

College of Education Faculty and Staff Meeting

Friday, April 15th, 2022 (10:30 – 12:00)



UNIVERSITY OF
OREGON

College of
Education

This Land

The University of Oregon is located on Kalapuya Ilihi, the traditional indigenous homeland of the Kalapuya people. Following treaties between 1851 and 1855, Kalapuya people were dispossessed of their indigenous homeland by the United States government and forcibly removed to the Coast Reservation in Western Oregon. Today, descendants are citizens of the Confederated Tribes of Grand Ronde Community of Oregon and the Confederated Tribes of the Siletz Indians of Oregon, and continue to make important contributions in their communities, at UO, and across the land we now refer to as Oregon.

<https://library.uoregon.edu/honoring-native-peoples-and-lands>



UNIVERSITY OF
OREGON

**College of
Education**

Agenda

10:30 – 11:00 Interim Dean Laura Lee McIntyre:
Greetings and Opening Remarks

11:00 – ~11:45 General Updates

~11:45 – 12:00 Questions



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General Updates

Laura Lee McIntyre, PhD
College of Education, Dean and Professor



Greetings and Opening Remarks

General Updates

- Work closely with assistant and associate deans, finance, HR
- Financial oversight
- Hiring (Career track, TTF)
- Promotion reviews (mid-term, PTR, NTTF promotions)
- External relations & internal relations
- Diversity Equity Report moving forward
- We continue on DEI journey; engage in PD, bringing in speakers



Updates

National Searches:

- *Assistant Dean of Accreditation and Academic Operations* (Julie Wren's replacement)
- Launching a national search for Director of Communications

Day-to-Day Operations:

- Dianna Carrizales-Engelmann – providing oversight to advising and licensure
- Sheree Jederberg – serving as TSPC liaison
- Accreditation support – program/department level



Leadership Updates

- **Incoming department heads:**

- Leslie Leve/Ellen McWhirter, Ben Clarke, Joanna Goode
- Associate Dean for Academic Affairs – currently unfilled for next year. Process of nominations is underway



EMPL Faculty Transitions

- The movement of faculty from one department to another will continue to proceed through current process steps:
- Faculty submits request and rationale to COE dean by Thursday, May 12.
- Both engage in discussion with potential department head(s) by Monday, May 23.
- Faculty in the receiving department are provided an opportunity to discuss the addition of a new faculty members to their department.
- The COE Dean, with approval from the Office of the Provost, finalizes the change in department affiliation by Thursday, June 2nd.



Counseling Psychology and Human Sciences (CPHS) Updates

Beth Stormshak, PhD

Department Head, Knight Chair and Professor



CPHS Updates



Jen Doty

Education Studies (EDST) Updates

Jenefer Husman, PhD
Department Head and Professor



EDST Values

The Department of Education Studies is a space where you are both invited and employed to work using a critical intersectional lens toward dismantling white supremacy by engaging in teaching, research and service that centers Tribal Sovereignty, Black Lives Matter in schools, Latinx and Asian Desi Pacific Islander identity and exclusion, economic and environmental justice, LGBTQ+ and immigrant educational rights, language preservation, and access and opportunity for all to be fully included in public education.



EDST by the numbers

- 112 EdF students have field placements this year
Eugene 4J Elementary; Kid Sports Healthy Kids; YMCA
- 97 UOTeach students graduating
- 7 Endorsement areas with ESOL certification
- 100+ Sapsik'wáá program supported Alaska Native and American Indian teachers



Funding for EDST students and scholars

Welcome! Post-Doctoral Scholar Dr. **Gayithri Jayathirtha**. She comes from University of Pennsylvania. Her work centers on justice-focused computing education.

Funded programs:

U. S. Department of Education:

Sapsik'waá(Teacher) Education Project: An Indigenous Professional Teaching Preparation Program – 5 year program to recruit, fund, and support American Indian and Alaska Native teacher candidates.

National Science Foundation:

MaSTERIt: Mathematics and Science Teams Engaging in Research to Inspire Teaching – 5 year program to recruit, fund, and support Science and Mathematics teacher candidates.

- Researching Equity and Antiracist Learning in Computer Science,
- CS for Oregon: Antiracist Teacher Leadership for Statewide Transformation
- The Alliance for Identity Inclusive Computing Education (AIICE): A Collective Impact Approach to Broadening Participation in Computing
- Computing Innovation Fellows



Educational Methodology, Policy, and Leadership (EMPL) Updates

Keith Zvoch, PhD

Department Head and Professor



EMPL Update

- EMPL to be dissolved 6/30/22
- Engaged in process to find new unit(s) for faculty and programs
 - MS in Educational Policy moving to EDST
 - D.Ed./ALP moving to Dean's office
 - LEADS minor subject to closure
 - QRME Ph.D./EDS still in process



Special Education and Clinical Sciences (SPECS) Updates

Beth Harn, PhD
Department Head and Professor



SPECS Updates

CDS

- Lija Jones, senior in the Honors College, was selected for Fulbright Award as part of the Teaching Assistance Program in Spain's Canary Islands!
- Faculty will be presenting at the Council of Academic Programs in Communication Sciences and Disorders Meeting on their innovative changes in their student admissions process, bias reporting process, and efforts to maximize inclusivity for transgender and gender diverse students

SPSY

- Expanding to Portland and we expect an initial cohort of 6-8 master's students. The program will have a combination of in person, online, and hyflex classes with the Eugene campus. A new hire is expected to support those efforts in Portland.
- Completed the internship match process for 22-23. We will have a record number of 17 interns working in 8 different states next year. We had 2 doctoral students apply and match to sites through the APPIC national match process. The other 15 masters and doctoral students have secured school-based internships



SPECS Updates

SPED

- New tenure line hire for the Bricker/Squires Faculty Chair in Early Intervention is in the final phase of negotiation
- Launching a new Applied Behavior Analysis (ABA) online program. Dr. Machalicek has successfully hired 2 new career faculty (Drs. Kimberly Marshall & David Cosottile) to deliver the program under her direction
- The K12 program is working on revising the program to make it shorter and infuse more content/activities related to diversity and equity
- The Special Education program has been honored by the National Down Syndrome Congress for their quality teacher preparation program



Commencement Updates

Lisa Fortin
Director of Events and Recruitment



2022 COE Commencement

Monday, June 13th at 1-2:30 pm

Knight Library South Lawn

- UO Ceremony, 9 am, Autzen Stadium
- New Location: South Lawn Knight Library
- Outdoors Rain or Shine
- Staff volunteers arrive at 11:30 am
- Faculty and Stage party arrive by 12:30 pm
- Regalia ordering cut off is Monday, April 18



Academic Affairs Updates

Lillian Durán, PhD

Associate Dean for Academic Affairs and Associate Professor



Associate Dean of Academic Affairs transition planning

- My sabbatical was approved!



- Alison Schmitke has graciously agreed to chair the curriculum committee with the support of Mariah Deguzman
- I will maintain summer FTE as Associate Dean to facilitate the transition
- I will also support the transition of EDUC to a new director

New EDUC Director

- George Harrison, PhD Educational Psychology
- Associate Professor Curriculum Research & Development
- College of Education, University of Hawaii at Manoa
- He loves to teach stats!



ABA Program Launching

- We have hired two new NTTF to teach and Direct the Program
- Kimberly Marshall and David Cosotille



- The Higher Education Commission (HEC) is voting on the program today! This is the final step before we can officially launch recruitment
- We are hoping to recruit 15 students for a fall 2022 start date
- Huge thanks to Wendy Machalicek for all she has done behind the scenes to make this happen!



EDUC updates

Special thanks to the EDUC Task Force who have revised the doctoral sequence of courses including Gina Biancarosa, David Liebowitz, Cengiz Zopluoglu, and Daniel Anderson

- Next year we will be piloting the new sequence
- EDUC 641 Introduction to Data Analysis in Education and the Social Sciences
- EDUC 643 General Linear Model I
- EDUC 645 TBD (We are working on development)
- All courses will be taught using R
- An R introductory workshop will be offered for all incoming doctoral students during orientation week. We will be sending out a survey to schedule
- We will also be sending out a qualtrics survey to see if faculty are interested in participating in a R workshop as well.



New Qualitative EDUC course

- Qualitative methods have become increasingly more popular across the college
- Jerry Rosiek will be working over the summer to develop a new course focused on more introductory qualitative methods
- He will be reaching out to faculty to gather more information from programs on what is needed in this course



EMPL reorganization next steps

- Decide on new location for pre-existing EMPL programs.
- Decide on new location for new EPoL program
- Finalize new locations for EMPL faculty.
- Faculty in EMPL will Initiate any program closures



EMPL program moving process

- *EMPL faculty steps. By April 29, 2022 EMPL faculty will:*
- Discuss and decide the ideal destination department for each program.
- Prepare a brief memo/proposal providing a concise but clear overview of the program including the rationale for the selected destination department and any critical/core program features that the EMPL faculty would like to ensure are preserved with the move.
- Vote on or sign memo according to their faculty governance to show majority support (Y/N) of the proposed destination department.
- Submit the memo to the COE Dean, Associate Dean for Academic Affairs, for submission to the Department Head of the proposed destination department for faculty review
- Vote according to the faculty governance of the proposed destination department.



EMPL curriculum process

- *Curriculum committee Steps. COE Curriculum Committee will:*
- By Monday, May 23, the COE Curriculum Committee will receive the summary request from the Dean's office that was made by the initiating department regarding the changes for academic programs.
- This request will be for an internal COE review only and the scope will cover only the program changes. There will be no use of CourseLeaf for this internal review.
- Any actual program changes to program curriculum or courses must be documented as usual in CourseLeaf and follow usual COE Curriculum Committee procedures for academic program changes.
- This internal review for organizational chart changes will not include reviewing any elements, processes, courses or other components of previously approved programs. Support or concerns expressed regarding the changes by the proposed destination department faculty will be provided to the COE Curriculum Committee to complete its review.



I hope your spring term is off to a great start!



Faculty Development & Promotions

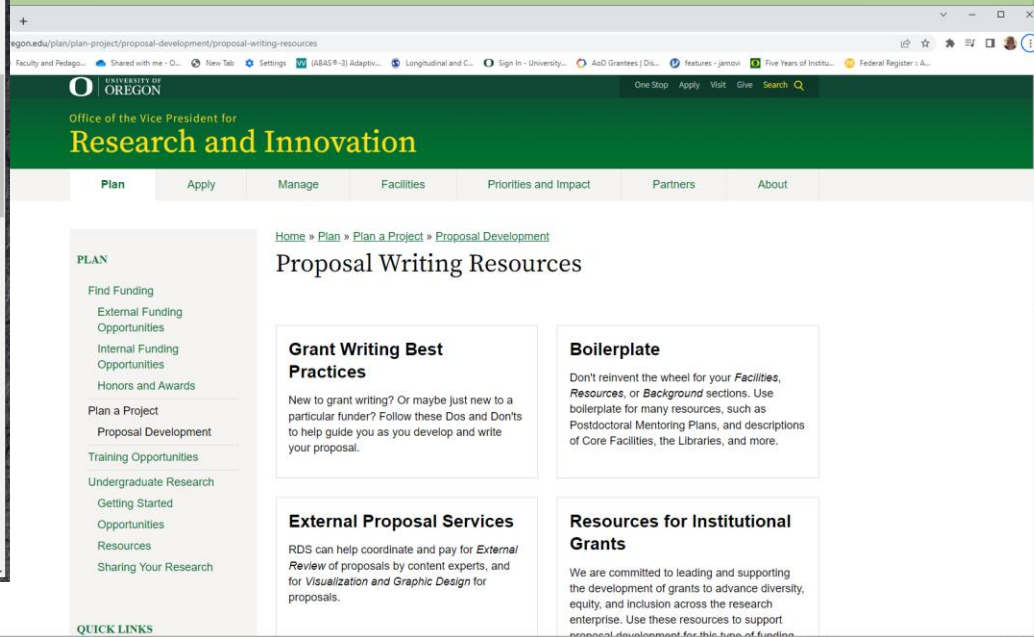
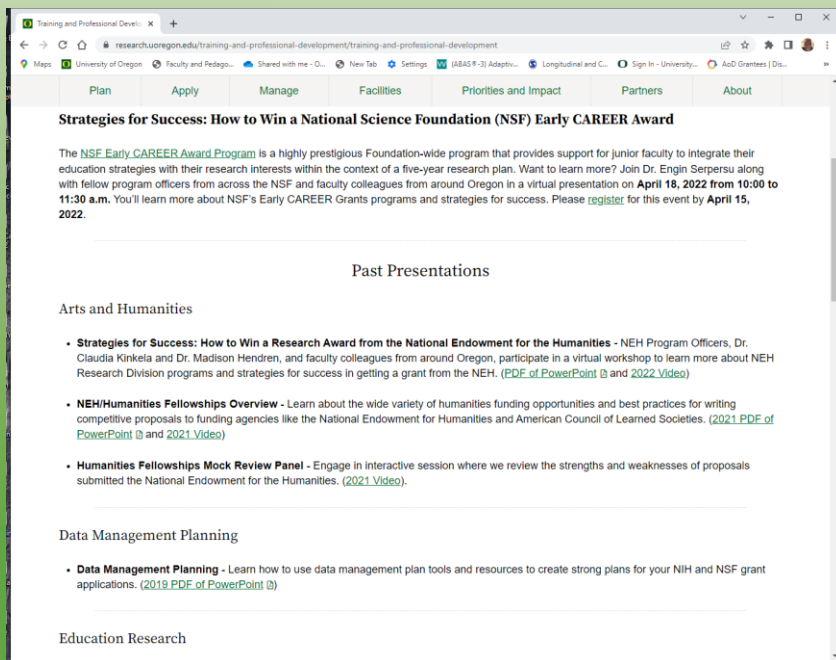
Christopher Murray, PhD

Associate Dean for Faculty Development and Professor



Updates & Resources

- **Research- Office of Vice President for Research & Innovation**
 - Individualized support for faculty, Funding opportunities, Writing competitive proposals, Connecting with the right on-campus resources
 - Trainings (check out videos!) <https://research.uoregon.edu/training-and-professional-development/training-and-professional-development>
 - Proposal Writing Resources <https://research.uoregon.edu/plan/plan-project/proposal-development/proposal-writing-resources>



Teaching

- Teaching Supports <https://teaching.uoregon.edu/>
- Learning Topics <https://teaching.uoregon.edu/resource-type/teaching-and-learning-topics>
- Peer Review of Teaching (check out template!) <https://teaching.uoregon.edu/resources/peer-review-teaching>

Peer Review Template

Course Observation Context

1. Instructor name:
2. Reviewer name:
3. Observation date:
4. Key contextual information about the course (e.g., name/number, course modality, type and level of students [majors/non-majors, first-years/seniors, elective/required course]):
5. If you had a conversation with the instructor prior to the observation, what did they ask for feedback about or note that they were working on?
6. Did the instructor raise impacts of the COVID pandemic on their teaching of the class that they would like recorded? If so, what?
7. What materials, beyond the in-class observation, did you consider?
8. If you reviewed parts of the Canvas site, which did you review (welcome module, home page, syllabus, discussion board, announcements, gradebook, assignments, videos, weekly modules etc.)?

The University of Oregon defines teaching excellence as professional, inclusive, research informed, and engaged in reflective practice.

This template defines these broad standards through lettered "conditions" and provides an abbreviated list of teaching practices as examples of each condition (For more information on the origins of these definitions, please visit the Provost's ["Revising UO's Teaching Evaluations"](#) webpage.) We hope these examples draw attention to concrete practices, even as we know there are many more examples than what's listed.

You can use the reflective questions after each table to convey feedback, and you can "check" practices you observe and indicate any notes you wish to make.

Find out more about using this Peer Review Template as part of the peer observation process by visiting the [Peer Review of Teaching webpage](#).

1. Professional Teaching Practices and Observation Notes

Professional Teaching includes:

[A] Readily available, coherently organized, and high-quality course materials; syllabi that establish student workload, learning objectives, grading, and class policy expectations.

[B] Respectful and timely communication with students. Respectful teaching does not mean that the professor cannot give appropriate critical feedback.

[C] Students' activities in and out of class designed and organized to maximize student learning.

Examples of Professional Teaching Practices

The following practices are illustrations of A-C, listed above.

The instructor:

- ☐ Has organized course material into an obvious, explicit, and logical framework. [A]
For example:
 - o Organizes Canvas using modules or pages, with the beginning of each module or page outlining the learning objectives, activities to complete, and content to engage.
 - o Gives lesson outline (learning objectives, key topics, etc.) at beginning of class, verbally and visually.
- ☐ Provides a course syllabus in Canvas with learning objectives, grade and absence policies, and [other elements required by Senate policy](#). [A]
- ☐ Presents instructions and guidelines transparently, explaining the purpose of the assignment or activity, the tasks needed to complete it, and the criteria for success. [A]
- ☐ Invites student questions and participation through multiple modes (ex: in class, on Canvas discussion board, etc.). [B]
- ☐ Responds to questions in a timely fashion. [B]
- ☐ Employs methods (activities, examples, audio-visual aids) broken down into steps to "scaffold" student learning. [C]
- ☐ Provides necessary materials and adequate time for completion of activities. [C]

Observation Notes

- Please identify and comment on two specific examples of professional teaching practice you observed:
- Please comment on one area of professional teaching you suggest for improvement or enhancement:

2. Inclusive Teaching Practices and Observation Notes

Inclusive Teaching includes:

[A] Instruction designed to ensure every student can participate fully and that their presence and participation is valued.

[B] The content of the course reflects the diversity of the field's practitioners, the contested and evolving status of knowledge, the value of academic questions beyond the academy, and of lived experience as evidence, and/or other efforts to help students see themselves in the work of the course.

Examples of Inclusive Teaching Practices

The following practices are examples of A and B, listed above.

The instructor:

- ☐ Has designed the course materials to be accessible and welcoming. [A]
For example:
 - o Photos, examples, and other representations reflect diverse social identities and experiences.
 - o There are multiple ways to access materials, such as audio and/or visual media, and/or text.
- ☐ Has designed multiple options for student engagement. For example, there are opportunities for student a) choice, b) connection to course goals and c) self-assessment and reflection. [A]
- ☐ Has designed multiple options for students to demonstrate their learning. For example, students might communicate learning through their choice of audio and/or visual media, and/or text. [A]
- ☐ Encourages and facilitates respectful dialogue, discussion, and student-student interaction for all students. [A]
For example:
 - o Structures activities with clear tasks that promote equal participation.
 - o Helps people find partners or create groups.
 - o Ensures there are explicit expectations or guidelines for interaction.
- ☐ Formats materials (Canvas, slides, documents, etc.) accessibly using headings, readable fonts, and alt-text. Readings are text-based files, not image-based files. [A]
- ☐ Uses captions and/or transcripts for videos and audio clips. [A]
- ☐ Has chosen course content that reflects diversity in the field or discipline including in the identities of the scholars/practitioners/creators included on the syllabus and different perspectives on or approaches to issues/methods. [B]
- ☐ Connects class content to students' prior knowledge or experience, and/or to current events, real-world phenomena, or other disciplines; and/or to prior class lessons, assignments, or readings. [B]

Observation Notes

- Please identify and comment on two specific examples of inclusive teaching practices you observed:
- Please comment on one area of inclusive teaching you suggest for improvement or enhancement:

Service

- **Service**

- In part—How is service defined
- In part—how is service “counted” in major reviews
- In part—service inequities both in amounts and “types” of service.

Senate Motion Taskforce

- 2.2.1 Fall 2021: Collect data on service at the UO and comparator institutions by: (a) building on the prior work of the Service Advisory Committee to finalize and distribute the survey on service so that it can be completed by all faculty in Fall of 2021; (b) obtaining additional UO service data from OtP and HR, and (c) collecting information about efforts at other universities that address the assessment of service work.
- 2.2.2 Winter 2022: Analyze collected data, consider methods to best address problems that are discovered, and hold public listening sessions to collect additional perspectives on the work in progress. Although the main focus of the task force is on faculty service, hold at least one public listening session also with OAs and Classified Staff to learn about their experiences with university service. During this term, determine the areas of focus for the report and proposal, so that it is realistic to arrive at clear results for the first year of this work.
- 2.2.3 Spring 2022: Produce a public report for the Senate that includes a proposal for how the UO might better assign as appropriate, define, evaluate, recognize and reward faculty service, as well as more clearly delineate expectations for faculty service at the unit level, across the university, and beyond.

Senate Meeting Discussion Link (start at 1:18)

https://uoregon.zoom.us/rec/play/bS-6TONLtEinfu3569mH1HHCuLvJ3sU3c8vx3u9zh8zNrQ4adYTJwdHtZmgFTIEm8nRB3i3zOMNQh7o9.qMEQbj5u9773gDzl?continueMod e=true& x zm_rtaid=inHXcbMeSY2-WPbhfUo_hA.1649803664892.44575788ed20fc5d0088a23cfe8f8c4f& x zm_rhtaid=548



Thank you for YOUR Service

Department Heads



Unit Directors



What they do.....

- Coaching leading up to process (Annual review, Mid-term review)
- Advice/feedback on Personal Statement & CV
- Identify, select, and recruit, and manage external reviewers (rank, AAU, no-conflicts, TTF & Research Professor series)
- Organize department or unit meetings to discuss cases
- Organize and managing votes on cases
- Write 2-3 page letter contextualizing candidate's your work, external reviews, department discussions, and vote



Thank you for YOUR Service

COE TTF Personnel Committee



COE CNTTF Personnel Committee



What they do....

- Carefully review policies and promotion criteria
- Review and discuss each file
- Vote on each file
- Write a 2-3 page letter describing your case, process, and vote
- *COE TTF - Post-tenure reviews & endowed professorship



Dean's Office

Amanda Boehringer



Randy Kamphaus



Laura Lee McIntyre



Major Review Decisions

- All announcements regarding promotions (TTF & CNTTF) and post-tenure reviews will be made on one date:

June 1, 2022



Tips

Please also visit Office of the Provost site <https://provost.uoregon.edu/academic-personnel> to learn about the processes and procedures associated with promotion.

Basic Expectations/Tips

- Keep your CV updated
 - Save pdfs of all scholarship documents (journal articles, book chapters, reports, etc.)
 - Save your teaching documents (syllabi, PowerPoints, peer evaluations. NOT ratings, we gather those for you)
 - Participate in peer reviews of teaching
 - Save any available documents pertaining to service contributions (letters from UO committees, community, state, national)
-
- During the year when you are preparing your materials
 - Ask a colleague who has recently gone through promotion for feedback on your CV or personal statement;
 - ask your department head or unit director for feedback;
 - ask me for feedback
 - During the year when you are preparing for a major review/promotion, assume that you will dedicate between 30-40 hours to gathering materials, formatting your CV, developing your personal statement, etc.

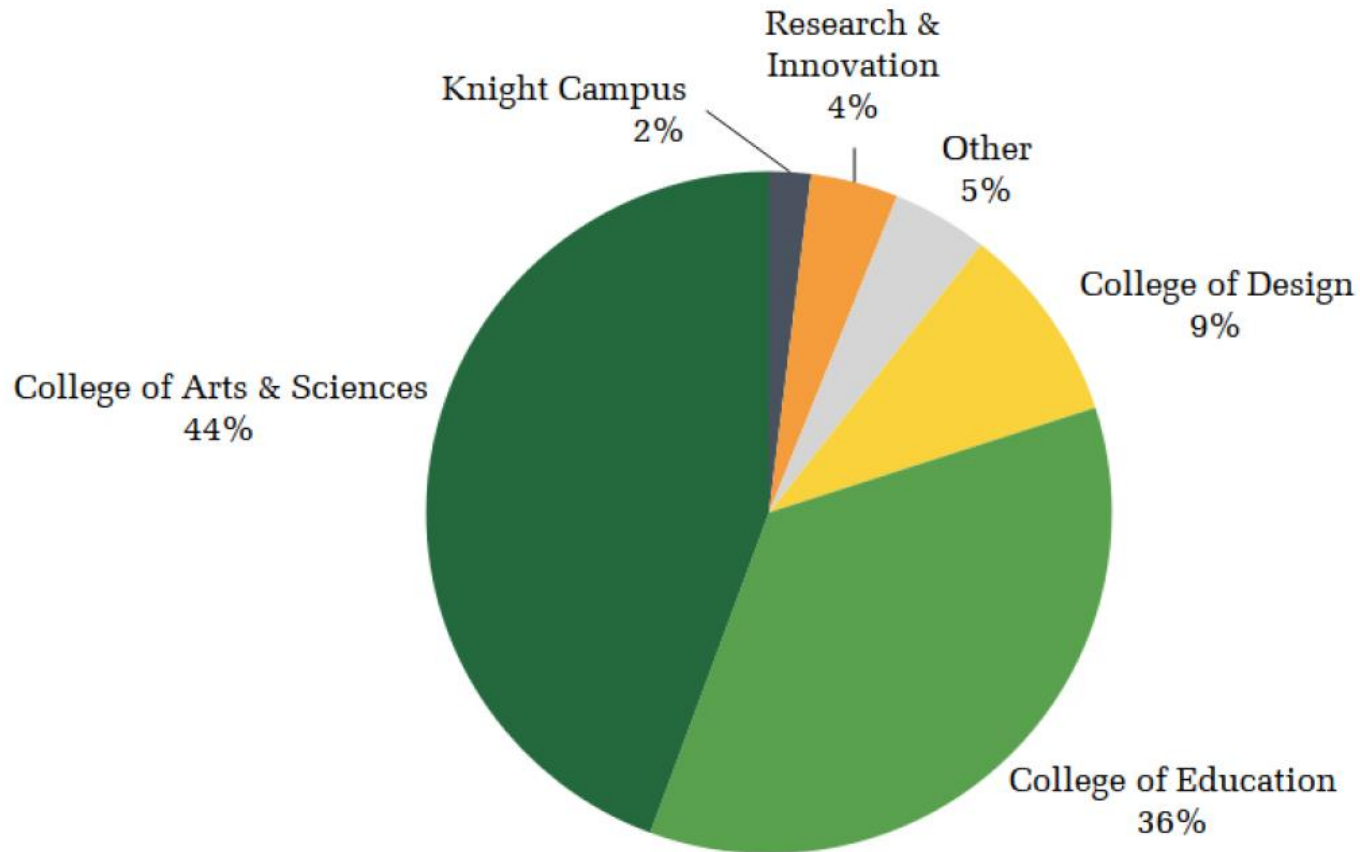


Research and Outreach Updates

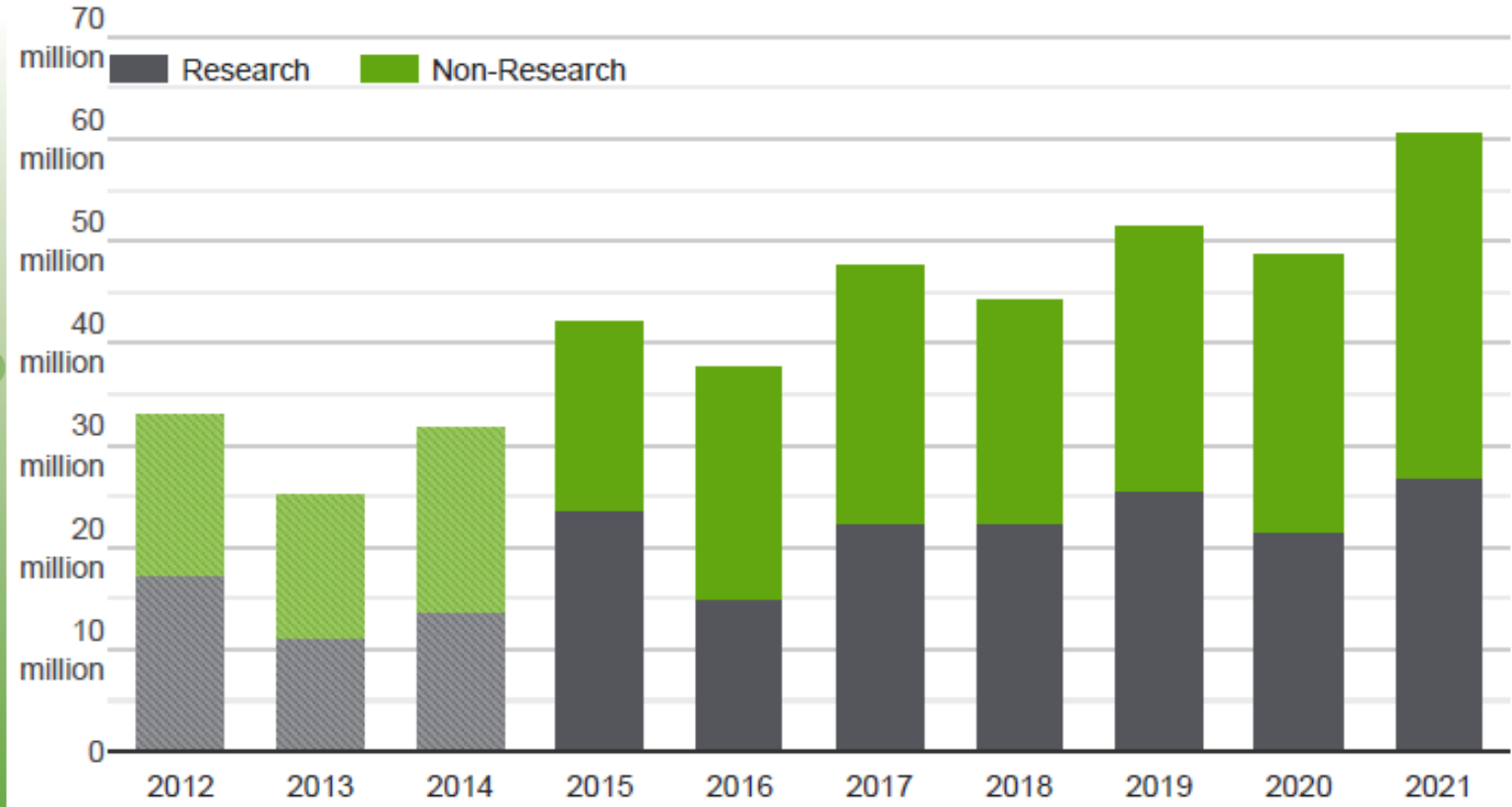
John R. Seeley, PhD
Associate Dean for Research and Professor



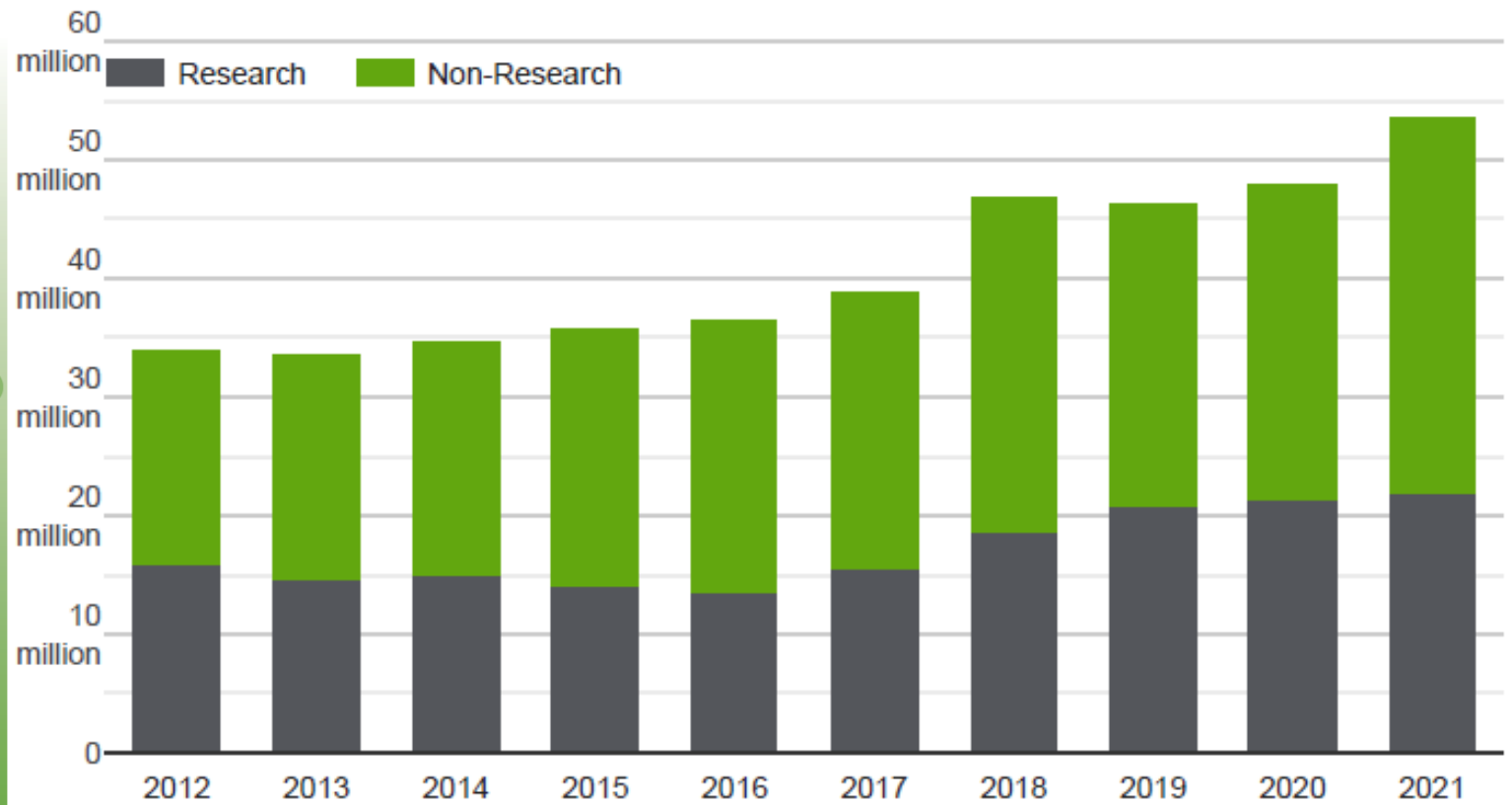
FY21 Total Amount Awarded by PI's Home Unit



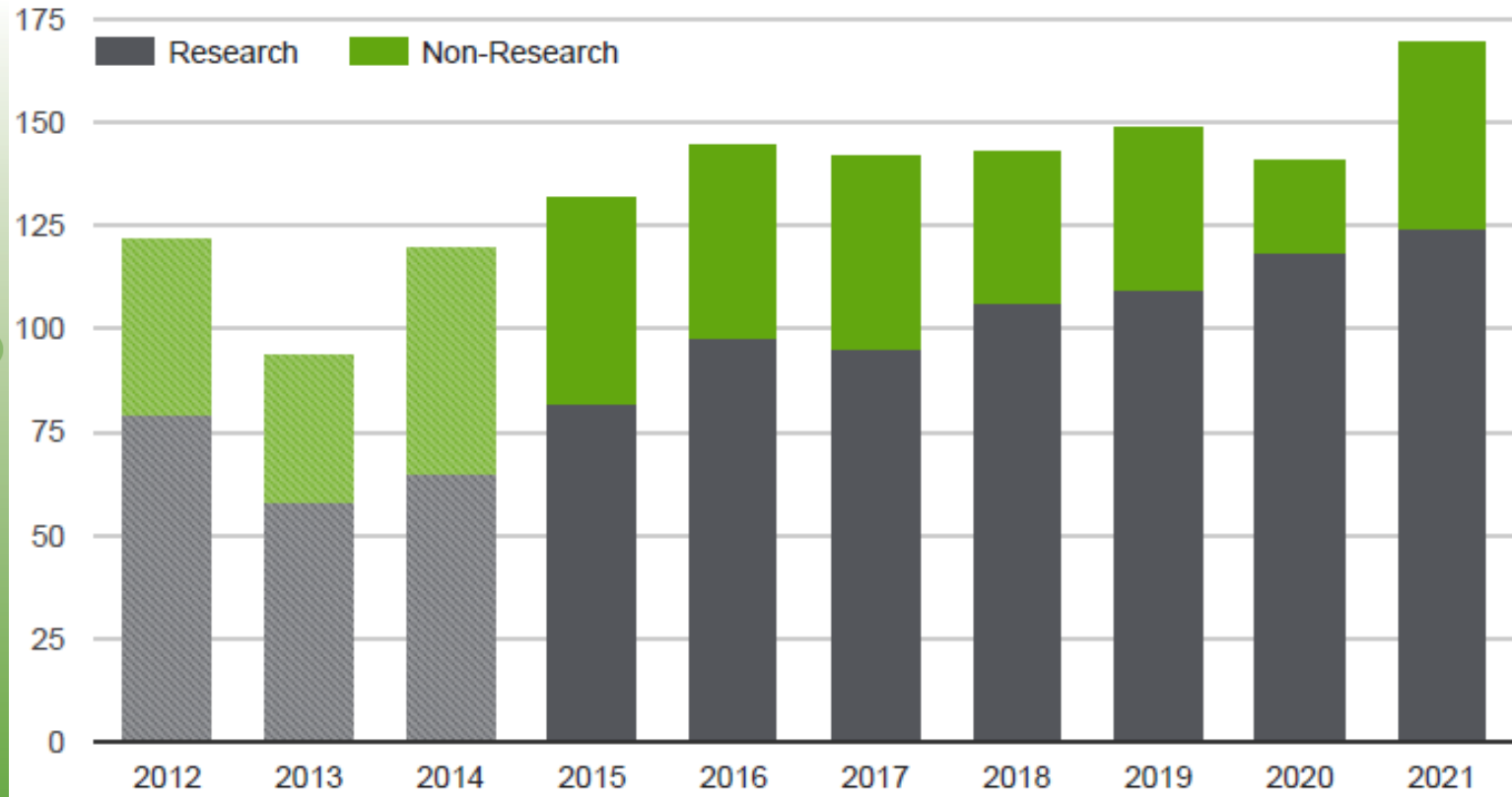
COE Total Amount Awarded by Fiscal Year



COE Total Expenditures by Fiscal Year



COE Number of Proposals by Fiscal Year

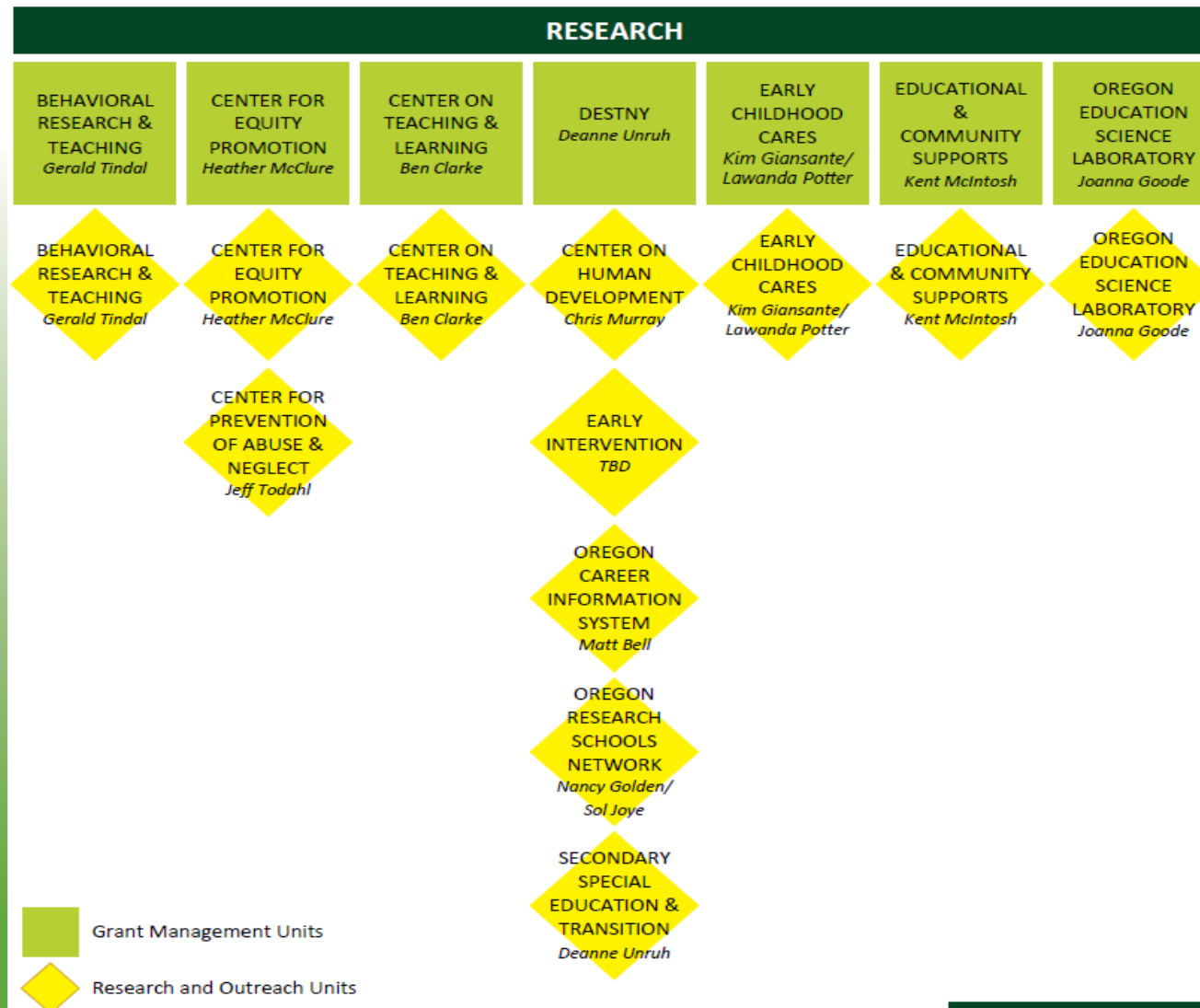


ADR Initiatives

- COE Tuition Support for Research GEs
- Commercialization and IP Support
- Early Career Researcher Support
- ROC Unit Website Updates
- Sponsored Projects Awards and Reporting
- Central Repository for Accessing COE Research Information
- ROC Unit Policies, Renewal/Sunsetting, and Organizational Structure



COE Research and Outreach Units



Master of Science in Education Policy & Leadership

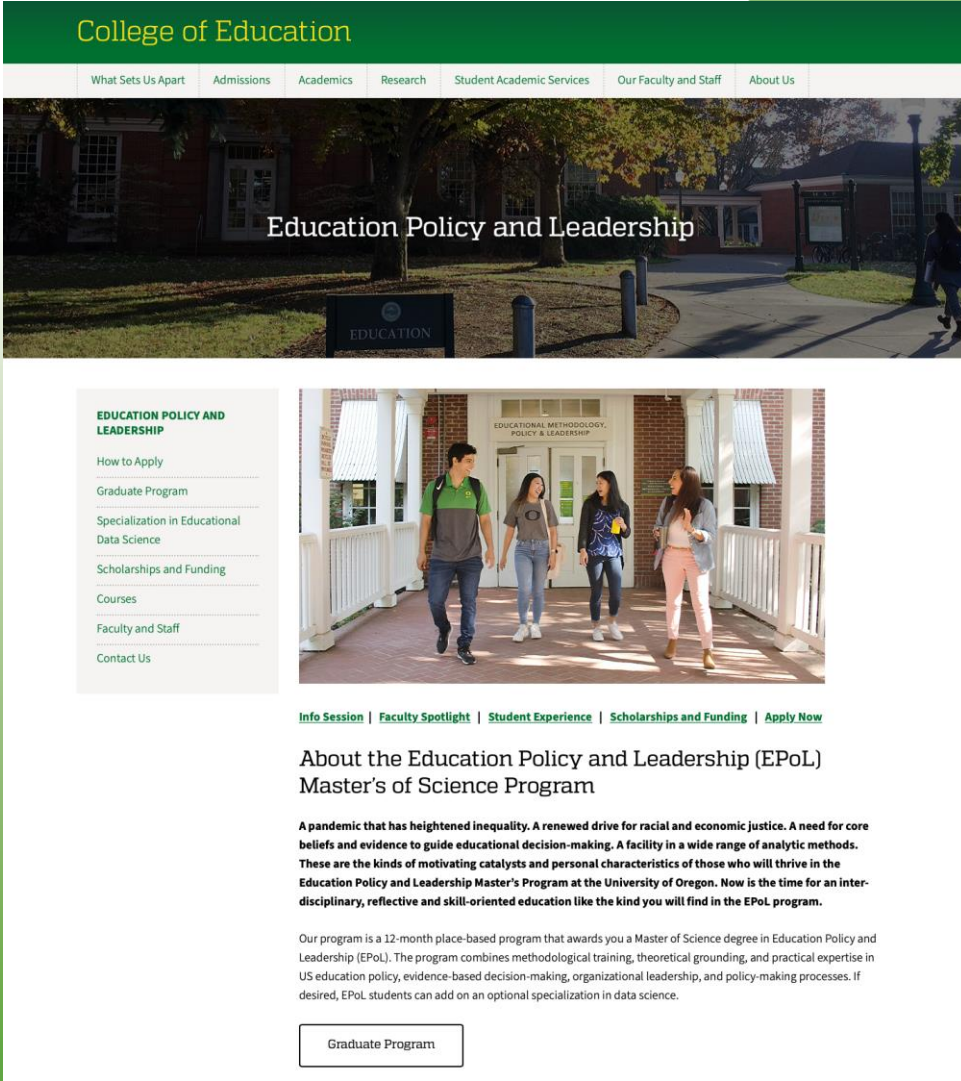
Ilana Umansky, PhD, Program Director and Associate Professor
and

David Liebowitz, EdD, Program Director and Assistant Professor



EPoL goals

- Conceptual and theoretical grounding in education policy and leadership studies
- Methodological and analytic training, with a focus on quantitative methods
- Commitment to social justice and systems-level change
- Room for individual interests, passions, and expertise
- Preparation for high-impact jobs & PhD programs



The screenshot shows the website for the Education Policy and Leadership (EPoL) program at the University of Oregon. The header is green with the text "College of Education" in white. Below the header is a navigation bar with links: "What Sets Us Apart", "Admissions", "Academics", "Research", "Student Academic Services", "Our Faculty and Staff", and "About Us". The main banner features a photograph of a brick building with trees and the text "Education Policy and Leadership". Below the banner is a sidebar with the heading "EDUCATION POLICY AND LEADERSHIP" and a list of links: "How to Apply", "Graduate Program", "Specialization in Educational Data Science", "Scholarships and Funding", "Courses", "Faculty and Staff", and "Contact Us". To the right of the sidebar is a photograph of four students walking on a brick walkway. Below the photograph is a row of links: "Info Session", "Faculty Spotlight", "Student Experience", "Scholarships and Funding", and "Apply Now". The main content area has the heading "About the Education Policy and Leadership (EPoL) Master's of Science Program" followed by a paragraph of text. At the bottom of the page is a button labeled "Graduate Program".

College of Education

What Sets Us Apart | Admissions | Academics | Research | Student Academic Services | Our Faculty and Staff | About Us

Education Policy and Leadership

EDUCATION POLICY AND LEADERSHIP

How to Apply

Graduate Program

Specialization in Educational Data Science

Scholarships and Funding

Courses

Faculty and Staff

Contact Us

Info Session | Faculty Spotlight | Student Experience | Scholarships and Funding | Apply Now

About the Education Policy and Leadership (EPoL) Master's of Science Program

A pandemic that has heightened inequality. A renewed drive for racial and economic justice. A need for core beliefs and evidence to guide educational decision-making. A facility in a wide range of analytic methods. These are the kinds of motivating catalysts and personal characteristics of those who will thrive in the Education Policy and Leadership Master's Program at the University of Oregon. Now is the time for an interdisciplinary, reflective and skill-oriented education like the kind you will find in the EPoL program.

Our program is a 12-month place-based program that awards you a Master of Science degree in Education Policy and Leadership (EPoL). The program combines methodological training, theoretical grounding, and practical expertise in US education policy, evidence-based decision-making, organizational leadership, and policy-making processes. If desired, EPoL students can add on an optional specialization in data science.

Graduate Program



EPoL structure

- Cohort model
- 12-month, place-based
- Classes largely in person
- Group advising (quarterly)
- Capstone done in spring class
- Optional DS specialization



EPoL program

Summer term

- Seminar in ed policy and leadership
- Foundational methods
- Seminar in ed governance and ethics

Fall term

- Survey of US ed policy
- Applied stats in educ & human services I
- Professional writing
- Elective 1

Winter term

- Applied stats in educ & human services II
- Elective 1
- Elective 2
- Elective 3

Spring term

- Capstone project
- Elective 1
- Elective 2
- Elective 3

Admissions

- Goal: 8 in Yr 1 building up to 20-30 per cohort
- 26 applicants (so far)
- Two rounds (1/31 & 4/15)
- 11 acceptances so far!



Questions?

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