. Curricular Proposals Consent Agenda
 - *2. Proposal to Amend the Constitution, Advisory Council
- F. Question Period
 - 1. Questions for Administrators
 - 2. Questions from the Floor for the Chair
- G. Reports from Officers of the Administration and Committees
 - President's Report (16:00)
 - Provost's Report
 - *1. Academic Requirements Committee Annual Report - George
 - *2. General Student Affairs Comm - Annual Report - Miller
 - ~~3. Intercollegiate Athletics Board Annual Report~~
 - ~~4. Honors Council Annual Report~~
 - *5. Library Committee Annual Report - Merrow
 - *6. Scholastic Standards Committee Annual Report – O'Banion
 - *7. Teacher Education Committee Annual Report – De La Cruz

H. Adjournment

***The following documents are included in this mailing:**

- B Minutes of the APRIL 2, 2012 Meeting and attachments (2)
- D-1 Proposed Amendment to the Constitution, Library Committee
- E-1 Curricular Proposals Consent Agenda
- E-2 Proposed Amendment to the Constitution, Advisory Council
- G-1 Academic Requirements Committee Annual Report
- G-2 General Student Affairs Committee Annual Report
- G-5 Library Committee Annual Report
- G-6 Scholastic Standards Committee Annual Report
- G-7 Teacher Education Committee Annual Report

Secretary to the Faculty

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*** 2011-12 PSU FACULTY SENATE ROSTER ***

****2011-12 STEERING COMMITTEE ****

Presiding Office: Gwen Shusterman
 Presiding Officer Elect: Rob Daasch
 Secretary: Sarah Andrews-Collier
 Steering Committee (4):
 Mark Jones and Darrell Brown (2012)
 Gerardo Lafferriere and Lisa Weasel (2013)
Ex officio (Comm on Comm) Cindy Baccar

2011-12 FACULTY SENATE (56)

All Others (8) 2 above new count

†Baccar, Cynthia	ADM	2012
Hatfield, Lisa	DDPS	2012
Ketcheson, Kathi	OIRP	2012
Vance, Mary	CARC	2012
*Tarabocchia, JR(Thompson)	DOS	2012
*Flores, Greg (Ostlund)	CARC	2013
Harmon, Steven	OAA	2013
Jagodnik, Joan	ARR	2013
Ryder, Bill	EMSA	2013
Sanchez, Rebecca	SBA	2013

Business Administration (3)

†Raffo, David	SBA	2012
Brown, Darrell	SBA	2013
_____ (Johnson)	SBA	2013

Education (4)

Caskey, Micki	ED	2012
†Smith, Michael	ED	2012
Burk, Pat	ED	2013
<i>Rigelman, Nicole</i>	<i>ED</i>	<i>2014</i>

Eng. & Comp. Science (5)

Daasch, W Robert	ECE	2012
Feng, Wu-Chang	CMPS	2013
Jones, Mark	CMPS	2013
†Maier, David	CMPS	2013
<i>Tretheway, Derek</i>	<i>ME</i>	<i>2014</i>

Fine and Performing Arts (3)

†Glaze, Debra	MUS	2012
Berrettini, Mark	TA	2013
<i>Magaldi, Karin</i>	<i>TA</i>	<i>2014</i>

Library (1)

†Paschild, Christine	LIB	2012
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CLAS – Arts and Letters (9)

Arante, Jacqueline	ENG	2012
Danielson, Susan	ENG	2012
* _____ (Jacob)		2012
* _____ (Wetzel)		2012
Agorsah, Kofi	BST	2013
†Kominz, Larry	WLL	2013
Medovoi, Leerom	ENG	2013
<i>Jaen-Portillo, Isabel</i>	<i>WLL</i>	<i>2014</i>
<i>Greenstadt, Amy</i>	<i>ENG</i>	<i>2014</i>

CLAS – Sci (7)

Cummings, Michael	GEOG	2012
†Latiolais, Paul	MTH	2012
O'Halloran, Joyce	MTH	2012
Elzanowski, Marek	MTH	2013
Palmiter, Jeanette	MTH	2013
Weasel, Lisa	BIO	2013
<i>Lafferriere, Gerardo</i>	<i>MTH</i>	<i>2014</i>

CLAS – Soc Sci (6) 1 above new count

Brower, Barbara	GEOG	2012
Butler, Virginia	ANTH	2012
Schechter, Patricia	HST	2012
†Beyler, Richard	HST	2013
Farr, Grant	SOC	2013
Lang, William	HST	2013
<i>Liebman, Robert</i>	<i>SOC</i>	<i>2014</i>

Other Instructional (2)

Trimble, Anmarie	UNST	2012
†Flower, Michael	HON	2013

Social Work (4)

†Curry, Ann	SSW	2012
<i>Jivanjee, Pauline</i>	<i>SSW</i>	<i>2013</i>
<i>Pewerardy, Nocona</i>	<i>SSW</i>	<i>2014</i>
<i>Talbott, Maria</i>	<i>SSW</i>	<i>2014</i>

Urban and Public Affairs (4) 1 above new count

Carder, Paula	IOA	2012
†Henning, Kris	JUST	2012
McBride, Leslie	CAE	2012
Dill, Jennifer	USP	2013
<i>Newsom, Jason</i>	<i>OIA</i>	<i>2014</i>

*Interim appointments

†Member of Committee on Committees

DATE: 4/18/12 *New Senators in Italics*

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, April 2, 2012
Presiding Officer: Gwen Shusterman
Secretary: Sarah E. Andrews-Collier

Members Present: Arante, Baccar, Berrettini, Beyler, Brown, Burk, Cummings, Curry, Daasch, Dill, Elzanowski, Feng, Flores, Flower, Greenstadt, Harmon, Hatfield, Jaen-Portillo, Jagodnik, Jivanjee, Johnson, Jones, Ketcheson, Kominz, Lafferriere, Latiolais, Magaldi, McBride, Medovoi, Newsom, O'Halloran, Ott, Palmiter, Paschild, Perewardy, Pullman, Raffo, Sanchez, Schechter, Shusterman, Smith, Tarabocchia, Tretheway, Trimble, Weasel.

Alternates Present: Duh for Brower, Anderson for Butler, Ellis for Vance.

Members Absent: Agorsah, Carder, Caskey, Danielson, Farr, Glaze, Henning, Lang, Liebman Maier, Rigelman, Ryder, Talbott.

Ex-officio Members

Present: Andrews-Collier, Balzer, Chmlir, Cunliff, Everett, Mack, Merrow, Moeller, Ostlund, O'Banion, Pernsteiner, Reynolds, Rimai, Rose, Su, Wiewel.

A. ROLL

B. APPROVAL OF THE MINUTES OF THE MARCH 5, 2012, MEETING

The meeting was called to order at 3:03 p.m. The minutes were approved with the following correction: Holmes for Sanchez.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

Chancellor 's Report

PERNSTEINER spoke after "E-2". He first thanked PSU faculty for what they do and the difference they are making for the state, as well as their students. He gave a brief overview of the OUS system, where it is now and where it may go in the next one-two years, notwithstanding the uncertainty of current governance plans. By every measure of student success, research productivity, and service, PSU and the OUS system have never been more successful. Regarding financing, state appropriation is most likely to improve in the 2013-15 biennium. The state could invest in both operating and capital budgets, as the repayment of old debt will be completed, and debt capacity will be increased. Regarding legislation creating the public university system, we now have control over risk management, health care plans, legal services, etc. and we had immediate payback, including keeping our fund balance, and avoiding across the board cuts. We are confident that we are on track for increasing enrollment, with respect to the state's 40-40-20 goal, and PSU has been no small part in getting us there.

Regarding the budget, a year ago we believed we would be subject to a budget developed by the Oregon Education Investment Board (OEIB) as the governor's vehicle, and that we would have decided on the achievement measures. As of today, the measures are still being decided, and the tie to the budget doesn't exist. There is a new budget process, yet to be rolled out, in which outcomes will be tied to the state's investment and decided upon by a citizen board. We have already asked campuses to provide mission specific proposals, and we are testing those in citizen focus groups and will bring those as well as our traditional budget back to the table. We are trying to get funding for higher education at the head of the line in the 2013 session, as revenues improve. We have connected ourselves to a 501c4 organization on behalf of university education, and are approaching the budget differently in order to have a better outcome. Making sure that all this hangs together is the task for the next several months.

Concurrently with this, we are looking at university governance, and if there a better way to govern the individual universities that will allow us to reach the 40-40-20 goal more easily. The system presidents have weighed in, the board needs to weigh in, and the OEIB will look at how to organize all of education in Oregon. The Higher Education Coordinating Commission has replaced the joint boards, and in July, a new group is supposed to orchestrate all higher education institutions. They are coming into a system already in flux so the question is how they will fit in, and what impact they will have. There will be confusion but most of the confusion does not affect faculty and campuses. In the end what matters is what you do day to day, and we will figure out how to maximize what we are able to get out of state investment. The state of the system is pretty positive on most measures, and confusion is only on how things will come together.

DAASCH asked where the opportunities are in this process. PERNSTEINER stated that the fact that we are on a positive trajectory, and that we are doing our capital plan in a more systematic way. Also because each institution is doing different things, we can use different pieces to play to the different interests. BURK asked how diversity fits into this. PERNSTEINER stated that the student body is more diverse that ever, but the challenge is to make the faculty and staff as diverse. Also, regarding students we are analyzing data to ensure that student success is going on for all demographics, not just in overall numbers. We are also comparing best practices from different campuses to find models to use elsewhere in the system. ARANTE asked for a clarification regarding out of state students and performance measures. PERNSTEINER stated that about a quarter of those students stay in the state, especially Portland, and those students fit into the 40-40-20 goal, and reminded that student diversity also has pedagogic and financial value. MEDOVOI noted that internally the budget forecast is much less optimistic, including 4% cuts for each of the next three years, and asked for comment. PERNSTEINER noted there is probably a disjuncture on practically every campus. We are still internalizing cuts from February, and the improvement of state appropriations will increase gradually, not all at once. Expenses are happening now, so the question is how we manage in the four-year interim until 2017, and beyond. State appropriation at every campus is far less than student tuition, so even if you improve it, how do you handle the revenue

imbalance. The big improvement will come on the capital side in 2013-15, and then the campuses can breath easier.

Discussion Item – On Line Learning

BROWN, for the Ad Hoc Committee, reviewed the committee's membership, charge and progress (attachment). He also posed some questions the Senate might be interested. The Presiding Officer moved the meeting to a committee of the whole for fifteen minutes. (:53-1:05)

D. UNFINISHED BUSINESS

None.

E. NEW BUSINESS

1. Curricular Consent Agenda

BROWN/HARMON MOVED THE SENATE APPROVE curricular proposals as listed in "E-1."

2. Proposal to Amend the PSU Faculty Constitution, Art. IV, 4, 4), f. Library Committee

SANCHEZ/FLOWER MOVED THE SENATE APPROVE the amendment to the Constitution, as listed in "E-2."

MERROW discussed the intent of the proposal for the Library Committee.

MEDOVOI thanked the Library Committee for their commitment to the Library. Hearing no other discussion, the Presiding Officer noted the amendment would be returned to the meeting in May, after Advisory Council review.

F. QUESTION PERIOD

None.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

President's Report

WIEWEL welcomed faculty back for Spring term, noting that lines seems to be moving well at the various venues related to registration activities. The Board has resumed campus visits and will be visiting PSU on Friday, including an open meeting at 2:00 in the Vanport Room. The Urban Renewal designation is moving forward well. WIEWEL noted with pleasure the efficiency and quality of the Provost Search, and indicated that Dr. Andrews is already scheduling meetings with campus constituencies to take place

before her formal arrival on 1 July. Dr. Springer, the new Dean of Social Work is already visiting as well.

WIEWEL noted, with respect to the remark made to the Chancellor, that we have asked for proposals for what people would do if there were 4% cuts next year. We don't know yet if and what cuts might be, but we have an unknown gap we will have to fill. We don't want to overcut, but we want to avoid a large hole we would have to make up the following year. We won't know that we did the right thing until enrollment in October is counted. There is also separate discussion about the new budget model to roll out in 2013. The debt level will operate at the level of the schools and colleges, not departments. The new model will lead to greater transparency, and if we need more time to get there, we will take it. If appropriations improve, we still have a large gap to fill. On the capital side, improvements would allow us to move forward with the Neuberger remodel, and the business school proposal.

WIEWEL also cited several kudos recently received by various units, including the new Center for Innovation and Entrepreneurship.

Provost's Report

The Provost was out of town.

1. Faculty Development Committee

The Presiding Officer thanked the committee for their work and accepted the report for the Senate.

2. Academic Advising Council Annual Report

The Presiding Officer thanked the committee for their work and accepted the report for the Senate.

3. Institutional Assessment Council Annual Report

The Presiding Officer thanked the committee for their work and accepted the report for the Senate.

4. Strategic Plan Report

SHUSTERMAN presented the report to the Senate noting that the Steering Committee charged a sub-committee to review the plan at the President's request, with regard to faculty governance (attached). Each unit has a different relationship to the mission and themes, and we feel there is flexibility in that. For each theme, she listed several things the committee thought important, and gave examples: have all parties been included, for theme one; should faculty be more explicitly included, for theme two; are the metro/sustainability objectives listed too narrow for theme three; are objectives specific and data driven for theme four; and, has there been significant enough faculty input for theme five. Suggestions include:

passing the document to the departments to review alignments, identify obstacles, and measure quality of life therein.

DAASCH queried if a timeline has been set for input. SHUSTERMAN stated no. RUETER noted that the committee was pleased to get the document when there was still time for comment.

H. ADJOURNMENT

The meeting was adjourned at 4:40 p.m.

Strategic Plan Report

March Faculty Senate 2012

John Rueter (EPC)

Jim Morris (GC)

Rachel Cunliffe (UCC)

Dave Hansen (EPC)

Alan MacCormack (ARC)

Gwen Shusterman (Chair)

<http://www.pdx.edu/president/> University Planning

General Comments:

- We read the Strategic Plan with a focus on faculty governance and engagement.
- As a public document of visions and goals, we recommend acceptance by the Faculty Senate
- Recognizing that each unit has a unique mission, as written, the document leaves flexibility of departments and units to determine their alignment and role within the plan.

Next Steps:

- Submitting our comments on the draft or working version of the Strategic Plan. We recognize it is a living/working document and that the intent is that our comments will be considered during the June President's retreat.
- Senate could suggest new wording or focus for goals that we feel would benefit from a rewrite.
- We look forward to a more specific conversations – as objectives taken to actions

Theme 1: Provide Civic Leadership Through Partnerships

- Strategic partnerships in four key areas:
 - Regional Economic Development (industry clusters, entrepreneurship, innovation)
 - Urban Sustainability (built environment and ecosystem services)
 - Urban Sustainability (education and social services)
 - Health and Life Sciences (OHSU and health care providers)
- Expand to other areas?
- Are all interested parties included?

Theme 2: Improve Student Success

- In this theme, we suggest that the role of faculty in the goals be more clearly expressed.
- Several of the goals would benefit from reconsidering the wording of the goal to focus more on student success rather than on “assessment”, for example.
- Another example: (Goal 2.5) Many studies show that increasing student engagement can be directly related to time spent with faculty; include in the objectives for this goal.

Theme 3: Achieve Global Excellence

- We understand that this theme is about research and diversity
 - Concern that the objectives are too narrowly focused – Metro region and sustainability
 - Who decides areas for strategic investment?
 - Where is faculty input?
 - Perhaps workshops for faculty to be able to address sustainability in their work
- Diversity
 - Should this be a separate theme?
 - Concern objectives are insufficient to meet goals

Theme 4: Enhance Educational Opportunity


- Many questions
 - Goal 4.2 addresses on-line instruction
 - We would like to see this be data driven.
 - Where is student demand greatest?
 - Where does on-line best facilitate/fit student learning?
 - Do all students need to take at least one on-line course to prepare for life long learning?
- Goal 4.3 addresses financial challenges and access
 - Right mix of students – consider academic preparation
 - Increase students we have a good chance of retaining
 - Keep PSU mission in mind – not just financial need

Theme 5: Expand Resources and Improve Effectiveness

- Goal 5.1: New budget model
 - Where does faculty governance fit here?
- Goal 5.2: Curricular Efficiency
 - This goal needs significant faculty input
 - What support strategies will be provided/explored for student success in large classes?
- Goal 5.3: Senate Bill 242 – governing boards
 - Need a clear process for faculty voice and consideration of faculty governance.
- Goal 5.5: Philanthropy
 - Focus should match places in strategic plan that note the need for additional resources

Final Comments:

- We suggest that the document be passed to departments with the goal of providing feedback on how well the goals align with current activities and future aspirations of departments.
- Provide departments/units the opportunity to identify obstacles and incentives inherent in the plan goals
- What efforts can be made to address current faculty that feel left out of strategic plan?
- In an ideal world, we would like an additional theme that was focused on promoting a full and balanced life for all staff, faculty and students.




Ad Hoc On Line Learning Committee

Candyce Reynolds, Chair (Education)


Sarah Beasley (Grad council rep; Library)
Darrell Brown (Business)
Karla Fant (Computer Science)
Meredith Farkas (Library)
Martha Hickey (International Studies)
Anne Knepler (University Studies)
Rik Lemoncello (Speech and Hearing Sciences)
Anne McClanan (Art)
Rachel Webb (Math)

Melody Rose, ex officio (Vice Provost, Academic Programs and Instruction)



CHARGE: Work with director of COL to provide faculty voice on policies and provide input on issues. Help establish best practices for delivery and assessment of online learning at PSU.


1. Provide faculty voice in prioritizing needs and the allocation of resources.
 - a) Assess demands
 - b) Prioritize requests and proposals
 - c) Develop policies to support departments
2. Provide faculty input for policies related to:
 - a) The online fees
 - b) Faculty workload
 - c) Curricular review
 - d) Copyright & IP



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What is happening now?

- Establish formal design process; ensure quality
 - Templates/Quality Matters
 - Focus to enhance impact of innovations
 - Separate support (OIT) and design (COL)
 - Expand services
 - Provide online tutoring/advising/career counseling
 - Support for bottleneck courses
- Process to prioritize
 - Piloting PSU Queue in Math/Stats now
 - Committee will support the review process
 - Aligned with IAC initiatives
 - Fee allocation and cost analysis are up next



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Discussion item—On line learning

- What does the Senate want from the committee in terms of reporting?
- What are the timelines for moving ahead with on line learning?
- How will the COL interact with departments and programs in the future?
- As an individual faculty member, how do I relate to the COL?

To: Faculty Senate

Re: Library Committee Interim Annual Report

Committee Chair: Kathleen Merrow

Committee Members: Elizabeth Almer, Richard Beyler, Michael R. Clark, Jack Corbett, Jon Holt, and Susan Masta. Ex Officio: Lynn Chmelir

The Faculty Senate Library Committee would like to get underway a **proposal to change the language of the committee charge in the PSU Faculty Constitution**. The existing charge reads as follows:

Proposal to Amend the Constitution, Art. IV, 4., 4), f. Library Committee

Underline text to be added; text to be moved *in italics*; ~~strike through~~ text to be deleted.

This committee shall consist of seven faculty members, and two students. The faculty members shall include at least two each from Arts & Humanities, Science & Engineering, and Social Sciences The Committee shall:

- 1) ~~Advise the Director of the Library in the establishment of all policies regarding the Library.~~
Advise the University Librarian on policies concerning the library budget, collections, services, and the use of space.
- 2) ~~Recommend the allotment of library purchases and acquisitions according to college, school and departmental needs.~~ Act as an advocate for the library on behalf of the Faculty Senate.
- 3) Make recommendations on the principles guiding library purchases and acquisitions according to college, school and departmental needs.
- 4) Act as a liaison to faculty and students.
- 5) ~~3) Report to the Senate at least once each year.~~

Rationale:

The committee felt that our charge needed updating to be current with our actual practice over the last several years, as the nature and circumstances of PSU's Millar Library have changed significantly. One thing we felt strongly about was the need for advocacy on behalf of the library as well as advocacy to the library on behalf of the faculty. Only the latter aspect is explicitly present in the original charge. It is particularly important in face of apparently permanent budget challenges and reduced funding that the Library Committee function as a voice for support of the central role of the library in all aspects of our work as faculty. In recent years this has meant actions like bringing resolutions to the Faculty Senate to make funding of the Library a highest priority of the administration. We also wanted to express in the charge the role the educative role the committee plays in acting as a liaison.

In addition, we felt that it was no longer possible to recommend specific allotments for purchases and acquisitions given the incredibly changed and highly complex nature of the publishing and delivery systems for academic materials both print and electronic. Rather than produce policy that operated from the bottom-up we think that policy decisions made by the committee should work to shape the basic principles that govern the allocation of resources at all levels. The proposed language reflects the committee's sense of its responsibilities.

April 9, 2012

TO: Faculty Senate

FROM: Rachel H. Cunliffe,
Chair, Undergraduate Curriculum Committee

RE: Submission of Undergraduate Curriculum Committee – **Consent Agenda**

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

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbworks.com> and looking in the **2011-12 Comprehensive List of Proposals**.

Maseeh College of Engineering and Computer Science

Changes to existing program

E.1.c.1.

- BS in Environmental Engineering – adding BS upper-division engineering course work requirements that were inadvertently left off the existing ENEV degree description; added a new 2 credit class “Environmental Soil Mechanics” as a requirement for the BS ENVE; reducing elective credits in senior year from 20 to 18 credits; geoenvironmental track has been adjusted to reflect the new Environmental Soil Mechanics course.

New Courses

E.1.c.2.

- CE 345 Environmental Soil Mechanics (2)
Introduction to the description, classification, and significant engineering properties of soils for environmental majors. Emphasis on index properties, permeability, and flow nets. Prerequisites: EAS 212.

Undergraduate Studies

New Clusters

E.1.c.3.

- **Gender and Sexuality Studies**

The new Gender and Sexualities Studies (G&S) SING will focus on questions and lines of inquiry shaped by women and gender studies as it engages with and incorporates the newly emerging field of sexuality studies and queer theory. On some registers these two fields of women/gender studies and sexuality studies overlap and meld easily, on others they yield conflicts and controversy. The SING will address both. The overall objectives of the SING are to introduce students to both fields of study, including major theoretical approaches, and to enable students to create what feminists call praxis, or the application of theory to practice, through a closer look at selected topics such as sexual violence, body image, gender performance, and queer identity narratives. The course is designed to aid students in thinking critically about systems of power, difference, and resistance. Finally, the course will strive to engage students in a collaborative learning community, with the assumption that both instructors and students share responsibility for creating an environment in which curiosity, collaboration and respect are fostered.

The content of this course will open lines of inquiry related to some of the following questions relevant to both fields: What does gender mean and how can it be used as a tool of analysis? What is the relationship between gender and the sexed body? What does it mean to say that sexuality is socially constructed? How do gender and sexuality intersect with, and indeed, rely on, race, class, ability, nation and religion? How are identity categories and normative systems of behavior socially and historically produced? How have groups resisted oppressive systems of power? How does one build alliances across differences related to social location?

For a list of courses approved for the Gender and Sexuality Studies cluster, see E.1.c.4. below.

Changes to Existing Clusters

E.1.c.4.

Delist Sexualities and Women's Studies Clusters

In an effort to support effective academic planning by students and to improve the cohesion of University Studies, the program is making a number of changes. We request the de-listing of the Sexualities and Women's Studies clusters upon approval of the Gender and Sexualities cluster.

Upon approval of the request to de-list the clusters above, we further ask that ARC then establish the following:

- A student who has Sexualities or Women's Studies SING can meet the cluster course requirements by taking one or more courses from the Gender and Sexualities cluster.
- A student who has already taken Sexualities or Women's Studies SING, but still needs additional SINGs to meet UNST requirements, may count Gender and Sexualities SING as one of their options.
- A student who has taken previously approved cluster courses listed in Sexualities or Women's Studies cluster may use those courses to meet the Gender and Sexualities cluster course requirements.
- A student who has taken previously approved cluster courses listed in Sexualities or Women's Studies, but still need to take the connected SING, may meet the SING requirements by taking the Gender and Sexualities SING.
- Other cases will be resolved on a case by case basis. Students should not be disadvantaged by having to take additional University Studies requirements because of this programmatic change.
- A student can only count Gender and Sexualities SING once to meet the UNST requirements.

Following courses were approved for inclusion in this cluster:

BI 343U Genes and Society
CCJ 370U Women, Crime and Justice
CFS 490U Sex and the Family
COMM 337U Communication and Gender
COMM 452U Gender and Race in the Media
COMM 457U The Language of Violence
ENG 372U Topics in Literature, Gender and Sexualities
ENG 387U Women Writers
HST 340U Women and Gender in America (to 1865)
HST 341U Women and Gender in America (1865 to present)
HST 342U Women and Gender in America (1920 to present)
HST 343U American Family History
HST 352U European Women's History to 1700
INTL 331U Women in the Middle East
PHE 452U Gender, Race, Class and Health
PHL 312U Feminist Philosophy
PHL 369U Philosophy of Sex and Love
PS 380U Women and Politics
PS 425U Women and the Law
PSY 310U Psychology of Women
SCI 347U Science, Gender & Social Context I
SCI 348U Science, Gender & Social Context II
SCI 359U Biopolitics
SCI 365U Science of Women's Bodies
SOC 344U Gender and Sexualities;
TUR 331U Women and Gender in Turkey
WS 306U Global Gender Issues
WS 308U Topics in Gender, Literature & Popular Culture;

WS 310U Psychology of Women
 WS 312U Feminist Philosophy
 WS 330U Women of Color in the U.S.
 WS 331U Women in the Middle East
 WS 337U Communication and Gender
 WS 340U Women and Gender in America (US to 1865)
 WS 341U Women and Gender in America (1865 to 1920)
 WS 342U Women and Gender in America (1920 to present)
 WS 343U American Family History
 WS 347U Science, Gender and Social Context I
 WS 360U Introduction to Queer Studies
 WS 365U The Science of Women's Bodies
 WS 370U History of Sexualities;
 WS 372U Topics in Literature, Gender and Sexuality
 WS 375U Topics in Sexuality Studies
 WS 377U Topics in Feminist Spirituality
 WS 380U Women and Politics
 WS 425U Women and the Law
 WS 452U Gender and Race in the Media
 WS 457U The Language of Violence

Following courses were approved for inclusion in this cluster on a temporary basis:

No 400 level course that requires or recommends another course(s) as a prerequisite should be included in the cluster. The following courses have required or recommended prerequisites and fall in this category and should be removed by Fall 2013:

BST 419U African American Women in the US
 PSY 431U Psychology of Men and Masculinity
 PSY 479U Women and Organizational Psychology

Pursuant to the Faculty Senate and University Studies Council's guidelines to not allow University Studies courses at a 400 level be cross-listed with graduate (500) level courses, any courses in 400U/500 format chosen for inclusion in a new cluster will be removed by Fall 2013 or earlier. **The following courses fall in this category:**

ARH 431U Women in the Visual Arts (this course requires action by Fall 2012)
 ARH 432U Issues in Gender and Arts (this course requires action by Fall 2012)
 EC 417U Women in the Economy
 ELP 455U Gender and Education
 TA 469U Women/Theater/Society
 WS 417U Women in the Economy
 WS 455U Gender and Education

Following courses were NOT approved for inclusion in this cluster:

Please remove the cluster designation "U" from the following courses:
 WS 399U Topics in Sexuality

E.1.c.4

Reapplication of Community Studies Cluster

In an effort to support effective academic planning by students and to improve the cohesion of University Studies, the program is making a number of changes. We request the approval of the reapplication of the Community Studies cluster and the addition and removal of courses to this cluster.

Following courses were approved for inclusion in this cluster:

(Already in Cluster:)

CHLA 301U Chicano/Latino Communities
 CHLA 380U Latinos in the Economy & Politics

CHLA	390U	Latinos in the Pacific Northwest
CHLA	450U	Latinos in the Education System
CR 417U		Intro to Non Violence
EC 314U		Private and Public Investment Analysis
ESM	355U	Understanding Environmental Sustainability
ESM	356U	Understanding Environmental Sustainability II
GEOG 332U		Urban Geography
HST	337U	History of American Cities
PHE	444U	Global Health
PHE	452U	Gender, Race, Class and Health
USP	311U	Introduction to Urban Planning
USP	312U	Urban Housing and Development
USP	317U	Introduction to International Development
USP	385U	History of American Cities
USP	386U	Portland Past and Present
USP	425U*	Community and the Built Environment
USP	426U*	Neighborhood Conservation and Change

Courses with an asterisk (*) above are currently 400-level courses; proposals to renumber them as 300-level courses have been submitted.

(New to the cluster)

ANTH	318U	Asian American Experience
COMM 313U		Communication in Groups
COMM 389		Ethics of Human Communication
CR 301U		Introduction to Conflict Resolution
CR 302U		Introduction to Peace Studies
GEOG 331		Geography of Globalization
GEOG 380		Maps and Geographic Information
INTL	351U	The City in Europe: Social Sciences
PHIL	371	Philosophy and the City
PA 311U		Introduction to Civic Leadership
SOC	337U	Minorities
USP	313U	Urban Planning: Environmental Issues
USP	314	The City in Film
USP	324U*	Healthy Communities
USP	350U*	Concepts of Citizen Participation

Courses with an asterisk (*) above are currently 400-level courses; proposals to renumber them as 300-level courses have been submitted.

Following courses should be removed from Community Studies cluster and will have the “U” removed from the course number:

BST	416U	African American Urban Education Problems
COMM	437U	Urban Communication
GEOG	462U	Sense of Place
SOC	420U	Urbanization and Community
USP	399U	Intro to Documentary Methods

Following courses should be removed from Community Studies cluster and will retain the “U” as they remain in other clusters.

ECON	419U	Economics of Race and Ethnicity;
SOC	436U	Social Movements

PROPOSED AMENDMENT TO THE CONSTITUTION

Items added underlined; items deleted ~~struck through~~; items moved *in italics*.

ARTICLE VI. ADVISORY COUNCIL.

Section 1. Election.

The Faculty shall elect, during spring term by secret ballot, three members of an Advisory Council of six members, from the membership of the Faculty other than ex-officio members of the Senate (see Article V, Section 1, Paragraph 1), with no more than four members from any single Senate division, and with no more than one member from any single department.

The election shall be administered by the Secretary to the Faculty under the supervision of the Senate Steering Committee. The Secretary to the Faculty shall ~~circulate a list of all contact~~ eligible ~~full-time faculty members to~~ members of the Faculty with the directions that any potential candidate may ~~delete~~ submit his or her name if s/he ~~does not wish~~ wishes to be a candidate for an Advisory Council position.

~~Names of~~ Current Advisory Council members, with the exception of interim appointees having served one year or less, are to be excluded, since no member may serve two consecutive regular terms.

~~No later than four weeks before the Senate election, the Secretary to the Faculty shall submit the list of valid nominees to every member of the Faculty and request the nomination of no more than six eligible candidates. The six persons named the greatest number of times shall be declared the nominees for election to the Advisory Council. All persons tied for the final position shall be declared nominees, and all nominees shall stand for election.~~

On the last Monday in April, ballots bearing the names of those ~~nominees~~ willing to serve shall be mailed to the members of the Faculty. Each member shall vote for no more than three candidates; ballots not so marked shall be declared void. The three persons receiving the greatest number of votes shall be elected, in consideration of the divisional distribution described above.

In case of a tie vote for the final position or positions, an additional ballot listing only the nominees involved in the tie vote shall be taken. All such election procedures shall take place before June 1.

Section 2. Date of Office Taking and Period of Service.

All terms of office shall date from June 1, 1981, following the election of council members; each member shall serve for two years.

At the call of any two members, the new Council shall convene and elect a chairperson and a secretary from its membership.

Section 3. Vacancies.

1) Vacancies on the Advisory Council occur through voluntary resignation submitted to the President by the elected member, or by interruption of service to the Council through leave of absence or sabbatical leave for one term or more. 2) Vacancies occurring on the Advisory Council shall be filled through appointment by the Secretary to the Faculty, who shall designate that nominee not elected who in the immediate past Advisory Council election had the greatest number of votes. An interim appointee shall complete the regular term of office. An interim appointee having served one year or less shall be eligible for election at the end of his or her term.

Section 4. Powers and Duties.

The Council shall: 1) Serve as an advisory body to the President on matters of policy. 2) Serve the President as a committee on ad hoc University-wide committees. 3) Appoint membership of hearing committees and panels as required by the Administrative Regulations of the Oregon State System of Higher Education and the Faculty Conduct Code. 4) Perform those duties related to constitutional amendments, as described in Article VIII. 5) Upon its own initiative or upon the initiative of a member of the Faculty, the Senate, or the administration, give advice to the President on the meaning and interpretation of this Constitution. 6) Conduct studies and make recommendations on matters of faculty welfare to be presented to the President and/or the Senate. 7) Report at least once each year to the Senate. It may report, with or without recommendation, on any legislation, or matters referred to it. This report may be unanimous or in the form of a majority and a minority report.

Rationale:

To ensure broadest possible representation of academic divisions among Faculty Advisory Council members, at its March 21, 2012 meeting, Advisory Council members verified a written statement/recommendation limiting council membership to four members from any single division, with no more than one member from any single department.

Academics Requirements Committee (ARC)

Annual Report

Date: April 16, 2012

Members, 2011-12

Linda George - ESM - Chair

Martha Hickey, WLL/INTL

Agnes Hoffman, ADM

Becki Ingersoll, UASC

Galina Kogan - WLL

Alan MacCormack, UNST

Jane Mercer, SCH

Robert Mercer, CLAS

Louise, Paradis, CARC

Consultants:

Angie Gaborino, Assistant Director ARR

Melody Rose, Vice Provost OAA

The ARC met regularly (about twice per month) from September 2011 through April 2012 and reviewed 291 petitions. Of those, 221 were granted and 24 were denied (46 pending).

Significant issues that we worked on:

Writing Requirement

The new undergraduate Writing Requirement passed the Senate in 2010-11. However, due to an oversight this requirement was not put into the 2011-12 catalog and caused significant confusion for advisors and students. As a consequence, in consultation with the Senate Steering Committee, we delayed implementation of the requirement until Fall 2012. This requirement **will** appear in the 2012-13 catalog and there will be a memo circulated to PSU advisors and department heads, as well as our community college partners about the new requirement.

Area Distribution Requirements

For the last several years, ARC has been fielding requests from departments to alter (either course by course or by department) their listing as being in one of the academic distribution areas: science, social science, humanities and fine arts. Due to the current policy of assigning distribution area by course prefix, we have some obvious misalignments between content and official distribution areas (e.g. a GEOG course on Weather counts as Social Science). In addition, as the University's curriculum has become more complex and interdisciplinary, it seemed prudent to review other approaches. We looked at the practices at other universities and found that the most common approach for distribution requirements is to associate *each course* with a distribution area, not by departmental prefix. After discussions with Vice Provost Rose and Steve Harmon, we decided that a course-by-course approach makes the best sense. We will continue our work on this project next year in consultation with the Faculty Senate and the new Provost.

Honors' Distribution Requirements

We met with Ann-Marie Fallon, Director of the Honor's College, to determine how Honor's coursework, previously exempt from distribution requirements, would now meet them. We agreed with Honor's assessment that University Honors students should be required to meet the baccalaureate distribution requirements, the university residency requirements and the 180-credit requirement. In addition, given

that the proposed required Honors course sequences are disciplinary in nature and will be taught by faculty trained in those disciplines, we agreed that these courses will fulfill distribution and university requirements in the following manner:

- HON 101,102, 103 meets 8 credits in the area of arts and letters and 4 in the social science distribution area.
- HON 201 meets 4 credits in the area of the social sciences.
- HON 202 meets 4 credits in the area of arts and letters.
- HON 203 meets 4 credits in the area of the natural sciences.
- Completing the HON 101-103 sequence also includes 3 credits of WR 121.
- Completing either the HON 101-103 or HON 201-203 sequence would meet the University's lower-division writing requirement.

HON 101,102,103,201,202 and 203 were reviewed and approved by the Undergraduate Curriculum Committee and approved by the Faculty Senate 1/9/12.

Revision of Constitution Description

We will propose amendment to the Faculty Constitution to specify representative membership of ARC to include faculty from the various Colleges and divisions, as well as specific administrative areas such as Admissions and Advising. We will also be proposing minor revisions of the ARC charge to clarify our role in proposing *university-wide* academic requirements.

University-wide Committees

Committee members represented ARC on several University-wide committees, Last Mile (Robert Mercer and Becky Ingersoll), Ad-Hoc Online Committee (Martha Hickey), Strategic Planning (Alan MacCormack) and Institutional Board (Linda George).

General Student Affairs Committee: 2011-12 Annual Report

Committee chair:

Michele Miller, AL/IELP

Committee Members:

Ethan Johnson, BST

Karen Popp, OGS

Emily Salisbury, UPA

Candyce Reynolds, ED

Anh Nguyen, Student representative

Brandon Harris-Ankerich, Student representative

John Monett, Student representative

Jonathan Riquelme-Lopez, Student representative

Cory Misley, Student Representative

This committee is charged by the Faculty Senate to:

- 1) Serve in an advisory capacity to administrative officers on matters of student affairs, educational activities, budgets and student discipline.
- 2) Have specific responsibility to review and make recommendations regarding policies related to student services, programs and long-range planning, e.g., student employment, educational activities, counseling, health service and extra-curricular programming
- 3) Nominate the recipients of the President's Award for Outstanding Community Engagement (12 awards) and the President's Award for Outstanding University Service (12 awards)

At the recommendation of the past chair and the Faculty Senate Steering Committee, this year the committee undertook an assessment of its charge and activities. It was apparent that items one and two of the committee's charge have not been attended to in recent years. As a result, the committee determined that going forward it will work closely with Enrollment Management and Student Affairs to serve as an advisory resource for the division. In consultation with Jacqueline Balzer, Vice President for Enrollment Management and Student Affairs and members of her staff, a communication plan for the committee's advisory capacity was established and will be implemented in the 2012-13 academic year.

The committee will meet once each month. Individual members will complete tasks between meetings. At the committee's first meeting of the academic year, the Vice President for Enrollment Management and Student Affairs will present an overview of EMSA's current and ongoing activities.

The committee will select (a) policy area(s) on which to work throughout the year and prepare a written recommendation to EMSA. Going forward throughout the year, the Student Affairs Outreach Coordinator will be the group's primary liaison with EMSA. Through direct outreach, the committee will be available to review and comment on policies and concerns brought forth by EMSA departments. The committee may also bring policy concerns to EMSA.

The committee will continue to nominate the recipients of the President's Award for Outstanding Community Engagement and the President's Award for Outstanding University Service.

To: Faculty Senate

Re: **Library Committee Annual Report 5/7/2012**

Committee Chair: Kathleen Merrow

Committee Members: Elizabeth Almer, Richard Beyler, Michael R. Clark, Jack Corbett, Jon Holt, and Susan Masta

Ex Officio: Lynn Chmelir

This year the Library Committee has considered the following:

1. The role of the Library Committee and how to best represent faculty interests as a well as act as a conduit between the library and the faculty.
2. The appropriate use of library space
3. Library budget allocations
4. Open source publication

1. In addition to discussing the charge generally we looked at several charges to library committees at other universities. Our discussion resulted in a proposal to change the language of the Faculty Senate's charge to the Library Committee (see attached). This has gone forward to the Senate and will be voted on in the May 7th meeting.

2. We were informed by the University Librarian that a task force had been set up to report to the Space Committee on the feasibility of using library space for non-library functions. As a committee we were concerned that this could further exacerbate demands on the already over subscribed space in the library. We produced a policy (see attached) aimed at expressing our interests in keeping library space dedicated to library appropriate purposes and focused upon the intellectual mission of the university. This policy was forwarded to the task force that has in turn made recommendations to the Space Committee (an Administrative committee). The Space Committee has not yet published a decision.

3. We were also informed that the library has adopted an Open Access Resolution that will start a process aimed at shaping an institutional mandate for open access (<http://www.library.pdx.edu/scholarlycommunicationnews.html>). This makes it easier for individual faculty to negotiate copyright with publishers. The Millar Library maintains a repository for PSU (<http://dr.archives.pdx.edu/xmlui/>) called PDXScholar, a searchable digital repository to which faculty can submit their research. The library committee would urge all faculty to publish through open access sources and to retain their copyright so that their research can be stored in our repository. This considerably lowers the cost to the university of obtaining materials.

4. Much of our time was also spent learning how the library budgets for allocations. Although this is a complicated process with a steep learning curve we are confident that the library is doing what it can to preserve collections for both the general curriculum and the individual subject areas and to ameliorate the effect of cuts on individual departments to the extent that it can given budget reductions, high inflation in the cost of journals, and changes in the nature of the publishing industry. This is a discussion that needs to continue next fall, as this is the point at which policy recommendations to the library can be most effective.

There are three things faculty can do to help make usage data for electronic materials more accurate:

1. Log in through PSU and use PSU licensed databases first to find articles.
2. Identify persistent links to articles in PSU licensed databases and use them to create proxy database URLs for use in D2L, email, etc. See the instructions here:
http://library.pdx.edu/persistent_links.html
3. Work closely with your subject area librarians and library liaisons. They know what is going on and are your point of contact and influence on the library allocations process.

ATTACHMENT:

Draft

Position Statement on Space Utilization of the Millar Library

At an urban university committed to student success, PSU students need quality space to study, learn, and perform research in a collaborative environment that provides access to information resources and services. It is the objective of the Library to serve as a nexus for student and faculty research and learning. It is the position of the Library Committee of the Faculty Senate that utilization of Library space for non-library functions should be prioritized to support this objective. Secondly, consideration should be given to allocating space to non-library functions that are synergistic with existing library functions.

The following is an example of a non-library function consistent with the objective of the library and synergistic with core library functions. The Library invited the Learning Center, which provides face-to-face tutoring services and student success courses, to occupy 2,500 square feet in Millar Library. This decision was supported by the Library's vision (as per its *Strategic Plan for 2012-2014*, presented to the Faculty Senate in May, 2011) to partner with other campus units that provide academic services to students. Remodeling has been funded by the Student Fee Committee and the move is planned for spring of 2012. The Library stands ready to welcome similar compatible units that directly provide face-to-face academic services to students, particularly by facilitating research, into the Millar building through the orderly and judicious repurposing of existing space.

The Library Committee of the Faculty Senate endorses these efforts to the extent that they directly support student learning and do not disrupt the Library's primary function of providing student and faculty access to library collections and services that further research, intellectual development, and scholarly pursuits.

Adopted by the Library Committee of the Faculty Senate, December 12, 2011

Scholastic Standards Committee

Annual Report

(submitted to the Steering Committee April 9, 2012)

Chair: Liane O'Banion, LC

Faculty: Jen Dahlin, SHAC
Haley Holmes, SBA
Shoshana Zeisman, ACS
Paula Harris, INT
Casey Campbell, PSY
Linda Liu, SSS
Jonathan Pease, WLL
Jane Mercer, UPA

Student: Daniel Jones
Yesenia Silva-Hernandez

Consultants: Melody Rose, Vice Provost for Acad. Programs & Instruction; Veda Kindle, Registration and Records; Mary Ann Barham, ACS
_____, OGSR

Committee Responsibilities: The Scholastic Standards Committee (SSC) is charged with developing and recommending academic standards to maintain the academic integrity of the undergraduate program and academic transcripts of the University. It develops, maintains and implements protocols regarding academic changes to undergraduate transcripts and adjudicates student petitions for reinstatement to the University after academic dismissal. The SSC assists undergraduate students who are having difficulty with scholastic regulations by adjudicating student petitions that request retroactive addition or withdrawal of courses, tuition refunds, retroactive changes in grading option, and completion of incompletes after one year.

Committee Activities: The SSC met bi-monthly throughout the year (including summer term) to review student petitions and to discuss policy issues. The Chair would like to take this opportunity to thank all of the committee members for their hard work in keeping up with the flow of student petitions this year.

1) **Petitions:**

The SSC saw a significant decrease in overall petitions from 2010-11 (down 39%). We infer that the hard work on the part of Admissions, Registration & Records (ARR) and the collaboration and trainings with the professional advisers across campus over the last year has had a positive benefit overall on the petition process. In addition, the screening process, improved communication and

streamlined petitions in ARR have assisted in a overall reduction in student petitions this year. Listed below is a breakdown by petition type:

Petition Type	Total 2011-12	Granted	Denied	Pending
Reinstatement	143	94	43	6
Add/drop section simultaneously	5	5	0	0
Inc. Extension	45	35	6	4
Grade Option Change	51	32	13	6
Add	54	19	25	10
Drop (request refund)	355	233 (w/refund), 59 (no refund)	45	18
Withdrawal	337	310	27	0
ALL	718	519 (72%)	119 (17%)	80 (11%)

(Data from 4/12/11 to 4/4/12)

Note: The “total 2011-12” petitions column above does not add up to 718. This is because many of the refund petitions are also reflected in the petitions to drop but are only counted in the total once.

2) Streamlining the petition process with the Schools/Colleges and professional advisers:

The SSC and ARR facilitated a campus-wide training in the fall for faculty and professional advisers across campus to assist with the reinstatement process as it pertains to assisting students with petitions. The SSC increasingly expects that a student’s letter of recommendation come from the School/College of the intended major upon reinstatement and will send back petitions if a letter comes from someone else. This is a significant change to the petition process that should be noted. To make sure the professional advisers were aware of students being reinstated to their academic programs, the SSC created an electronic notification process that is managed by ARR for every student who petitions for reinstatement, regardless of petition outcome. Designees from each School/College receive an email, along with all supporting materials (minus any medical documentation), and notification of the committee outcome immediately after the committee meets. This notification process helps to keep the department informed and assists the student in understanding where they need to go to get support. Thanks to all the professional advisers who volunteered to be the departmental liaisons on this project.

3) Issues of chronic illness/repeated requests for retroactive withdrawal:

We are seeing an increased need for petitions for multiple terms for retroactive withdrawal and/or refund from students whose chronic medical condition, disability or mental health issue requires intermittent stop outs from classes. The committee concern is that often these students are not dropping classes, and then petitioning up to a year later for full or partial refunds and asking to alter academic history on the transcript. This is a significant concern to the integrity of the transcript and has many implications to Financial Aid, Accounts Receivable, etc. SSC consulted with the University General Counsel on this issue as it pertains to the ADA and our responsibility to allow for reasonable accommodation in these cases. We are still in discussions as to how to deal with these issues moving forward, but will likely have a letter written to a student's file that outlines our expectation for future adherence to deadlines after an exception is made through the petition process.

4) Discussions for the coming year:

The SSC will evaluate and make recommendations on the following issue in 2012-13:

- In regard to academic progress- currently there is no mechanism (other than Financial Aid suspension) to catch students that are struggling academically until their PSU cumulative falls below a 2.00 (for some students who start off strong, this could take years of spiraling downward). Should PSU put into place some kind of intervention or tracking mechanism to identify students who are consistently not earning GPA's at all (getting I, X, W, NP term after term) or are otherwise not making adequate progress by failing classes?

Finally, the committee would like to extend their sincere appreciation to Veda Kindle, Chris Hart, Clair Calloway and especially Coach Putzstuck in ARR for their dedication to making the committee process run smoothly and efficiently over the past year.

Graduate School of Education

Department of Curriculum and Instruction

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Portland, Oregon 97207-0751

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April 16, 2012

To: Sarah E. Andrews-Collier, Secretary to the Faculty

From: Emily de la Cruz, Chair

Teacher Education Committee

Re: 2012 Annual Report to the Faculty Senate

2011-12 Committee Membership

Committee Members:

Lisa Aasheim, COUN; James Bickford, SPED; Darrell Brown, BUS; Teresa Bulman, GEOG; Michael Cummings, GEOL; Emily de la Cruz, CI; Lois Delcambre, ENG; Debra Glaze, MUS ; William Fischer, FLL; Maude Hines, ENG; Karin Magaldi, TA ; Jana Meinhold, CFS; Jane Mercer, SCH; Claudia Meyer, SPHR; Jeanette Palmiter, MTH; Deborah Peterson, ELP; Amy Steel, ART.

Student Members: Tiffany Dollar, Zachary Williams

Ex-Officio Members: Robert Schroeder, Education Librarian; Randy Hitz, Dean, GSE; Liza Finkel, Associate Dean for Academics, GSE; Cheryl Livneh, Associate Dean for Outreach/Director of Continuing Education, GSE.

Regular Invited Guests: Deb Miller Allen, Director of Licensure; Karen DeVoll, CLAS; Thomas Kindermann, PSY; Lynda Pullen, BTP/ITEP Advisor; Robert Mercer, Associate Dean, CLAS.

The University Teacher Education Committee (TEC) operates under the premise that teacher education is a university-wide responsibility, and TEC serves in an advisory capacity to coordinate activities of the schools, colleges, and departments of the University that are involved in teacher education. The TEC provides a direct communication link between the Graduate School of Education (GSE), the unit directly responsible for teacher education, and those departments across the university that contribute to the preparation and/or education of teacher candidates.

Teacher Education Committee Activities 2011-12**Education Advisors Forum**

This year, the Committee expanded the audience for the annual advisor forum that the TEC co-sponsors with the Graduate School of Education. In addition to inviting the secondary Content Area Advisors who make departmental recommendations regarding secondary

applicants' content knowledge proficiency, PSU undergraduate advisors and Community College advisors were also invited. More than 30 people attended the forum. Next year, TEC is recommending that two advising forums be planned, one for Content Area Advisors, and one for PSU and Community College undergraduate advisors.

Web Resources for Content Area Advising

Two initiatives from last year's TEC activities were implemented Fall 2011:

Departmental Recommendation Process: The Departmental Recommendation Form is now an electronic document that is in a 'fill-able' format and is completed by the Content Area Advisors and submitted electronically directly to GSE Programs. This has streamlined the transcript review/recommendation process and greatly reduced the frequency of missing forms.

Undergraduate Content Area Requirements: Content Area Requirements for each of the State of Oregon Subject Matter Endorsement areas offered at PSU now have their own webpage on the GSE website and are linked to the advising pages of academic departments and GSE licensure programs. This information is posted on the GSE website and maintained by the GSE Web Team. This will simplify the process of reviewing and modifying the information every year.

Recruiting PSU Undergraduates

This year, two events from the TEC Recruiting Subcommittee's plans took place. Both of these events highlighted the variety of educator preparation programs available across the GSE. The efforts of the GSE's Continuing Education and its director, Cheryl Livneh, were instrumental in the success of these two events.

GSE Open House: This two-hour event, held over a lunch hour, attracted many students, who were able to learn about the variety of educator preparation programs that the GSE offers.

Undergraduate Advisor Meeting: Representatives from a variety of undergraduate advising areas attended a one-hour information session. They received informational materials about the variety of programs across the GSE, and had an opportunity to learn about GSE programs from representatives from the Curriculum and Instruction Department, the Special Education Department, and the GSE Marketing Team.

Both of these events were well-received and will continue to be offered in the future.

The Committee will continue to focus its efforts on the goals of advising and recruiting well-qualified candidates to teacher preparation programs in the upcoming year. The Committee continues to face challenges finding a meeting schedule that works for all Committee members. It has been a challenge to maintain a quorum during many of the meetings this year. It is an issue that does affect the committee's ability to accomplish its goals.

Respectfully submitted,
Emily de la Cruz, Chair
PSU Teacher Education Committee